

READY, SET, GO! 6

INGLÊS

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INCLUI
LESSON
GUIDE

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ASA

PLANNING

DIGITAL
RESOURCES

REVIEW
WORKSHEETS

TUTORIAL
HELP

FOCUS
ON SKILLS

FOCUS ON
GRAMMAR &
VOCABULARY

ASSESSMENT

INCLUSION

DAC & CLIL

LISTENING
SCRIPTS

READY, SET, GO! 6th

INGLÊS



- **Ready, set, go! project presentation**
- **Planning**
 - Term plan
 - Semester plan
- **Aprendizagens Essenciais (code key)**
- **Games**
 - Bingo
 - Snakes and ladders
- **Digital resources**
- **Review worksheets**
 - 8 Review Worksheets
 - Answer key
- **Tutorial help**
 - Vocabulary
 - Grammar
 - Answer key
- **Focus on skills**
 - Reading Worksheets (2 levels)
 - Listening Worksheets (2 levels)
 - Writing Worksheets (2 levels)
 - Speaking Worksheets (2 levels)
 - Answer key and listening scripts
- **Focus on Vocabulary & Grammar**
 - Vocabulary Worksheets (2 levels)
 - Grammar Worksheets (2 levels)
 - Answer key
- **Assessment**
 - Diagnostic Tests
 - Progress Tests (1 per unit, A/B)
 - Extensive Reading Test
 - Speaking Tests
 - Get ready for the tests (1 per unit)
 - Quick Tests
 - Prova Extraordinária de Avaliação
 - ModA
 - Assessment rubrics
 - Answer key and listening scripts
- **Inclusion**
 - Vocabulary Worksheets C
 - Grammar Worksheets C
 - Progress Tests C
 - Answer key
- **DAC & CLIL**
 - Domínios de Autonomia Curricular
 - CLIL Worksheets
 - Answer key
- **Listening scripts**

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Critérios de apreciação, seleção e adoção de manuais escolares certificados

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

1. Organização e Método	
1.1 Apresenta uma organização coerente e funcional	• Índice simples e prático. • Conteúdos divididos por unidades e subunidades, claramente identificadas. • Abertura de unidade em página dupla, cujas atividades mobilizam os conhecimentos prévios que serão necessários para a unidade a ser trabalhada (ex.: págs. 14, 15). • Indicação, no início de cada subunidade, dos conteúdos aí abordados (<i>What's in this subunit?</i>) (ex.: pág. 16). • Divisão dos conteúdos/<i>skills</i> por rubricas transversais a todas as unidades. • Disposição coerente e previsível das rubricas nas unidades: cada subunidade inicia sempre com <i>Vocabulary</i> e termina sempre com <i>Need for speed</i>. • Caixas <i>Don't forget!</i> nas páginas de gramática, com pequenos apontamentos de destaque. • Remissões claras para as diversas secções e componentes do manual (ex.: págs. 31, 34, 37). • Bandas laterais completas, para o professor, onde consta a referência a: Aprendizagens Essenciais; todos os recursos internos e externos associados aos conteúdos; sumários; sugestões metodológicas; sugestões de atividades para iniciar a aula de forma diferente – <i>Get it started!</i> – e sugestões de atividades mais desafiantes para os alunos mais rápidos – <i>Raise the bar</i> (ex.: págs. 32, 34, 50).

1.2	Apresenta uma organização adequada aos alunos.	• Divisão em 5 unidades (de 0 a 4), divididas maioritariamente em duas subunidades, claramente identificadas. • Indicação dos conteúdos abordados no início de cada unidade (<i>What's in this subunit?</i>). • Designação das rubricas curta, sugestiva e coerente ao longo do manual. • Anexos integrados no final do manual e não em <i>booklet</i> extra, para que estejam sempre com o aluno e não se danifiquem ou se percam com facilidade. São eles <i>Ready, set... celebrate!</i>, <i>Extensive Reading</i>, <i>Go plus</i> – banco de exercícios extra de gramática e vocabulário, <i>Writing made easy</i> e <i>Speaking made easy</i>, <i>Vocabulary bank</i>, <i>Grammar bank</i>, com explicação em português, que pode ser usada como estudo autónomo. • Badanas nas capas do manual onde os alunos encontrarão os verbos de comando e question words para que possam consultar a qualquer altura. As badanas incluem também a secção <i>Time to learn the past simple of the irregular verbs!</i> Uma das badanas contém uma <i>Magic Lens</i> que vai permitir decifrar as soluções de alguns exercícios devidamente identificados. • Remissão para as diferentes secções do manual e para os restantes componentes do projeto, à medida que os conteúdos são trabalhados.
1.3	Explicita etapas essenciais para a aquisição de conhecimentos e o desenvolvimento de capacidades.	• Primeira unidade (unidade 0) exclusivamente de revisão de conteúdos já lecionados em anos anteriores e restantes unidades que se iniciam com uma revisão/consolidação de conteúdos já lecionados em anos anteriores. • Exercícios que incidem em <i>skills</i> mais complexas de produção, como <i>Writing</i> (ex.: pág. 81) e <i>Speaking</i> (ex.: pág. 89) apresentados sempre com um exemplo/modelo (<i>Ready...</i>) seguido de exercícios guiados e o <i>Go!</i> para que o aluno aplique o que aprendeu. No caso das tarefas de produção, os alunos encontram, ainda, os vídeos <i>Interactive speaking videos</i> e <i>Interactive writing videos</i>, em que poderão ir construindo o seu texto de forma interativa e motivadora através do preenchimento de formulários e visionamento de vídeos. • Indicação clara dos conteúdos de gramática e de vocabulário. • Textos direcionados para o universo de interesses dos alunos, mas também com inclusão de alguns excertos adaptados de obras literárias, abordando questões culturais e de cidadania. • Exercícios organizados por grau de dificuldade. • Consolidação e avaliação dos conteúdos através da rubrica <i>Check it now!</i>, que permite ainda uma reflexão acerca dos conhecimentos adquiridos em cada unidade através do acesso ao QR code <i>So far so good?</i> (ex.: págs. 92-94).

1.4 Motiva para o conhecimento

- Vocabulário trabalhado com exercícios lúdico-didáticos contextualizados (ex.: págs. 72-73).
- Gramática apresentada com exemplos que facilitam a compreensão e exercícios de tipologia diversificada. Esta rubrica é complementada por exercícios *Grammar in use with...*, que incluem excertos de filmes e tiras de banda desenhada, para a realização de exercícios em contexto (ex.: págs. 102, 103).
- *Just4Fun* – Piadas que representam um momento mais lúdico na sala de aula e aumentam a motivação para a aprendizagem da língua inglesa (ex.: pág. 75).
- Todos os itens gramaticais são acompanhados de vídeos, animações, *quizzes* e apresentações PowerPoint®.
- Caixas *Language help*, com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade (ex.: pág. 53).
- Rubrica *Song*, onde podemos encontrar canções que resultam da adaptação das letras de músicas do agrado dos alunos aos conteúdos trabalhados e ao grau de dificuldade. No final, a caixa *Get real!* faz a ligação entre a canção adaptada e a original (ex.: pág. 62).
- Todos os textos sempre acompanhados de animação (inclusive toda a *Extensive Reading*) e áudio em versões *standard* e *slow*.
- *Culture curious* – Caixa com informação sobre aspetos culturais dos *English-speaking countries*, através de *riddles* e de curiosidades. Esta caixa é acompanhada por um vídeo com informação cultural e geográfica relativa ao país e uma atividade interativa (ex.: pág. 109).
- Rubrica *Watching* – Esta rubrica assenta no visionamento de pequenos trailers de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária, seguindo-se propostas de atividades de compreensão de tipologia variada (ex.: pág. 52).
- Personagens conhecidas dos alunos (ex.: págs. 14, 16, 41, 46).
- *5 important things...* – página de resumo dos conteúdos da unidade em forma de infográfico, para rever os conteúdos antes de fazer a autoavaliação (ex.: pág. 39).
- Rubrica *Need for speed* para os alunos *fast finishers*, com exercícios estreitamente ligados aos do manual que podem ser feitos e corrigidos de forma autónoma (ex.: pág. 43).
- Anexo *Ready, set... celebrate!* no final do manual, onde se abordam algumas festividades típicas dos *English-speaking countries*, com proposta de exercícios de alargamento lexical.
- *Booklet MI6*, que podemos encontrar como oferta ao aluno, no *Workbook*, e que levará os alunos a vestir a pele de agentes do MI6 e a conduzir investigações, que serão feitas através de exercícios e desafios que consolidam as aprendizagens das unidades.
- *Ready, Set, Go! Pack* que inclui: *Welcome pack* (para o acolhimento dos alunos estrangeiros, composto por *posters*, *stickers*, *booklet Cultural Surviving Guide* e cartões *Same or different?*); *posters*; *self-correction cards*; *speaking cards*; *motivational/celebrations stickers* e jogos (*Guess it!* e *Bingo*).

1.4	Motiva para o conhecimento	• <i>Extensive Reading</i> – Adaptação da obra <i>Alice in Wonderland</i>, de Lewis Carroll, acompanhada de exercícios de análise textual e uma vertente multimédia. Esta secção conta ainda com uma vertente lúdica e motivacional – <i>Shine a light</i> – que permite aos alunos visualizarem pormenores de imagens, usando uma fonte de luz. • Ferramentas interativas diversificadas e motivadoras.
1.5	Contempla sugestões de atividades de carácter prático/ experimental.	• Textos sempre acompanhados de exercícios (respeitando o grau de dificuldade crescente). • Conteúdos gramaticais contextualizados e exercícios com grau de dificuldade crescente. • Rubrica <i>Check it now!</i>, com exercícios de revisão e consolidação, englobando todos os domínios linguísticos. • Exercícios com tipologia diversificada. • <i>Go plus</i> e <i>Workbook</i> com um número significativo de exercícios, que permitem pôr em prática e consolidar os conhecimentos adquiridos. • As rubricas de <i>Speaking</i> e <i>Writing</i>, que incluem dramatizações e vídeos interativos que promovem atividades de carácter prático. Ambas as rubricas assentam numa vertente comunicativa e realista da aplicação da língua em contexto. • Secção <i>Writing</i> e <i>Speaking made easy</i>. • Rubrica <i>Grammar in use with...</i> que promove a contextualização da gramática. • Nas bandas do professor, dentro das notas, encontram-se sugestões de outras atividades mais práticas, nomeadamente lúdico-didáticas, com apoio à implementação no <i>Lesson Guide</i>.
1.6	Estimula a autonomia e o sentido crítico	Autonomia: • Caixas <i>Don't forget!</i> com explicações breves, referentes a aspetos linguísticos. • <i>Go plus</i>, <i>Vocabulary bank</i> e <i>Grammar bank</i> – no final do manual, com explicações em português, para que os alunos possam estudar de forma mais autónoma. • <i>QR codes</i> – <i>So far so good?</i>, nas páginas <i>Check it now!</i>, através dos quais os alunos podem aceder à autoavaliação e a um guia de preparação para momentos de avaliação com dicas úteis e práticas, direcionando-os para um método de estudo autónomo. • Caixas <i>Language help</i> – dão ajudas linguísticas extra, permitindo ao aluno explorar outras possibilidades. • <i>Need for speed</i> – apresenta soluções no final, o que permite ao aluno resolver os exercícios e corrigi-los de forma autónoma. • <i>Workbook</i> – inclui soluções destacáveis no final, para que o aluno possa corrigir o seu próprio trabalho. Inclui, também, um conjunto de autocolantes com o resumo dos conteúdos, que o aluno poderá colar no seu caderno diário. Espírito crítico: • Rubrica <i>Stop & Think</i> – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais, através de imagens e vídeos (ex. pág. 25).

1.6	Estimula a autonomia e o sentido crítico	• Projetos <i>All Together</i> – que promovem o trabalho cooperativo, com tarefas interdisciplinares que se aplicam ao quotidiano do aluno e o levam a refletir de forma crítica sobre o meio que o envolve (ex.: pág. 38). • <i>QR codes So far so good?</i>, nas páginas <i>Check it now!</i>, que permite ao aluno refletir acerca dos conhecimentos que adquiriu ou não ao longo da unidade e da necessidade de estudar mais um determinado conteúdo.
2. Informação e Comunicação		
2.1	Respeita as orientações constantes dos documentos curriculares e outras orientações gerais do Ministério da Educação.	• Todas as Aprendizagens Essenciais, bem como os descritores do Perfil dos Alunos são trabalhados no manual. • Referência às Aprendizagens Essenciais trabalhadas na banda lateral. • No <i>English for All</i> os alunos estrangeiros ou alunos que ingressam nas turmas tardiamente vão encontrar um manual adaptado e simplificado. Este <i>booklet</i> apresenta ainda uma versão mais simplificada – <i>English for all – Additional needs</i>, que inclui exercícios muito simples sobre conteúdos prévios, com recurso a tradução para português. • Promove a educação para a inclusão, cidadania e participação, responsabilidade e integridade, valores contemplados no Perfil dos Alunos. • No <i>Teacher's Resource File</i> os professores podem encontrar <i>Assessment rubrics</i> para as atividades de <i>Writing, Speaking e Projects (All Together)</i> do manual. • Fichas DAC (Domínios de Autonomia Curricular) – interdisciplinary projects no <i>Teacher's Resource File</i>. • Promove a utilização de tecnologias de informação e comunicação (exemplos: manual interativo e aplicação Smart).
2.2	Tendo em conta as orientações curriculares: – veicula conhecimento correto; – veicula conhecimento relevante.	• Todo o manual veicula conhecimento correto e relevante, de acordo com as Aprendizagens Essenciais. • Participação ativa do consultor linguístico e pedagógico Dave Tucker. • Certificação pelo Instituto Superior de Ciências Educativas do Douro.
2.3	Promove a educação para a cidadania, nomeadamente não apresentando discriminações de carácter cultural, étnico, racial, religioso e sexual, e respeitando o princípio da igualdade de género.	• Rubrica <i>Stop & Think</i> que permite ao aluno refletir acerca do meio que o rodeia, desenvolver a consciência cívica e o respeito pelo outro (ex.: pág. 25). • Rubrica <i>All Together</i> no manual, que pretende, também, consciencializar e sensibilizar os alunos para um trabalho interdisciplinar que mobilize boas práticas e educação para a cidadania (ex.: pág. 64). • Caixas <i>Same or different?</i> com desafios para os alunos refletirem sobre as suas vivências de acordo com o seu país de origem, comparando-as com aquilo que é abordado na página do manual (ex. pág. 109). • Separador <i>Inclusion</i> no <i>Teacher's Resource File</i>, específico para alunos com dificuldades na aprendizagem, com fichas de trabalho e testes de avaliação adaptados. • Separador DAC no <i>Teacher's Resource File</i>, com sugestões de atividades interdisciplinares.

2.4	Apresenta uma organização gráfica ⁽¹⁾ que facilita o seu uso	• As unidades estão bem divididas e claramente identificadas através do grafismo, da cor e de um separador com imagem em página dupla. • Cada página tem, no topo, o número da unidade a que pertence. • Cada rubrica/secção tem um grafismo específico, coerente ao longo do manual. • Secções com objetivos diversificados estão destacadas em caixas de texto específicas (ex.: <i>Stop & Think</i>, <i>Language help</i>, <i>Don't forget!</i>).
2.5	Apresenta ilustrações ⁽²⁾ corretas, necessárias e adequadas aos conteúdos e às atividades propostas.	• Utilização de imagens apelativas para ilustrar os itens de vocabulário e de gramática (ex.: págs. 30, 51). • Imagens reais de personagens atuais e conhecidas dos alunos (ex.: págs. 36, 99). • Textos com ilustração alusiva, correta, adequada e pertinente (ex.: págs. 56, 100). • Exercícios com base em imagens, para facilitar a compreensão e permitir um leque mais diversificado de exercícios (ex. págs. 46, 59, 60). • Utilização de grelhas e esquemas para facilitar a compreensão dos conteúdos gramaticais (ex.: págs. 51, 58). • Apresentação de um grafismo variado e equilibrado.

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

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

3. Características materiais

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

4. Adequação ao Projeto Educativo de Escola

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

Apresentação do projeto *Ready, set, go! 6*



Ready, Set, Go! é um projeto concebido para os alunos que frequentam o 6.º ano de escolaridade. Este projeto concorre para o desenvolvimento das áreas de competências definidas nas Aprendizagens Essenciais (AE) e nos descritores do Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO), operacionalizando, de forma realista, os conhecimentos, capacidades e atitudes (competências comunicativa, intercultural e estratégica) previstos nas AE de Inglês para o 6.º ano, que foram definidos tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas (QECRL), nomeadamente o nível A2.

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

Componentes do projeto

.: Para o aluno Student's Book

O Manual está organizado em cinco unidades.

- **Unit 0** – Good to be back
- **Unit 1** – My world, my way!
- **Unit 2** – Enjoy every day
- **Unit 3** – Explore the city!
- **Unit 4** – Holiday time!

Todas as unidades iniciam com duas páginas de abertura chamadas **Ready, set... Recap!**, em que o objetivo é mobilizar linguagem que o aluno já conhece de anos anteriores e que será útil para as temáticas a abordar ao longo da unidade. O primeiro contacto com a unidade será feito através de uma imagem a partir da qual se fará um pequeno *quiz*. A dupla inicial conta ainda com a rubrica . Trata-se de uma canção em que a melodia é conhecida dos alunos e a letra é adaptada.

No início de cada subunidade, surge a indicação **What's in this subunit?**, onde estão elencados os conteúdos que serão abordados.

As subunidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação de vocabulário de forma apelativa com o apoio de imagens, numa lógica de *Listen and repeat*. As imagens são acompanhadas por exercícios contextualizados de tipologia diversificada, incluindo exercícios de compreensão oral. No final da rubrica de vocabulário encontramos também a rubrica , que permite aos alunos aplicarem o vocabulário através de pequenos exercícios de interação oral.
- **Reading** – Os textos apresentam tipologias variadas e temáticas que despertam o interesse dos alunos, porque se aproximam das suas motivações. Pretendem, também, alargar os seus horizontes, através de referências literárias, culturais e sociais que convidam à reflexão. Na componente multimédia, todos os textos dispõem de duas animações em vídeo, com questões relacionadas com vocabulário a que os alunos terão de responder, tornando a leitura do texto mais interativa.
-  **Quick Writing** – Pequeno momento de produção escrita acerca do tema abordado no texto.
- **Listening** – Esta rubrica apresenta situações de compreensão oral, em suporte áudio, locucionadas por falantes nativos. Estas atividades estão acompanhadas de exercícios de compreensão de resposta fechada, permitindo, assim, aprofundar a consciência fonológica e linguística de uma forma realista e funcional.

- **Song** – Canções que resultam da adaptação das letras de música, do agrado dos alunos, aos conteúdos trabalhados e ao grau de dificuldade, acompanhadas de versão *karaoke*. No final, a caixa  faz a ligação entre a canção adaptada e a letra original.
- **Watching** – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária e interesse dos alunos, seguindo-se propostas de atividades de compreensão.
- **Speaking** – Atividades de produção/interação oral guiadas, que desenvolvem a capacidade de comunicar oralmente. Estas atividades apresentam, em primeiro lugar, modelos dos textos orais em . O aluno poderá depois, em  redigir o seu texto, usando as suas palavras e ideias, com o apoio de diagramas, caixas e expressões úteis. As atividades de *spoken interaction* dispõem, na versão multimédia, de um vídeo com dramatização da situação feita por personagens reais em cenários autênticos, com diferentes *play modes*, que possibilitam trabalhar o vídeo de uma forma interativa. As atividades de *spoken production* estão acompanhadas por **Speaking videos**, em que os alunos poderão ver um falante nativo a realizar a atividade proposta em contexto de sala de aula. Todas as atividades de *spoken production* e *interaction* dispõem, também, de uma ajuda adicional, que consta na secção , no final do manual.
- **Writing** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um modelo claro, em  para que o aluno possa depois redigir o seu texto, numa lógica de *do-it-yourself* usando as suas ideias, com o apoio de linhas orientadoras, diagramas e expressões úteis em . Estas atividades dispõem, na versão multimédia, de vídeos , onde os alunos terão apoio para realizarem a tarefa de escrita *step-by-step*. Os alunos dispõem, também, de uma ajuda adicional que consta na secção , no final do manual.
- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Após a explicação de cada conteúdo, surgem exercícios de aplicação de tipologia diversificada, organizados por grau de dificuldade. Surgem também exercícios , que incluem excertos de filmes e séries, para a realização de exercícios em contexto.
- **DON'T FORGET!** – Caixas com chamadas de atenção para determinadas estruturas gramaticais ou linguísticas que os alunos poderão copiar para o caderno diário.
-  – Caixas com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade.
-  – Caixa com informação sobre aspetos culturais dos *English-speaking countries*, através de *riddles* e de **curiosidades**. Esta caixa é acompanhada por um vídeo que inclui informação cultural e geográfica relativa ao país e uma atividade interativa.
-  – **Piadas** que representam um momento mais lúdico na sala de aula e aumentam a motivação para a aprendizagem da língua inglesa.
-  – **Desafios** para os alunos refletirem sobre as suas vivências, de acordo com o seu país de origem, comparando-as com aquilo que é abordado na página do manual. O objetivo desta rubrica é facilitar a integração dos alunos estrangeiros e promover a multiculturalidade.
-  – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais, através de imagens e vídeos.
-  – Todas as unidades apresentam um **projeto** que visa a dinamização de atividades de natureza interdisciplinar.
-  – Página de **resumo** dos conteúdos da unidade em forma de infográfico, para o aluno rever, através do estímulo visual, o vocabulário e gramática antes de fazer a autoavaliação.
-  – **Teste de autoavaliação**, com todos os domínios. No final, o aluno terá acesso a um documento através de código QR , onde poderá fazer a verificação das aprendizagens para sua autorregulação e também encontrar um guia de estudo com pistas úteis para orientar o seu trabalho/estudo.

- **NEED FOR SPEED** – Página dirigida aos **fast finishers**. Apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. As soluções estão na página, mas só podem ser lidas com a ajuda da **Magic Lens** que se encontra na badana da capa.

O Manual inclui ainda os seguintes anexos:

- **Ready, set... celebrate!** – Aqui, abordam-se algumas **festividades** típicas dos *English-speaking countries*, com proposta de exercícios de alargamento lexical.
- **Extensive Reading** – Adaptação da obra **Alice in Wonderland**, de Lewis Carroll, acompanhada de exercícios de análise textual organizados em **Before you read** e **After you read**. Cada capítulo está acompanhado de um desafio e tem também uma vertente multimédia, com animações de texto e pequenos vídeos que ilustram partes da história. Esta secção conta ainda com uma vertente lúdica e motivadora – **Shine a light** –, que permite aos alunos visualizarem pormenores de imagens, usando uma fonte de luz.
- **GO+ GO PLUS** – Exercícios extra de **aplicação e consolidação lexical e gramatical**, para todas as unidades.
- **VOCABULARY BANK** – **Glossário** com apresentação dos termos em inglês/português organizado por unidades/subunidades.
- **GRAMMAR BANK** – Secção que apresenta a explicação das **regras gramaticais em português**. É um **instrumento de estudo autónomo** e de preparação para a avaliação.
- **Badanas** – Os alunos encontrarão nesta secção os **action verbs** e **question words**. Serve o propósito de ajudar os alunos a entenderem melhor os enunciados/instruções das questões. As badanas incluem também a secção **Time to learn the past simple of the irregular verbs!** com a lista dos verbos irregulares. Uma das badanas terá uma **Magic Lens** que permite decifrar as soluções de alguns exercícios devidamente identificados nas páginas do manual.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e fora da sala de aula, e apresenta um conjunto diversificado de exercícios de reforço de vocabulário e de gramática. No início de cada página os alunos encontram um **recap** dos conteúdos de gramática e vocabulário, sob forma de resumo, que os vai auxiliar na resolução dos exercícios. Cada unidade termina com um **Practice test** com todos os domínios. No final deste componente podemos encontrar também uma secção de **Fun activities** com exercícios diferentes e motivadores sobre os conteúdos das várias unidades. Associado ao **Workbook** está, ainda, um conjunto de **autocolantes** com o resumo dos conteúdos, que o aluno poderá colar no seu caderno diário.

M16

Booklet que levará o aluno a vestir a pele de agente secreto 007 e, com a ajuda da mascote do projeto, o **Muffin** (Agent M), irá levar a cabo missões secretas. Estas missões serão cumpridas através de exercícios e desafios que permitem consolidar as aprendizagens feitas ao longo das unidades. No final de cada unidade, o aluno fará atividades **do-it-yourself** para organizar o seu **kit** de agente secreto. Na vertente multimédia, o aluno terá acesso a vídeos explicativos para a rubrica **Do-it-yourself Spy Kit**. Esta secção conta ainda com a novidade **shine a light**, que permite ao aluno visualizar imagens através de uma fonte de luz.



.: Para o professor

Manual (Edição do Professor)

- Indicação das AE na banda lateral, de forma prática, em código, com respetivo documento de descodificação disponível neste *Teacher's Resource File*.
- Sumário da aula.
- Soluções dos exercícios.
- Sugestões de atividades para iniciar a aula de forma diferente e contribuir para a consolidação de conteúdos já lecionados – **Get it started!**.
- Sugestão de atividades mais desafiantes para alunos que resolvem os exercícios da página com maior facilidade e rapidez – **Raise the bar**.
- Sugestões de atividades de extensão.
- Listagem dos recursos disponíveis no projeto.

Workbook (Edição do Professor)

- Soluções dos exercícios.
- Workbook interativo.

Lesson Guide

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

Booklet English for all

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

Este *booklet* apresenta ainda uma versão mais simplificada – **English for all Additional needs**. Inclui, para além de adaptações das páginas do manual, exercícios muito simples sobre conteúdos prévios, com recurso a tradução para português em todas as instruções e explicações.

Teacher's Resource File – totalmente editável em auladigital

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

• Planning

- Aprendizagens Essenciais (*code key*)
- Adaptações Curriculares Não Significativas/Significativas
- Year/term plan (two/three weekly lessons)
- Year/semester (two/three weekly lessons)

• Games

- Inclui jogo de tabuleiro *Snakes and ladders* e *Bingo* com as horas.

• Digital resources

• Review worksheets (Grammar and Vocabulary – 5.º ano)

• Tutorial help

- Fichas de vocabulário e gramática para tutorias e aulas de apoio/coadjuvações.

• Focus on skills

- 9 Reading worksheets (dois níveis de dificuldade)
- 4 Listening worksheets (dois níveis de dificuldade)
- 4 Speaking worksheets (dois níveis de dificuldade)
- 4 Writing worksheets (dois níveis de dificuldade)

• Focus on Vocabulary & Grammar

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

• Assessment

- Diagnostic tests (*listening*, estrutura completa e escolha múltipla)
- 4 Listening tests (dois níveis de dificuldade)
- 4 Reading tests (dois níveis de dificuldade)
- 4 Language tests (dois níveis de dificuldade)
- 4 Writing tests (dois níveis de dificuldade)
- 3 Speaking tests (testes de produção e interação oral, com grelhas de avaliação)
- Extensive reading test
- Get ready for the tests (uma por teste)
- Quick tests (dois níveis de dificuldade)
- Prova Extraordinária de Avaliação
- Preparação para a Prova ModA
- Assessment Rubrics (*speaking*, *writing* e *project*)
- Answer key and listening scripts

• Inclusion

- 12 Grammar worksheets
- 12 Vocabulary worksheets
- 4 Progress tests
- Answer key and listening scripts

• DAC & CLIL

- Domínios de Autonomia Curricular
- CLIL worksheets

• Listening scripts (Student's book e Workbook)

Ready, set, go! Pack

- **Welcome pack** – composto por dois *posters; stickers Welcome to our class; Booklet Cultural Surviving guide* e cartões *Same or different?* (para o primeiro dia em que a turma acolhe um aluno estrangeiro, com o objetivo de o aluno novo e turma se conhecerem melhor).
- **Posters** – *Parades in the English-speaking world; Crazy celebrations calendar* e *Growth mindset*.
- **Self-correction files** – Exercícios para *fast finishers*.
- **Speaking cards** – 120 cartões de *spoken production* e *spoken interaction* que podem ser utilizados para momentos formais de avaliação, ou para prática de *speaking* noutros contextos.
- **Motivational stickers/Celebrations stickers** para motivar os alunos ao longo do ano letivo e também para assinalar o dia do seu aniversário. Poderão ser usados no caderno diário do aluno, em fichas de trabalho ou avaliações.
- **Games** – *Guess it!* e *Bingo* (verbos irregulares do *past simple*).

Manual Interativo

Esta ferramenta permite:

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

Nota: o Manual Interativo está disponível *offline*.

Listagem geral dos recursos multimédia do Ready, set, go! 6

- **Áudios** – Disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **Animações** – Animações de vocabulário e dos textos das rubricas *Reading* e *Extensive Reading*.
- **Gramáticas Explicativas** – Animações dos conteúdos gramaticais, com explicações passo a passo sobre o uso e a forma, com os respetivos exemplos, intercaladas com exercícios de resposta rápida. Incluem *bookmarks* para as diferentes partes da animação, tabela final de sistematização e possibilidade de legendas *on/off*. Este recurso está disponível em versão multilíngue.
- **Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **Vídeos** – 34 vídeos de suporte às atividades do manual, com a possibilidade de apresentação de legendas em inglês ou português (destaque para *trailers* de filmes e vídeos culturais); 4 vídeos animados das canções das aberturas de unidade; 4 vídeos de suporte para atividades de expressão oral, protagonizados por locutores nativos simulando situações reais, com inclusão de atividades intercaladas.
- **Links** – *links* para 9 *quizzes online* Kahoot!®; *links* para 9 *quizzes online* Blooket®.
- **Jogos** – 4 jogos de consolidação de conhecimentos, sugeridos no final de cada unidade e 4 jogos de memória.
- **Karaokes** – Vídeos de canções acompanhados das letras, com marcação de texto.
- **Apresentações PowerPoint®** – Apresentações de exploração e aplicação de conteúdos gramaticais ou associados a um tema específico de unidade.
- **Testes Interativos** – 9 testes com 6 itens de resposta fechada e correção automática, de revisão de cada subunidade; 5 testes exclusivos do professor, com 8 itens de resposta fechada e correção automática, de revisão de cada unidade.

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

Planning

Year/term plan – 2 weekly lessons	 auladigital
Year/term plan – 3 weekly lessons	 auladigital
Year/semester plan – 2 weekly lessons	 auladigital
Year/semester plan – 3 weekly lessons	 auladigital
Year/term plan – Non-significant curricular adaptations	 auladigital
Year/semester plan – Non-significant curricular adaptations	 auladigital
Year/term plan – Significant curricular adaptations	 auladigital
Year/semester plan – Significant curricular adaptations	 auladigital
Aprendizagens Essenciais (code key)	
Ready, set, go! 6	19

Aprendizagens Essenciais (code key) Ready, set, go! 6

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Áreas temáticas/ situacionais	T-1	Serviços públicos				78 80 90		
	T-2	Passatempos e interesses		24 30		82	111	
	T-3	Férias e viagens				82 84	98 106 108 111 112 114	
	T-4	Família e amigos		23 36		88 90	104	
	T-5	Rotinas			46 52			
	T-6	Escola			54 55 62			
	T-7	Meios de transporte					98	
	T-8	Tipos de habitação		16 21				
	T-9	Descrição de pessoas		22 23 24 38	56 64			
	T-10	Descrição de acontecimentos e atividades			56	83 84	100 105 114	122
	T-11	(Re)contar uma pequena história.			56			128
Competência comunicativa Compreensão oral	C-CO1	Compreender discursos muito simples articulados de forma clara e pausada.	11 12	17 21 23 25 31 40	47 55 57 60 64 66	73 75 78 92	99 101 107 114	118 119 120
	C-CO2	Seguir conversas sobre assuntos que lhe são familiares.	11 12			83	107	
	C-CO3	Compreender os acontecimentos principais de uma história/notícia, contada de forma clara e pausada.					100	
	C-CO4	Identificar o contexto do discurso, a ideia principal e informações simples.	8	17 21 28 31 36 40	47 52 60 62 66	73 78 80 88 92	99 104 114	
Compreensão escrita	C-CE1	Compreender textos simples com vocabulário limitado.	10	18 24 32 40	48 53 56 63 66	74 84 92	100 108 109 114	
	C-CE2	Identificar a ideia principal e a informação essencial em textos diversificados.	11	18 32	48 53 56 63 66	74	100 108	
	C-CE3	Desenvolver a literacia, compreendendo textos de leitura extensiva com vocabulário familiar.						122

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Interação oral	C-IO1	Adequar a forma de tratamento ao interlocutor e ao contexto em situações de <i>role-play</i> .	10			83	111	
	C-IO2	Responder a perguntas diretas com apoio.	10	17 31	47 55	73 83	99 106	
	C-IO3	Participar numa conversa curta sobre situações de rotina que lhe são familiares, de necessidade imediata e do seu interesse.		17 31	47 55 63	73	111	
	C-IO4	Comunicar uma tarefa simples.		38	64		111	
	C-IO5	Trocar opiniões e comparar lugares, objetos e pessoas, usando uma linguagem simples.			63		106 112	128
Interação escrita	C-IE1	Preencher um formulário (<i>online</i>) ou em formato papel simples, com informação pessoal e sobre áreas de interesse básicas.		18				
	C-IE2	Pedir e dar informação sobre gostos e preferências de uma forma simples.			53			
	C-IE3	Redigir e responder a <i>posts/tweets</i> curtos com frases curtas sobre passatempos, gostos e preferências.			53			
	C-IE4	Responder a um <i>email</i> , chat ou mensagem de forma simples.		29				
Produção oral	C-PO1	Falar sobre os temas explorados: lojas, serviços públicos, tempos livres, viagens, família e amigos, rotinas, escola, meios de transporte, tipos de habitação, descrever pessoas, lugares, acontecimentos e atividades com apoio de imagens.		17 22 37	47 63	73 80 83 89	99 106 111	
	C-PO2	(Re)contar uma pequena história, sequenciando os acontecimentos, de forma simples.				89		128
Produção escrita	C-PE1	Escrever um pequeno texto descritivo sobre a sua rotina diária, a escola, acontecimentos, com a ajuda de tópicos ou imagens.			49 53	75 81 92	105 109 114	
	C-PE2	Escrever notas e mensagens curtas e simples sobre assuntos de necessidade imediata.		23				
	C-PE3	Expressar opinião sobre os seus interesses, utilizando expressões e frases simples do dia a dia.		40	66			
Competência intercultural	I-1	Reconhecer realidades interculturais distintas.	6	19	54 56 60	84 85	109	118 119 120
	I-1.1	Conhecer o seu meio e o dos outros para identificar a diversidade cultural em universos diferenciados.			56 60	84 85	108 114	
	I-1.2	Descrever diferentes elementos da sua cultura, identidade e língua por oposição à cultura anglo-saxónica e à língua inglesa.				84	108	
	I-1.3	Comparar os espaços à sua volta com espaços de realidades culturais diferentes.		19	54 60		108	
	I-1.4	Identificar exemplos concretos de atitudes de tolerância e respeito intercultural.		19 38	64		112	
	I-1.5	Reconhecer algumas diferenças entre as relações interculturais.					112	
		Sugestão de tópicos a serem trabalhados						
	I-1.6	Comparar diferentes rotinas diárias, meios de transporte e tipos de habitação.		19 21				
	I-1.7	Associar nacionalidades a países; identificar monumentos, figuras históricas, algumas figuras públicas.	6 16	19		89 92		
	I-1.8	Festividades						118 119 120

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Competência Estratégica	E-1	Comunicar eficazmente em context.		38	64	90		
	E-1.1	Reconhecer diferentes estratégias de comunicação nas fases de planificação, realização e avaliação das atividades comunicativas.				90	111	
	E-1.2	Preparar, repetir, memorizar uma apresentação oral.		37 38	63	89	111	
	E-1.3	Apresentar uma atividade de <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.		37	63		112	
	E-2	Trabalhar e colaborar em pares e pequenos grupos.					112	
	E-2.1	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.		17 31		90	99 106	
	E-2.2	Formular perguntas e dar respostas.		17 31	47	73	99 106	
	E-2.3	Demonstrar atitudes de inteligência emocional, utilizando expressões para exprimir sentimentos de agrado e desagrado e indicar concordância e/ou discordância.			47 63		106	
	E-2.4	Colaborar em tarefas elementares, pedindo e fazendo sugestões simples; planejar, organizar, dar conselhos, utilizando estruturas simples e apresentar uma tarefa de pares ou um trabalho de grupo.		38	64	90	112	
	E-3	Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto.						118 119
	E-3.1	Comunicar com outros a uma escala local, nacional e internacional, recorrendo a aplicações tecnológicas para produção e comunicação <i>online</i> .		29			112	
	E-3.2	Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto, a experiências reais e quotidianas do aluno.		38	64	90	112	
	E-3.3	Participar num <i>webquest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i> .						119
	E-4	Pensar criticamente.		25 38	57 64	75 90	101	
	E-4.1	Reunir e associar informação para realizar tarefas e trabalhos ou aprofundar interesses pessoais.		25 38	64	75 90	101 112 114	
	E-4.2	Desenvolver a autonomia intelectual de forma a adotar uma atitude mais independente perante novas aprendizagens.			57 64	90	114	130
	E-5	Relacionar conhecimentos de forma a desenvolver a criatividade em contexto.					112	
	E-5.1	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, mesmo que isto implique realizar a tarefa em várias tentativas.		38	64		112	
	E-5.2	Cantar, reproduzir rimas e lengalengas.	8	28	62	88	104	
	E-5.3	Participar em atividades dramáticas e de <i>role-play</i> ; ler e reproduzir histórias.	10	38	47 55 64		105 111	
	E-5.4	Realizar atividades para desenvolver a literacia, como trabalhar a rima, a sinonímia e antonímia.		18 19		75	104	
	E-5.5	Desenvolver e participar em projetos e atividades interdisciplinares.		38	64	90	112	

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Competência estratégica (cont.)	E-6	Desenvolver o aprender a aprender em contexto de sala de aula e aprender a regular o processo de aprendizagem.		40	66	92	114	
	E-6.1	Discutir e selecionar objetivos de aprendizagem comuns e individuais.		40	66	92	114	
	E-6.2	Desenvolver uma atitude ativa, autónoma e perseverante perante a própria aprendizagem.		40	66	92	114	
	E-6.3	Monitorizar/avaliar progressos e dificuldades na língua inglesa.	13	40	66	92	114	
	E-6.4	Selecionar estratégias eficazes para superar dificuldades e consolidar aprendizagens		40	66	92	114	
	E-6.5	Utilizar dicionários bilingues simples (<i>online</i> e em papel).				74 81		
	E-6.6	Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em inglês.	9 13	26 40	58 61 66 68	86 92 94	110 114 116	
	E-6.7	Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos.		40	66	92	112 114	
	E-6.8	Reconhecer diferentes estratégias de aprendizagem.					112	
	E-6.9	Realizar atividades simples de auto e heteroavaliação: portefólios, diários e gráficos de progressão de aprendizagem.		40	66	92	114	

Games

Bingo (Telling the time)	25
Snakes and ladders	29

Available in editable format at



auladigital

Bingo (Telling the time)

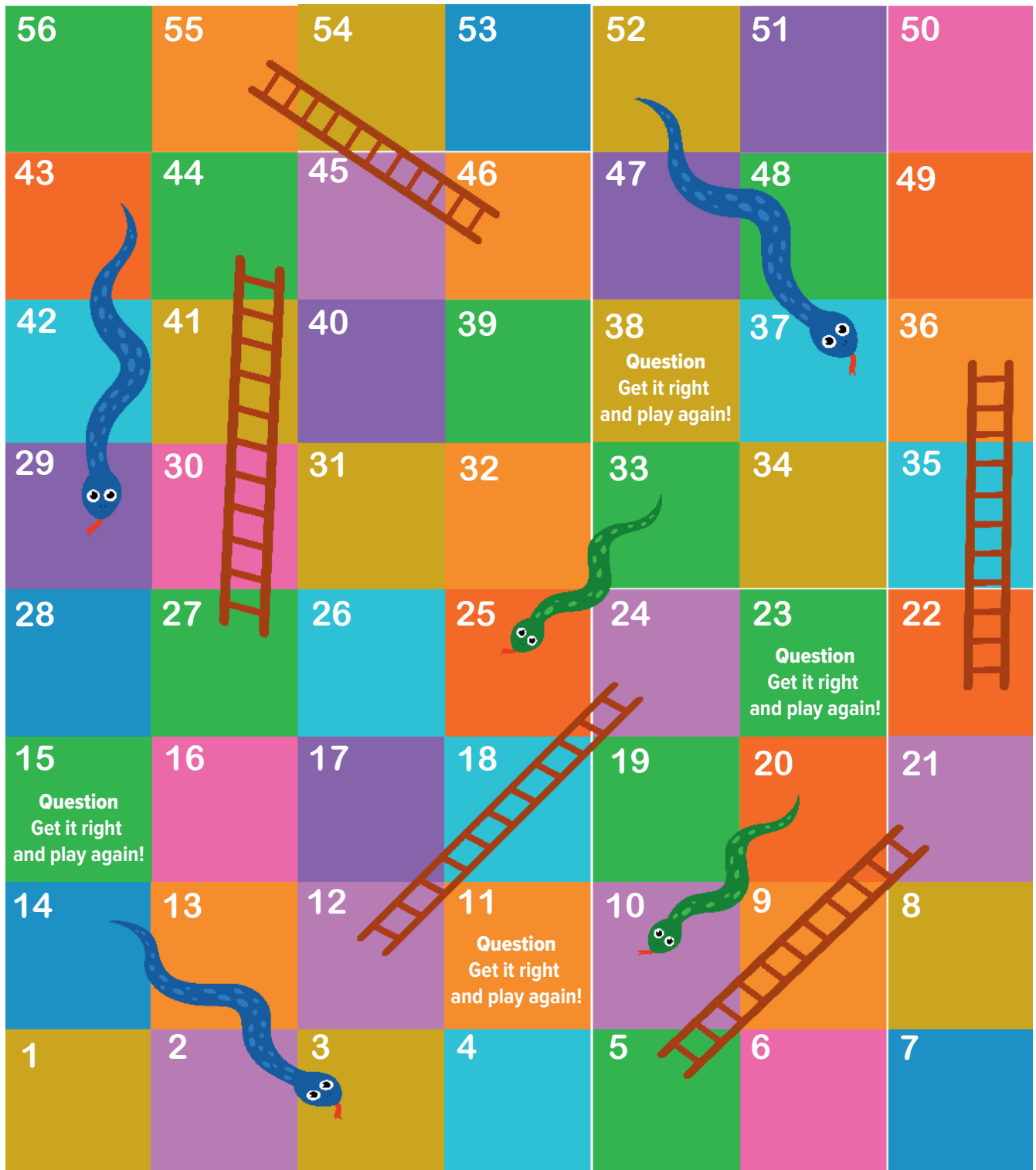
Instructions: Give each pair of students a card. They should play in pairs.

Here are the times to call out: *seven o'clock; twenty five past ten; a quarter to seven; ten to four; twenty past eight; a quarter past five; half past two; midday; a quarter to twelve; a quarter to ten; half past four; two o'clock; five to nine; five past nine.*





Snakes and ladders





UNIT 1 What's the nationality of someone who is from Mexico? (*Mexican*)

UNIT 2 Which time is correct?

- a) Half past five. ✓
- b) Five and thirty.

UNIT 3 Choose the correct option to complete the sentence.

In the city, I like _____ the streets.

- a) visiting along
- b) walking along ✓

UNIT 4 Choose the correct option to complete the sentence.

Next holidays, I'm staying in a _____.

- a) hotel ✓
- b) suitcase

UNIT 1 Who is the sister of my mother?

- a) My sister.
- b) My aunt. ✓

UNIT 2 Which sentence is correct?

- a) I always am late.
- b) I am always late. ✓

UNIT 3 Choose the correct option to complete the sentence.

We always stop to enjoy the _____.

- a) view ✓
- b) clothes

UNIT 4 Which is a typical summer activity?

- a) Going to the beach. ✓
- b) Visiting a museum.

UNIT 1 What's the nationality of someone who is from Italy? (*Italian*)

UNIT 2 Which time is correct?

- a) Fifteen to twenty.
- b) A quarter to eight. ✓

UNIT 3 Choose the correct option to complete the sentence.

My favourite place in the city is the fire _____.

- a) station ✓
- b) shop

UNIT 4 Choose the correct option to complete the sentence.

Next holidays, I'm staying in a _____.

- a) ticket
- b) campsite ✓

UNIT 1 Who is the father of my mother?

- a) My grandfather. ✓
- b) My cousin.

UNIT 2 Which sentence is correct?

- a) I go never to school by bus.
- b) I never go to school by bus. ✓

UNIT 3 Choose the correct option to complete the sentence.

My favourite activity in the city is trying local _____.

- a) transport
- b) food ✓

UNIT 4 Which is a typical summer activity?

- a) Sunbathing. ✓
- b) Going to the stadium.

UNIT 1 What's the nationality of someone who is from France? (*French*)

UNIT 2 Which time is correct?

a) Ten o'clock. ✓

b) Twenty-two o'clock.

UNIT 3 Choose the correct option to complete the sentence.

My favourite place in the city is the town _____.

a) station

b) hall ✓

UNIT 4 Choose the correct option to complete the sentence.

Next holidays, I'm staying in a _____.

a) passport

b) resort ✓

UNIT 1 Who is the son of my uncle?

a) My sister.

b) My cousin. ✓

UNIT 2 At school, where can we find books?

a) Library. ✓

b) Canteen.

UNIT 3 Choose the correct option to complete the sentence.

I love nature, so I always explore the _____.

a) parks ✓

b) museums

UNIT 4 Which is a typical summer activity?

a) Going to the cinema.

b) Going to the water park. ✓

UNIT 1 What's the nationality of someone who is from China? (*Chinese*)

UNIT 2 Which time is correct?

a) Midday. ✓

b) Midafternoon.

UNIT 3 Choose the correct option to complete the sentence.

My favourite place in the city is the train _____.

a) shop

b) station ✓

UNIT 4 Choose the correct option to complete the sentence.

I'm travelling by _____.

a) plane ✓

b) hotel

UNIT 1 Choose the correct option to complete the sentence.

I _____ a sister.

a) has got

b) have got ✓

UNIT 2 At school, where do we usually have lunch?

a) In the canteen. ✓

b) In the corridor.

UNIT 3 Which verb is a regular verb?

a) to be

b) walk ✓

UNIT 4 Choose the correct option to complete the sentence.

I love going to the swimming _____.

a) pool ✓

b) park

UNIT 1 What's the nationality of someone who is from Australia? (*Australian*)

UNIT 2 Choose the correct option to complete the sentence.

I have a _____ in the morning.

- a) bus
- b) shower ✓

UNIT 3 Choose the correct option to complete the sentence.

I love watching football matches in the _____.

- a) sports shop
- b) stadium ✓

UNIT 4 Choose the correct option to complete the sentence.

I'm travelling by _____.

- a) train ✓
- b) rucksack

UNIT 1 Choose the correct option to complete the sentence.

I _____ a good student.

- a) am ✓
- b) are

UNIT 2 At school, where do we usually have lessons?

- a) In the teachers' room.
- b) In the classroom. ✓

UNIT 3 Which verb is a regular verb?

- a) like ✓
- b) there + to be

UNIT 4 Choose the correct option to complete the sentence.

This summer, I'm going to a water _____.

- a) beach
- b) park ✓

UNIT 1 What's the nationality of someone who is from the USA? (*American*)

UNIT 2 Choose the correct option to complete the sentence.

I have _____ in the kitchen.

- a) breakfast ✓
- b) bath

UNIT 3 Choose the correct option to complete the sentence.

My parents love visiting _____ because they love art.

- a) libraries
- b) museums ✓

UNIT 4 Which is a holiday activity?

- a) Go sightseeing. ✓
- b) Resort.

UNIT 1 Choose the correct option to complete the sentence.

She _____ a big family.

- a) have got
- b) has got ✓

UNIT 2 I love sports. Which is my favourite subject?

- a) PE ✓
- b) history

UNIT 3 Choose the correct option to complete the sentence.

They _____ a museum yesterday.

- a) visiting
- b) visited ✓

UNIT 4 Choose the correct option to complete the sentence.

I love going to the theme _____.

- a) park ✓
- b) museum

UNIT 1 What's the nationality of someone who is from the UK? (*British*)

UNIT 2 Choose the correct option to complete the sentence.

I go to _____ by bus.

- a) school ✓
- b) walk

UNIT 3 Choose the correct option to complete the sentence.

When I need to buy a book, I go to the _____.

- a) library
- b) bookshop ✓

UNIT 4 Which is a holiday activity?

- a) Campsite.
- b) Going to the beach. ✓

UNIT 1 Choose the correct option to complete the sentence.

They _____ a pet.

- a) haven't got ✓
- b) hasn't got

UNIT 2 I love playing the piano. Which is my favourite subject?

- a) Citizenship.
- b) Music. ✓

UNIT 3 Choose the correct option to complete the sentence.

Yesterday, I _____ a park.

- a) explored ✓
- b) exploring

UNIT 4 Choose the correct option to complete the sentence.

I love water sports! My favourite summer activity is _____.

- a) Going to the theme park.
- b) Surfing. ✓

UNIT 1 Choose the correct option to complete the sentence.

My name _____ Maria.

- a) are
- b) is ✓

UNIT 2 Choose the correct option to complete the sentence.

I have _____ in the canteen.

- a) lunch ✓
- b) a shower

UNIT 3 Choose the correct option to complete the sentence.

She _____ in Paris last year.

- a) were
- b) was ✓

UNIT 4 Choose the correct option to complete the sentence.

When you're travelling, you should take _____.

- a) a passport ✓
- b) a bungalow

UNIT 1 Choose the correct option to complete the sentence.

_____ you got green eyes?

- a) Have ✓
- b) Has

UNIT 2 I love learning about new countries. Which is my favourite subject?

- a) Art.
- b) Geography. ✓

UNIT 3 Choose the correct option to complete the sentence.

Last month, we _____ in a marathon.

- a) participated ✓
- b) participate

UNIT 4 Choose the correct option to complete the sentence.

My sister loves relaxing! Her favourite summer activity is _____.

- a) paddleboarding
- b) sunbathing ✓

UNIT 1 Choose the correct option to complete the sentence.

I _____ a good student.

- a) am ✓
- b) are

UNIT 2 Choose the correct option to complete the sentence.

I go to _____ at ten p.m.

- a) bed ✓
- b) dinner

UNIT 3 Choose the correct option to complete the sentence.

They _____ at school yesterday.

- a) was
- b) were ✓

UNIT 4 Choose the correct option to complete the sentence.

When you're travelling by plane, you can't forget _____.

- a) the caravan
- b) your ticket ✓

UNIT 1 Read the sentence and choose the correct free time activity.

My cheesecake is delicious!

- a) Cooking. ✓
- b) Drawing.

UNIT 2 Choose the correct option to complete the sentence.

We _____ eat healthy food.

- a) shouldn't
- b) should ✓

UNIT 3 Choose the correct option to complete the sentence.

My parents _____ in Paris last week.

- a) didn't stay ✓
- b) doesn't stay

UNIT 4 Choose the correct option to complete the sentence.

My father loves swimming, so he loves going to the _____.

- a) theme park
- b) swimming pool ✓

UNIT 1 Choose the correct option to complete the sentence.

They _____ my friends.

- a) is
- b) are ✓

UNIT 2 Choose the correct option to complete the sentence.

I always _____ up early.

- a) wake ✓
- b) sleep

UNIT 3 Choose the correct option to complete the sentence.

Paul _____ in London last month.

- a) weren't
- b) wasn't ✓

UNIT 4 Which is the past simple form of the verb *go*?

- a) went ✓
- b) gone

UNIT 1 Read the sentence and choose the correct free time activity.

Music is my passion!

- a) Playing an instrument. ✓
- b) Watching TV.

UNIT 2 Choose the correct option to complete the sentence.

We _____ be polite.

- a) should ✓
- b) shouldn't

UNIT 3 Choose the correct option to complete the sentence.

Yesterday, I _____ a film.

- a) didn't watch ✓
- b) don't watch

UNIT 4 Which sentence is correct?

- a) Next summer, I'm going to visit my cousin. ✓
- b) Next summer, I'm go visit my cousin.

READY, SET, GO! 6th

INGLÊS

Digital
resources

Guia de Recursos Multimédia



A plataforma  auladigital é uma ferramenta inovadora que possibilita a fácil exploração do projeto *Ready, Set, Go! 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 Interativo e Caderno de Atividades Interativo

Ferramenta que otimiza as aulas e o estudo autónomo, oferecendo acesso centralizado e imediato aos recursos digitais e a outras publicações.

O **Manual Interativo** e o **Caderno de Atividades Interativo** permitem, entre outras funcionalidades:

- a realização e a correção dos exercícios nas páginas do Manual e Caderno de Atividades;
- a visualização, *in loco*, de recursos digitais (vídeos, infográficos, atividades...);
- o acesso imediato a materiais editáveis (fichas, testes e apresentações PowerPoint® ...);
- o acesso imediato a outras publicações.

O Manual Interativo e o Caderno de Atividades Interativo 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:

- Faixas de áudio, versão *standard* e *slow*, de apoio às atividades do manual;
- Vídeos externos de apoio às atividades do manual;
- Vídeos *Culture Curious*, que são de cariz cultural e de apoio às atividades do manual;
- *Interactive Speaking Videos* de apoio às atividades das rubricas de *Speaking*;
- *Interactive Writing Videos* de apoio às atividades das rubricas de *Writing*;
- Vídeos *Grammar in use with...* com os conteúdos de gramática em contexto;
- Animações *Learn in...* 1'30 para introdução de novo vocabulário;
- Animações interativas dos textos do manual (*Reading*) e da leitura extensiva;
- Animações interativas dos conteúdos gramaticais;
- Animações *Guess the lyrics* e *Karaokes* de apoio às canções do manual;
- Apresentações PowerPoint® dos conteúdos gramaticais.

Para **aplicação e consolidação** das aprendizagens:

- Atividades sobre os conteúdos gramaticais com validação e dicas;
- Jogos de memória sobre o novo vocabulário;
- *Quizzes* cujas perguntas incidem no novo vocabulário;
- *Kahoots* e *Blookets* que permitem uma revisão dos conteúdos por subunidade;
- Jogos de tabuleiro interativos que permitem rever os conteúdos por unidade;
- Simuladores de apoio em diferentes momentos das aulas e estudo autónomo.

E, para **avaliar**:

- Testes interativos para o aluno poder testar as suas aprendizagens por subunidade;
- Testes interativos exclusivos para o professor 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 conteúdo

Faixas de áudio

Exclusivo para o Professor



As faixas de áudio permitem não só a realização dos exercícios das rubricas de *Listening*, como também apoiar a leitura dos textos das rubricas de *Reading* e da leitura extensiva. A existência de uma versão *slow* permite assegurar a compreensão dos exercícios por parte de alunos que apresentam mais dificuldades.

Também estão disponíveis faixas de áudio das palavras novas que iniciam cada uma das unidades, assegurando a aprendizagem e prática de uma pronúncia correta dos novos vocábulos.

Para aulas mais dinâmicas e divertidas, existem ainda faixas de áudio de todas as canções do projeto.

É possível descarregar todas as faixas de áudio a partir do separador **Dossiê** na Aula Digital.

Vídeos externos

Exclusivo para o Professor



O projeto disponibiliza **19 vídeos** atuais e motivadores que apoiam a realização das atividades do manual. Estes vídeos apresentam **legendas on/off em inglês e português**.



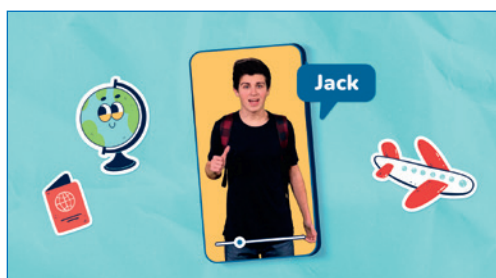
Vídeo – *Harold and the Purple Crayon*

Culture Curious

Estes recursos exploram hábitos e costumes de países de língua inglesa de uma forma mais dinâmica e contextualizada. São protagonizados por falantes nativos, cuja faixa etária se adequa ao ano de escolaridade em questão. Apresentam **legendas on/off em inglês e português**.

Os professores adotantes do projeto têm ao seu dispor **4 vídeos Culture Curious**:

- Culture Curious (Unit 1) – India
- Culture Curious (Unit 2) – UK
- Culture Curious (Unit 3) – USA
- Culture Curious (Unit 4) – Canada



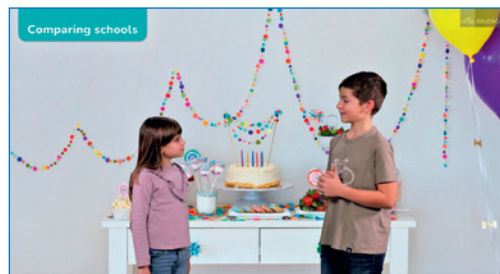
Vídeo – *Culture Curious (Unit 2)*

Interactive Speaking Videos

Os *Interactive Speaking Videos* apoiam as atividades de produção e interação oral do Manual, ajudando o aluno a preparar-se para falar em inglês nos contextos esperados para o nível de escolaridade em que encontra. São protagonizados por falantes nativos que apresentam uma situação modelo e intercalados por atividades que guiam o aluno na preparação do seu discurso.

Os professores adotantes do projeto têm ao seu dispor **4 Interactive Speaking Videos** que retratam as seguintes situações de produção/interação oral:

- Talking about free time activities
- Comparing schools
- Describing a past event
- Making an arrangement



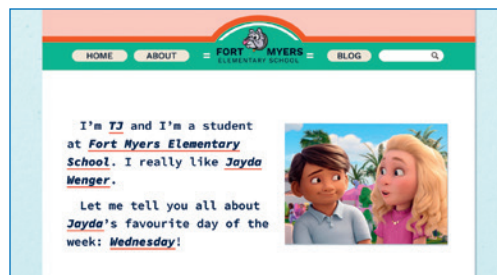
Interactive Speaking Video – Comparing schools

Interactive Writing Videos

Os *Interactive Writing Videos* apoiam as atividades de produção e interação escrita do Manual, ajudando o aluno a preparar-se para escrever em inglês nos contextos esperados para o nível de escolaridade em que encontra. Cada vídeo parte de um texto exemplo intercalado por atividades que guiam o aluno na preparação do seu texto.

Os professores adotantes do projeto têm ao seu dispor **4 Interactive Writing Videos** que retratam as seguintes situações de produção/interação escrita:

- Replying to an email
- Blog post
- Describing an imaginary city using pictures
- Describing your holidays



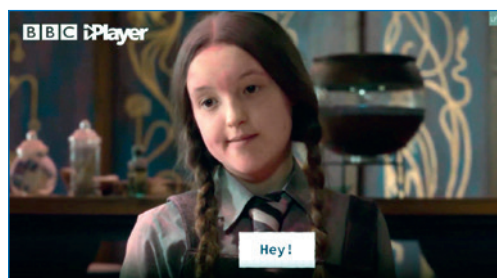
Interactive Writing Video – Blog Post

Interactive Writing Videos

Os vídeos *Grammar in use with...* permitem apresentar os conteúdos gramaticais de forma contextualizada, recorrendo a excertos de filmes e séries do interesse dos alunos. Apresentam legenda em inglês em que as estruturas gramaticais em análise aparecem destacadas.

Os professores adotantes do projeto têm ao seu dispor **4 Grammar in use with...** que contextualizam os seguintes tópicos de gramática:

- *The Worst Witch* – Verb *have got*
- *The Tiger's Apprentice* – Adjective degrees (comparative)
- *Zootopia* – Past simple (verb *to be*)
- *Dora and the Lost City of Gold* – Past simple (irregular verbs)



Grammar in use with... – The Worst Witch

Animações Learn... in 1'30

As animações *Learn... in 1'30* usam imagens do Manual para introduzir novo vocabulário e terminam com uma atividade para consolidar a aprendizagem das novas palavras.

Os professores adotantes do projeto têm ao seu dispor **6 animações Learn... 1'30** que exploram os seguintes tópicos de vocabulário:

- Countries and nationalities
- Family and personality
- Telling the time
- Places in a school
- Places in the city and shops
- Holidays and travelling



Animação – Learn telling the time in 1 min. and 30 sec.

Animações interativas rubricas Reading

As animações interativas de apoio às rubricas de *Reading* permitem uma leitura mais motivadora dos textos do Manual. Estas animações podem ser usadas em formato interativo e não interativo.

No formato interativo, estas animações são intercaladas de questões que incidem no significado de palavras essenciais para a compreensão do texto.

Os professores adotantes do projeto têm ao seu dispor **9 animações de texto** que correspondem aos 9 textos da rubrica de *Reading*:

- Friends around the world
- Genius kids
- I have a different hobby
- A dogs' hero!
- The pomegranate
- Out of my imagination!
- Justin in the Spider-Verse
- A letter
- Colourful beaches



Animação – A dogs' hero!

Animações interativas da leitura extensiva

As animações interativas de apoio à leitura extensiva permitem uma maior facilidade na compreensão desses textos. Podem ser usadas em formato interativo e não interativo.

No formato interativo, estas animações são intercaladas de questões que incidem na compreensão de diferentes momentos do texto.

Os professores adotantes do projeto têm ao seu dispor **5 destas animações** que correspondem aos 5 capítulos da leitura extensiva:

- Chapter 1 | Down the Rabbit Hole
- Chapter 2 | A Caterpillar
- Chapter 3 | The Tea Party
- Chapter 4 | Croquet with the Queen of Hearts
- Chapter 5 | Who Ate the Queen's Tarts?



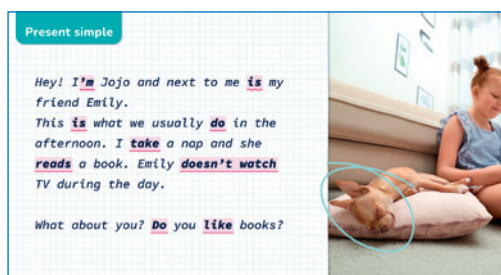
Animação – Chapter 1 | Down the Rabbit Hole

Animações de gramática interativas

As animações interativas dos conteúdos gramaticais permitem apresentar este tipo de conteúdos de forma motivadora e gradual pois incluem explicações passo a passo e perguntas de consolidação.

Os professores adotantes do projeto têm ao seu dispor **14 animações de gramática interativas** que exploram os seguintes tópicos:

- Present continuous
- Present simple
- Adverbs of frequency
- Adjective degrees – comparative
- Adjective degrees – superlative
- Modal verb *should*
- Past simple – verb *to be* (affirmative and negative)
- Past simple – verb *to be* (interrogative)
- Past simple – *there + to be*
- Past simple – regular verbs (affirmative and negative)
- Past simple – regular verbs (interrogative)
- Past simple – irregular verbs (affirmative and negative)
- Past simple – irregular verbs (interrogative)
- *Be going to*



Gramática – Present simple

Animações *Guess the lyrics*

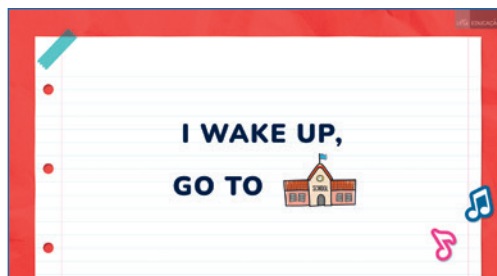
Exclusivo para o Professor



As animações *Guess the lyrics* correspondem a animações das canções da rubrica com o mesmo nome e permitem **iniciar cada uma das unidades do Manual de forma mais motivadora**, ao mesmo tempo que se faz uma **recuperação de conteúdos aprendidos noutros anos escolares**.

Os professores adotantes do projeto têm ao seu dispor **4 animações *Guess the lyrics***:

- “BFFs”
- “Beautiful Things”
- “Meet you in the City”
- “Travel Around”



Animação – *Guess the lyrics: “Beautiful Things”*

Karaokes

Exclusivo para o Professor



Os *Karaokes* permitem dinamizar aulas mais motivadoras e divertidas uma vez que este tipo de recurso ajuda os alunos a acompanhar a letra das canções. As canções, por sua vez, permitem consolidar os conteúdos das unidades em que aparecem.

Os professores adotantes do projeto têm ao seu dispor **5 Karaokes**:

- “Good to be Back”
- “A House Full of Joy”
- “My School”
- “Friends in the City”
- “Summer Break with Friends”



Animação – “My School”

Apresentações PowerPoint®

Exclusivo para o Professor



As apresentações de conteúdos gramaticais em PowerPoint® podem ser úteis como apoio na transmissão de conhecimentos ou como sistematização/consolidação desses conhecimentos.

Cada apresentação expõe as regras de um tópico gramatical à qual se seguem exercícios.

Os professores adotantes do projeto têm ao seu dispor **8 apresentações deste tipo**:

- Personal pronouns and possessive determiners
- Verb *to be*
- Verb *have got*
- Present continuous
- Present simple
- Past simple – verb *to be*
- Past simple – regular verbs (affirmative and negative)
- Past simple – regular verbs (interrogative)



Apresentação – *Present simple*

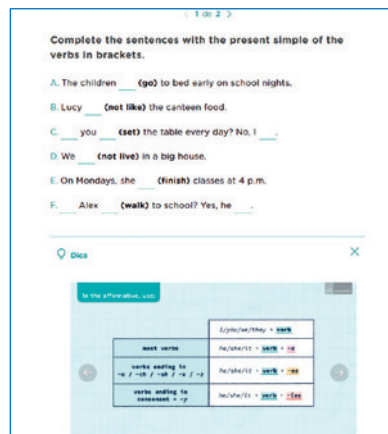
Aplicação/consolidação

Atividades

As atividades ajudam os alunos a consolidar os seus conhecimentos dos conteúdos gramaticais. Cada atividade inclui dois exercícios faseados com validação e notas de apoio (Dicas).

Os professores adotantes do projeto têm ao seu dispor **14 atividades** que exploram os seguintes tópicos de gramática:

- Present continuous
- Present simple
- Adverbs of frequency
- Adjective degrees – comparative
- Adjective degrees – superlative
- Modal verb *should*
- Past simple – verb *to be* (affirmative and negative)
- Past simple – verb *to be* (interrogative)
- Past simple – *there + to be*
- Past simple – regular verbs (affirmative and negative)
- Past simple – regular verbs (interrogative)
- Past simple – irregular verbs (affirmative and negative)
- Past simple – irregular verbs (interrogative)
- *Be going to*



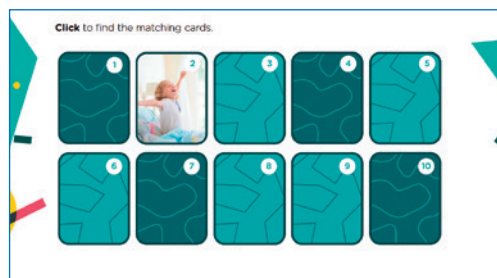
Atividade – Present simple

Jogos de memória

Os jogos de memória permitem consolidar o novo vocabulário de forma mais divertida.

Os professores adotantes do projeto têm ao seu dispor **6 jogos de memória** que exploram os seguintes temas de vocabulário:

- Physical description
- Free time activities
- Daily routine and chores
- School subjects
- Things to do in the city
- Summer activities



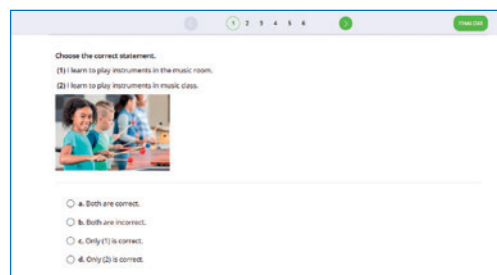
Memory Game – Daily routine and chores

Quizzes

Os *quizzes* permitem aplicar e consolidar o conhecimento de novo vocabulário. São constituídos por 6 questões interativas com correção automática e respetiva explicação.

Os professores adotantes do projeto têm ao seu dispor **10 Quizzes**:

- Who are you?
- Where are you from?
- Meet my family
- Free time activities
- Daily routine
- In my school
- There was a shoe shop!
- Hang around town
- Living out of a suitcase
- Fun in the sun

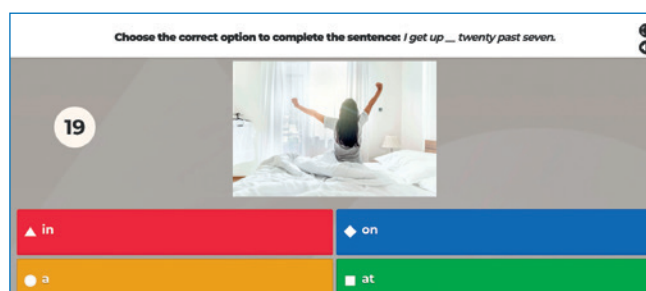


Quiz – In my school

Kahoots e Blookets

Os *Kahoots* e *Blookets* permitem consolidar os conhecimentos de vocabulário e gramática de forma divertida. Cada um destes *quizzes* é constituído por 12 questões e pode ser realizado em sala de aula ou atribuído como trabalho autónomo uma vez que inclui validação automática.

Os professores adotantes do projeto têm ao seu dispor **9 Kahoots** e **9 Blookets**, um por cada subunidade.



Kahoot – Day by day (2.1)

Jogos de tabuleiro interativos

Os jogos de tabuleiro interativos incluem perguntas de resposta única e com validação que permitem rever os conteúdos de cada unidade de forma motivadora.

Os professores adotantes do projeto têm ao seu dispor **4 jogos de tabuleiro interativos**, um por cada unidade.



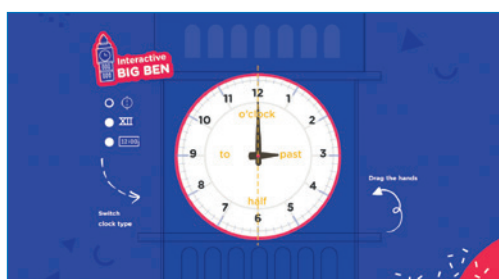
Jogo – Enjoy every day (Unit 2)

Simuladores

Os simuladores permitem apoiar o professor e aluno em diferentes momentos de ensino e aprendizagem.

Os professores adotantes do projeto têm ao seu dispor **6 simuladores diferentes**, que servem os seguintes propósitos:

- **Talking Avatar** – Ferramenta de exploração da oralidade que permite ao aluno personalizar algumas personagens e ao escrever palavras e/ou frases ouvir a locução.
- **Random Number Generator** (Exclusivo Professor) – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
- **Timer** (Exclusivo Professor) – Cronómetro personalizável que permite ao professor inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
- **Recorder** – Ferramenta de exploração da oralidade que funciona como gravador de voz. Para além de gravar, permite exportar a gravação num ficheiro para posterior validação/avaliação por parte do professor.
- **Interactive Big Ben** (Exclusivo Professor) – Ferramenta em formato de relógio Big Ben, que permite a manipulação dos seus ponteiros com o intuito de treinar as horas.
- **Bingo: Past simple (irregular verbs)** (Exclusivo Professor) – Ferramenta que sorteia verbos para consolidar o *past simple*, sem validação. Permite a realização de atividades mais dinâmicas com o apoio do professor.



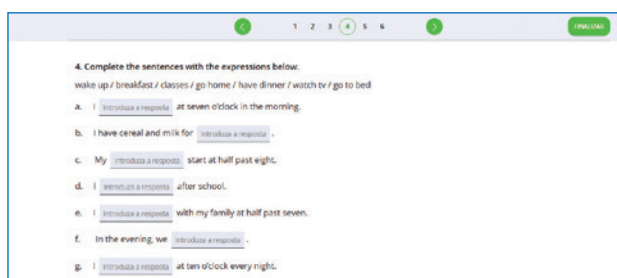
Simulador – Interactive Big Ben

Aplicação/consolidação

Testes interativos

Os testes interativos disponíveis para o aluno permitem avaliar os seus conhecimentos. Podem, também, ser utilizados como revisão, antes de um teste. São constituídos por 6 questões interativas com correção automática que incidem não só nas competências de *Listening* e *Reading*, como também no vocabulário e gramática. O projeto disponibiliza **um teste interativo** com esta estrutura **por subunidade**, sendo **10 no total**.

O projeto *Ready, Set, Go!* 6 também disponibiliza **5 testes interativos exclusivos do professor, um para cada unidade**. São constituídos por 8 questões interativas com correção automática que testam, mais uma vez, a evolução nas competências de *Listening* e *Reading*, e a aprendizagem de vocabulário e gramática.



Exemplo de questão de teste interativo

READY, SET, GO! 6th

INGLÊS

Review Worksheets

- 8 Review worksheets
- Answer key

Review Worksheets

1	Family members	49
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3	Human body	51
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Answer key	57
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Available in editable format at



auladigital

Family members

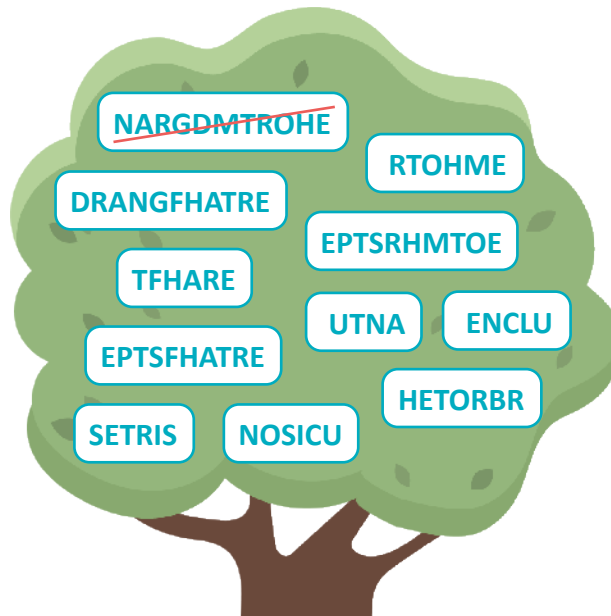
Name: _____

No.: _____

Class: _____

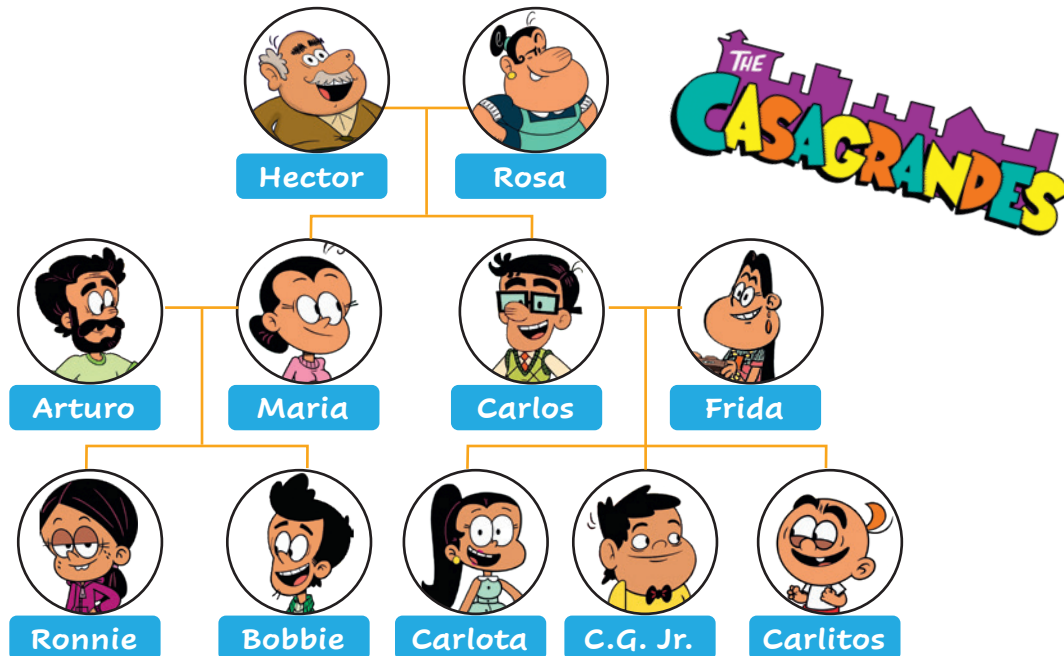
Date: _____

- A** Order the letters and write the family members. There is one example.



grandmother

- B** Look at Ronnie's family tree and complete the sentences with family words.



- Arturo is Ronnie and Bobbie's _____.
- Rosa is Maria and Carlos's _____.
- Hector is the children's _____.
- Carlota is Carlitos's _____.
- Frida is Ronnie's _____.
- Ronnie is Carlota's _____.
- Carlos is Ronnie's _____.
- Rosa is the kids' _____.
- Hector has got five _____.
- Carlos and Frida are Carlota's _____.

Name: _____

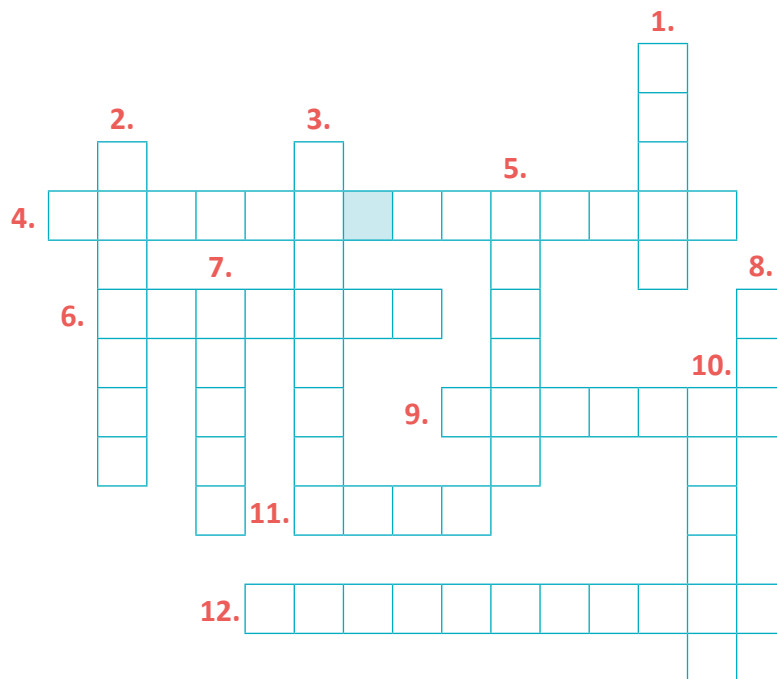
No.: _____

Class: _____

Date: _____

A What are their jobs? Solve the crossword. Use the clues to help you.

1. We make bread and cakes.
2. Paul delivers mail.
3. I fix cars.
4. Mr Robbins protects people.
5. Monty has a farm and animals.
6. Ms Alves helps students learn.
7. Henry acts in films and TV shows.
8. Dora is a doctor for animals.
9. I am a doctor who takes care of your teeth.
10. Rihanna sings songs.
11. My sister prepares food in a restaurant.
12. You fight fires.

**B** Complete the sentences with jobs from exercise A.

1. My aunt is a _____ at our school.



2. I want to be a _____ when I grow up.



3. My brothers are _____ like our father.



4. Mike works as a _____ in London.



5. _____ are everyday heroes.



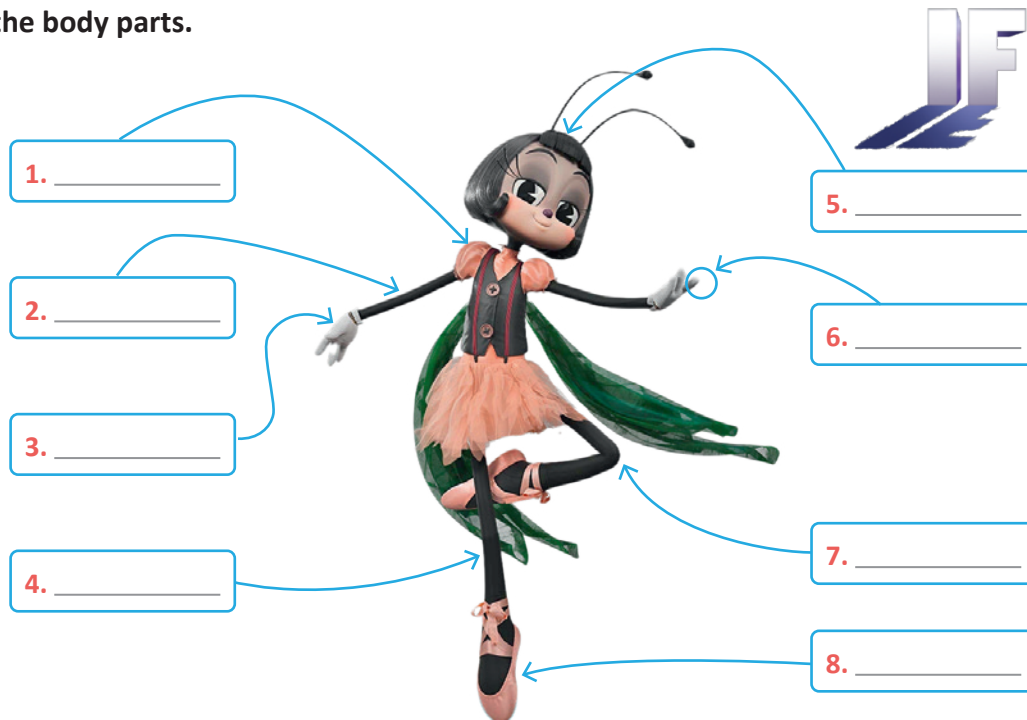
6. Sean is a _____ at a car factory.

Name: _____

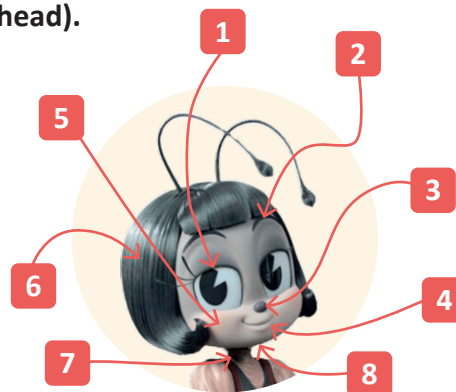
No.: _____

Class: _____

Date: _____

A Label the body parts.**B Complete the text with Blossom's parts of the body (head).**

Blossom has got antennae because she is a butterfly. She has got big ¹ _____ and thin ² _____. Her ³ _____ and her ⁴ _____ are small. She has got pink ⁵ _____. Her ⁶ _____ is straight and dark. Blossom has got a short ⁷ _____ and a small ⁸ _____.

**C Match the descriptions with the pictures. Write the names. There is one example.**

- He/She has got big eyes and a long nose. His/her ears are big. Magician

1. He/She has got dark eyebrows and big eyes. His/Her hair is purple, and his/her legs are short. _____

2. He/She has got four eyes, and a small pink nose. He/She has got many legs. _____

3. He/She's got small eyes and a big pink nose. His/Her arms and legs are long, and his/her ears are small. _____

4. He/She hasn't got any arms or legs. He/She hasn't got a body. _____



4

Clothes, footwear and accessories

Name: _____

No.: _____

Class: _____

Date: _____

A Find 12 clothes, footwear and accessories in the wordsearch (→ ↓). Then write them.

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

B What are they wearing? Complete the sentences with clothes, footwear and accessories.



Shawn Mendes is wearing a white ¹ _____ with a dark grey ² _____ and black ³ _____. He has got a ⁴ _____ on his right wrist. On his feet, he has got black ⁵ _____.



Lilly Collins is wearing a black leather ⁶ _____ and a black ⁷ _____. She has got a colourful ⁸ _____. She is wearing tights. On her feet, she has got black ⁹ _____.

Question words

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 6 question words in the word snake. Then complete the table. There is one example.



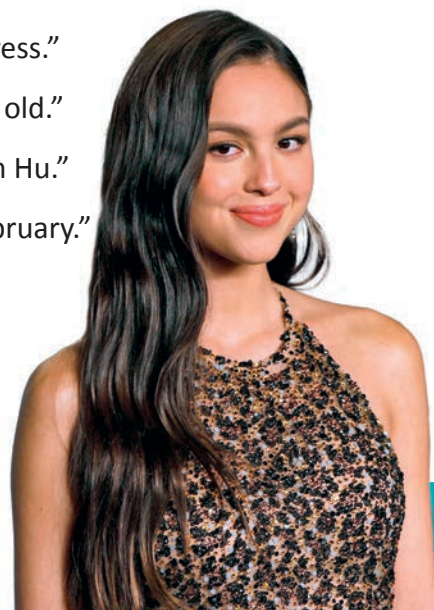
Question words
<u>How old?</u>

- B** Complete the questions with question words. Check the table in exercise A for help.

1. "_____ are you?" "I'm great! And you?"
2. "_____ is Millie Bobbie Brown from?" "She's from England."
3. "_____ is Taylor Swift's birthday?" "It's on 13th December."
4. "_____ does Justin Bieber look like?" "He is tall, slim and handsome."
5. "_____ is Bárbara Tinoco?" "She is 26 years old."
6. "_____ is Tom Holland?" "He is an actor. He plays Spider-Man in the Marvel films."

- C** Ask questions to the following statements about Olivia Rodrigo. Use question words.

1. "_____?" "She is a singer and an actress."
2. "_____?" "Olivia is twenty-one years old."
3. "_____?" "Her best friend is Madison Hu."
4. "_____?" "Her birthday is on 20th February."
5. "_____?" "She's American."



Articles: *the, a/an*

Name: _____

No.: _____

Class: _____

Date: _____

- A** Jessica and Jennifer Gadirova are British gymnasts. These are some of the foods gymnasts eat before competing. Complete with *a* or *an*.



1. _____ avocado 2. _____ energy bar 3. _____ banana 4. _____ smoothie

- B** Complete with the correct option: *a / an / ∅*.

- Jessica and Jennifer eat _____ ice cream every time they go to the park.
- Their favourite hobby is shopping for _____ dresses.
- Jennifer plays video games with _____ friend.
- The twins' parents have cooking lessons with _____ Italian chef.

- C** Circle the correct option.

- Jessica and Jennifer take **the / ∅** bus to the gym.
- After training, they usually hang out with **the / ∅** Alice, a teammate.
- They sometimes go to **the / ∅** cinema with their teammates.
- The / ∅** Sunday is their day to relax.

- D** Complete the text with *a / an / the / ∅*.

1 _____ Jessica Gadirova is
 2 _____ Olympic gymnast. She
 is from 3 _____ Ireland, but
 she represents 4 _____ United
 Kingdom in official competitions.
 Jessica lives in 5 _____
 Aylesbury, in England. She has
 6 _____ twin sister, Jennifer, who
 is also 7 _____ gymnast.
 They are 8 _____ amazing duo!



Demonstratives

Name: _____

No.: _____

Class: _____

Date: _____

A Write *this* or *these*.

1. "What sport is _____?"

"It's jump rope. Look at _____ videos.
They are amazing!"

2. "_____ kids are European Champions. They are
a Portuguese team from Taipas, in Guimarães!"

"Wow! _____ is great news!"

**B** Circle the correct option.

1. **That / Those** girl is Francisca Jorge. She is a Portuguese tennis player.



2. **That / Those** are her teammates. They are the national team.

3. **That / Those** two tennis players are the best in the world.



4. **This / These** tennis balls are put away after every training.

C Complete the text with the correct demonstrative from the box.

this • that • these • those

¹ _____ is Martim Nunes. He is a Portuguese surfer.
He usually surfs at Cresmina Beach in Guincho, Cascais.
Martim sees dolphins there. ² _____ animals are
very curious and often interact with humans. One day,
he surfed with them. Martim likes surfing big waves at
Nazaré beach. ³ _____ waves are the biggest in the
world! Martim wants to surf in Hawaii – ⁴ _____ is his
biggest dream!



8

Prepositions of place

Name: _____

No.: _____

Class: _____

Date: _____

A Unscramble the words and write prepositions of place.

NI

NO

EDNUR

NI NTFRO FO

NIEHBD

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

WEEBTEN

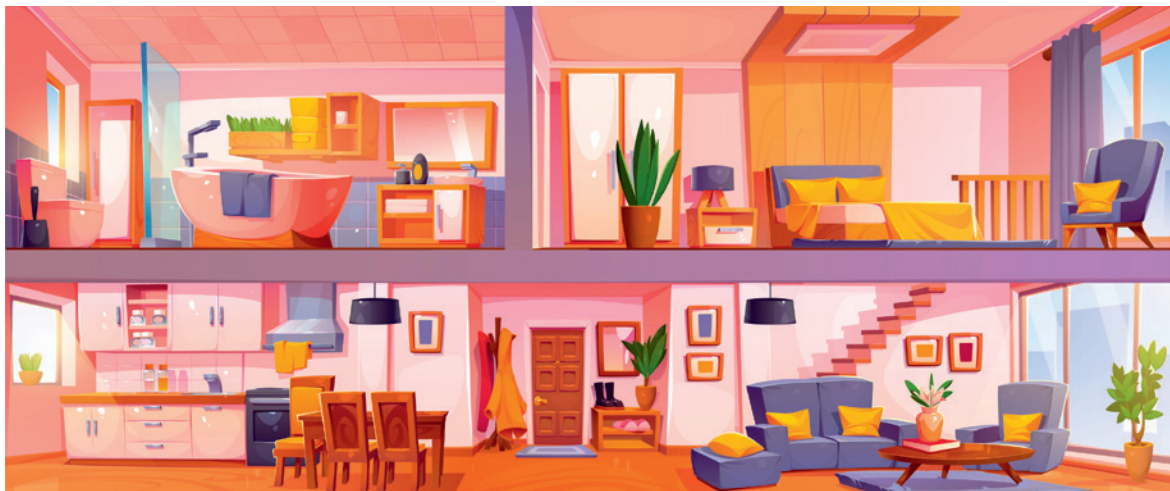
XNTE OT

SOTIPEPO

VAEBO

LEWOB

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

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

I live in a flat. My flat has got one bedroom.

Downstairs, there is a hall ¹ _____ the kitchen and the living room. In the hall there is a bench. ² _____ the bench there is a plant and a pair of boots.

In the kitchen, there are some chairs and a table. There is a lamp ³ _____ the table. The cooker is ⁴ _____ the sink.

In the living room, there is a coffee table ⁵ _____ the sofa. There is a rug ⁶ _____ the coffee table. The stairs to the bedroom are ⁷ _____ the sofa.

There is a bed in the middle of the bedroom and a big window on the right. The bathroom door is ⁸ _____ the window. ⁹ _____ the bathroom there is a toilet and a big bath. There is also a washbasin ¹⁰ _____ a mirror.

My home is small, but I love it!

Answer key

Review Worksheet 1, page 49

A.

grandfather, mother, father, stepmother, stepfather,
aunt, uncle, sister, brother, cousin

B.

1. father | 2. mother | 3. grandfather |
4. sister | 5. aunt | 6. cousin | 7. uncle |
8. grandmother | 9. grandchildren | 10. parents

Review Worksheet 2, page 50

A.

1. baker | 2. postman | 3. mechanic | 4. police officer |
5. farmer | 6. teacher | 7. actor | 8. vet | 9. dentist |
10. singer | 11. cook | 12. firefighter

B.

1. teacher | 2. vet | 3. police officers | 4. postman |
5. Firefighters | 6. mechanic

Review Worksheet 3, page 51

A.

1. shoulder | 2. arm | 3. hand | 4. leg | 5. head |
6. finger | 7. knee | 8. foot

B.

1. eyes | 2. eyebrows | 3. nose | 4. mouth |
5. cheeks | 6. hair | 7. neck | 8. chin

C.

1. Blue | 2. Octopuss | 3. Unicorn | 4. Ghost

Review Worksheet 4, page 52

A.

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

B.

1. T-shirt | 2. shirt | 3. trousers | 4. bracelet |
5. boots/shoes | 6. jacket | 7. skirt | 8. scarf | 9. shoes

Review Worksheet 5, page 53

A.

what, who, where, how, when

B.

1. How | 2. Where | 3. When | 4. What |
5. How old | 6. Who

C.

1. Who is she?/What is her job? |
2. How old is Olivia? | 3. Who is her best friend? |
4. When is Olivia's birthday? | 5. What nationality is she?

Review Worksheet 6, page 54

A.

1. an | 2. an | 3. a | 4. a

B.

1. an | 2. Ø | 3. a | 4. an

C.

1. the | 2. Ø | 3. the | 4. Ø

D.

1. Ø | 2. an | 3. Ø | 4. the | 5. Ø |
6. a | 7. a | 8. an

Review Worksheet 7, page 55

A.

1. this; these | 2. These; This

B.

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

C.

1. This | 2. These | 3. Those | 4. that

Review Worksheet 8, page 56

A.

1. in | 2. on | 3. under | 4. in front of |
5. behind | 6. between | 7. next to | 8. opposite |
9. above | 10. below

B.

1. between | 2. On | 3. above | 4. next to |
5. in front of | 6. under | 7. behind | 8. opposite |
9. In | 10. below

READY, SET, GO! 6th

INGLÊS

Tutorial help

- Vocabulary
- Grammar
- Answer key

Tutorial help

Vocabulary

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Countries and nationalities

Name: _____

No.: _____

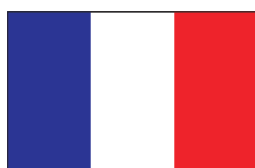
Class: _____

Date: _____

Country	Nationality
Australia	Australian
Brazil	Brazilian
Canada	Canadian
Colombia	Colombian
Italy	Italian
Mexico	Mexican
Ukraine	Ukrainian
The USA	American

Country	Nationality
England	English
Scotland	Scottish
Spain	Spanish
The UK	British
China	Chinese
Japan	Japanese
Portugal	Portuguese
France	French

A Look at the flags. Complete the countries and write the nationalities.



1. Fr__nc__



2. Br__z__l



3. Ch__n__



4. M__x__c__



5. __ngl__nd



6. C__n__d__

Dica de estudo:



1. Faz uma lista dos países e nacionalidades no teu caderno. Do lado esquerdo escreves os países, do lado direito escreves as nacionalidades correspondentes.
2. Lê o que escreveste várias vezes.
3. Para confirmares o que já sabes, tapa o lado direito. Depois faz o mesmo com o lado esquerdo.

B Circle the correct option to complete the sentences.

1. I've got an **Australia** / **Australian** aunt.
2. My sister is living in **Italy** / **Italian**.
3. I love watching **Japan** / **Japanese** films.
4. I'm visiting **Scotland** / **Scottish** this year.
5. **Spain** / **Spanish** is a country next to **Portugal** / **Portuguese**.
6. I'm from **Ukraine** / **Ukrainian**, so I'm **Ukraine** / **Ukrainian**.
7. This toy is made in **China** / **Chinese**.

Dica de estudo:



- Faz uma tabela com 3 colunas, cada uma correspondente a uma terminação da nacionalidade:
1. -an / -ian
 2. -ish
 3. -ese
- Distribui as nacionalidades pelas respetivas colunas da tabela.

Types of houses

Name: No.: Class: Date:

- | | |
|--|---|
| <ul style="list-style-type: none"> • block of flats (<i>prédio</i>) • castle (<i>castelo</i>) • cottage (<i>casa de campo</i>) • detached house (<i>vivenda</i>) | <ul style="list-style-type: none"> • flat (<i>apartamento</i>) • palace (<i>palácio</i>) • semi-detached house (<i>casa geminada</i>) • terraced house (<i>casa em banda</i>) |
|--|---|

A Label the pictures with the correct type of house.

1. 2. 3. 4. 5. 6.

B Answer the question.

What type of house do you live in?



Dica de estudo:

1. Faz uma lista dos tipos de casa no teu caderno diário.
2. Desenha uma imagem simples para cada tipo de casa.
3. Lê o que escreveste várias vezes e associa a cada imagem, para decorar mais facilmente.



Dica de estudo:

Pensa em amigos/famíliares que tenham casas diferentes e escreve frases sobre eles.

Ex.: *My cousin's house is a flat.*

Physical description / Personality

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

Height (Altura)	Weight (Peso)	Hair (Cabelo)	Other features (Outras características)	Personality (Personalidade)
medium height (<i>estatura média</i>) short (<i>baixo/a</i>) tall (<i>alto/a</i>)	fat (<i>gordo/a</i>) plump (<i>rechonchudo/a</i>) slim (<i>elegante</i>) thin (<i>magro/a</i>)	long (<i>comprido</i>) short (<i>curto</i>) medium-length (<i>médio</i>) curly (<i>encaracolado</i>) straight (<i>liso</i>) wavy (<i>ondulado</i>) dark (<i>escuro</i>)	beard (<i>barba</i>) fair skin (<i>pele clara</i>) glasses (<i>óculos</i>) moustache (<i>bigode</i>)	brave (<i>corajoso/a</i>) calm (<i>calmo/a</i>) clever (<i>esperto/a</i>) friendly (<i>simpático/a</i>) happy (<i>feliz</i>) lazy (<i>preguiçoso/a</i>)

A Look at the picture and read the sentences. Write *Moana* or *Maui*.

1. He/She is fat. _____
2. He/She is short. _____
3. He/She has got long hair. _____
4. He/She is slim. _____
5. He/She has got big feet. _____
6. He/She has got big eyes. _____
7. He/She has got medium-length hair. _____



B Complete the text about yourself.

My name is _____. I'm _____ (height) and _____
(weight). I've got _____ hair. I've got
_____ (other features). I am _____ (personality).

Dica de estudo:

1. Escreve no teu caderno uma lista com as partes do corpo humano.
2. Recorta ou imprime a imagem de uma celebridade ou personagem de que gostes. Cola no teu caderno e faz a sua descrição.



Free time activities

Name: _____

No.: _____

Class: _____

Date: _____

- collecting (*coleccionar*)
- cooking (*cozinhar*)
- doing sports (*fazer desporto*)
- drawing (*desenhar*)
- hanging out with friends (*conviver com os amigos*)

- listening to music (*ouvir música*)
- playing an instrument (*tocar um instrumento*)
- reading (*ler*)
- riding a bike (*andar de bicicleta*)
- watching TV (*ver televisão*)

A Match the two columns and write the free time activities. There is one example.

- doing ☒ c)
- riding ☐
- playing ☐
- watching ☐
- hanging out with ☐
- listening to ☐
- reading ☐

- the piano
- friends
- sports
- a bike
- TV
- a book
- music

- doing sports
- _____
- _____
- _____
- _____
- _____
- _____

Dica de estudo:

- Escreve a lista de atividades no teu caderno e tenta memorizar.
- Lê a lista acompanhando com movimentos corporais, fazendo mímica para cada atividade.



B Label the pictures with activities from exercise A.



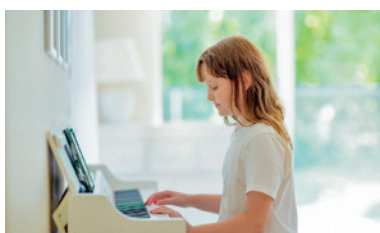
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Daily routine

Name: _____

No.: _____

Class: _____

Date: _____

- | | |
|---|---|
| <ul style="list-style-type: none"> • wake up (<i>acordar</i>) • get up (<i>levantar-se</i>) • have breakfast (<i>tomar o pequeno-almoço</i>) • brush your teeth (<i>lavar os dentes</i>) • get dressed (<i>vestir-se</i>) • comb your hair (<i>pentear o cabelo</i>) • go to school/work (<i>ir para a escola/trabalho</i>) • have classes (<i>ter aulas</i>) | <ul style="list-style-type: none"> • go to the gym (<i>ir ao ginásio</i>) • go home (<i>ir para casa</i>) • do homework (<i>fazer os trabalhos de casa</i>) • have a shower/a bath (<i>tomar duche/banho</i>) • have dinner (<i>jantar</i>) • have lunch (<i>almoçar</i>) • watch TV (<i>ver televisão</i>) • go to bed (<i>ir para a cama</i>) |
|---|---|

A Circle the correct option to complete the text.

Wallace's daily routine

Wallace is an inventor. He starts his day at seven ¹ **half / o'clock** when his dog Gromit wakes him ² **up / on** with a special alarm clock.

At a quarter ³ **past / half** seven, Wallace has ⁴ **lunch / breakfast**. He has toast with tea. He always puts jam on his toast.

During the morning, he goes to ⁵ **homework / work**. He builds machines and tests his crazy ideas. Gromit helps him.

After that, Wallace ⁶ **goes / has** lunch. He eats a big plate of cheese and crackers.

At half past ⁷ **six / eighteen**, Wallace has ⁸ **dinner / dressed**. He often eats more cheese (it's his favourite food!).

In the evening, Wallace ⁹ **brushes / watches** TV with Gromit. At ten o'clock, he has a ¹⁰ **teeth / shower** and goes to

¹¹ **bed / breakfast**, dreaming of his next amazing invention!



Dica de estudo:

1. Revê as horas, escrevendo-as por extenso no teu caderno.
2. Faz uma tabela no teu caderno com 3 colunas: *morning*; *afternoon*; *evening/night* e distribui as atividades pelas partes do dia, de acordo com a tua rotina.

B Label the pictures with the daily activities.



1. _____

2. _____

3. _____

Household chores

Name: _____

No.: _____

Class: _____

Date: _____

- make the bed (*fazer a cama*)
- wash the car (*lavar o carro*)
- set the table (*pôr a mesa*)
- take the rubbish out (*levar o lixo*)

- do the ironing (*passar a ferro*)
- cook (*cozinhar*)
- do the washing up (*lavar a louça*)
- tidy the bedroom (*arrumar o quarto*)

A Find 8 chores in the word search (→ ↓) and write them.

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



Dica de estudo:

1. Lê a lista de vocabulário e acompanha com movimentos corporais/dramatização.
2. Escreve a lista de vocabulário no teu caderno e vai sublinhando aquelas que já sabes.

B Label the pictures with the chores.



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

C Which household chores do you usually do?

Places in a school / School subjects

Name: No.: Class: Date:

Place in school

- | | |
|---|---|
| <ul style="list-style-type: none"> • art room (<i>sala de Educação Visual</i>) • canteen (<i>cantina</i>) • classroom (<i>sala de aula</i>) • computer room (<i>sala de computadores</i>) • corridor (<i>corredor</i>) • gym (<i>ginásio</i>) | <ul style="list-style-type: none"> • lab (<i>laboratório</i>) • library (<i>biblioteca</i>) • music room (<i>sala de Educação Musical</i>) • playground (<i>recreio</i>) • reception (<i>secretaria</i>) • sports field (<i>campo de jogos</i>) |
|---|---|

School subjects

- | | |
|--|---|
| <ul style="list-style-type: none"> • art (<i>Educação Visual</i>) • citizenship (<i>Cidadania</i>) • geography (<i>Geografia</i>) • history (<i>História</i>) • ICT – information and communication technology (<i>TIC – Tecnologias da Informação e Comunicação</i>) | <ul style="list-style-type: none"> • maths (<i>Matemática</i>) • music (<i>Educação Musical</i>) • PE – physical education (<i>Educação Física</i>) • Portuguese (<i>Português</i>) • science (<i>Ciências Naturais</i>) |
|--|---|

A Unscramble the words and write the school places.

SIUMC ROMO

1. _____

CEENANT

2. _____

ARCLOOSSM

3. _____

CRORORID

4. _____

YMG

5. _____

BLA

6. _____

IBALRRY

7. _____

AYOUPLNGRD

8. _____

TIOREPNEC

9. _____

Dica de estudo:

Repete as palavras várias vezes em voz alta para treinares a memória auditiva e a pronúncia.

Dica de estudo:

Desenha uma tabela no teu caderno com 3 colunas: *I like; I don't like; I'm good at*. Preenche a tabela com as disciplinas.

B Label the pictures with the subjects.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Places in the city and shops

Name: No.: Class: Date:

- bookshop (*livraria*)
- clothes shop (*loja de roupa*)
- fire station (*quartel dos bombeiros*)
- library (*biblioteca*)
- museum (*museu*)

- stadium (*estádio*)
- sports shop (*loja de desporto*)
- town hall (*câmara municipal*)
- train station (*estação de comboios*)

A Look at the pictures and complete the words.

1. t i
2. r s n
3. b s
4. u m
5. i r
6. l s s
7. r s n
8. s s s

1



2



3



4



5



6



7



8



Dica de estudo:

1. Escreve a lista de vocabulário no teu caderno.
2. Divide os locais em duas categorias: locais que existem na tua cidade vs. locais que não existem.

Things to do in the city

Name: No.: Class: Date:

- visit a museum (*visitar um museu*)
- walk along the streets (*passear nas ruas*)
- admire the landmarks (*apreciar os monumentos*)
- try local food (*experimentar comida local*)
- enjoy the view (*apreciar a vista*)
- use public transport (*usar transportes públicos*)
- explore the parks (*explorar os parques*)
- shop for clothes (*comprar roupas*)
- participate in sports events (*participar em eventos desportivos*)
- go to the cinema (*ir ao cinema*)
- watch a football match (*ver um jogo de futebol*)
- listen to music in a concert/festival (*ouvir música num concerto/festival*)
- play in the park (*brincar/jogar no parque*)

A Fill in the table with the activities from the box above.

1. Outdoor activities	2. Indoor activities

Dica de estudo:



Lê a lista de vocabulário e acompanha com movimentos corporais/ dramatização.

B Label the pictures with the activities from exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



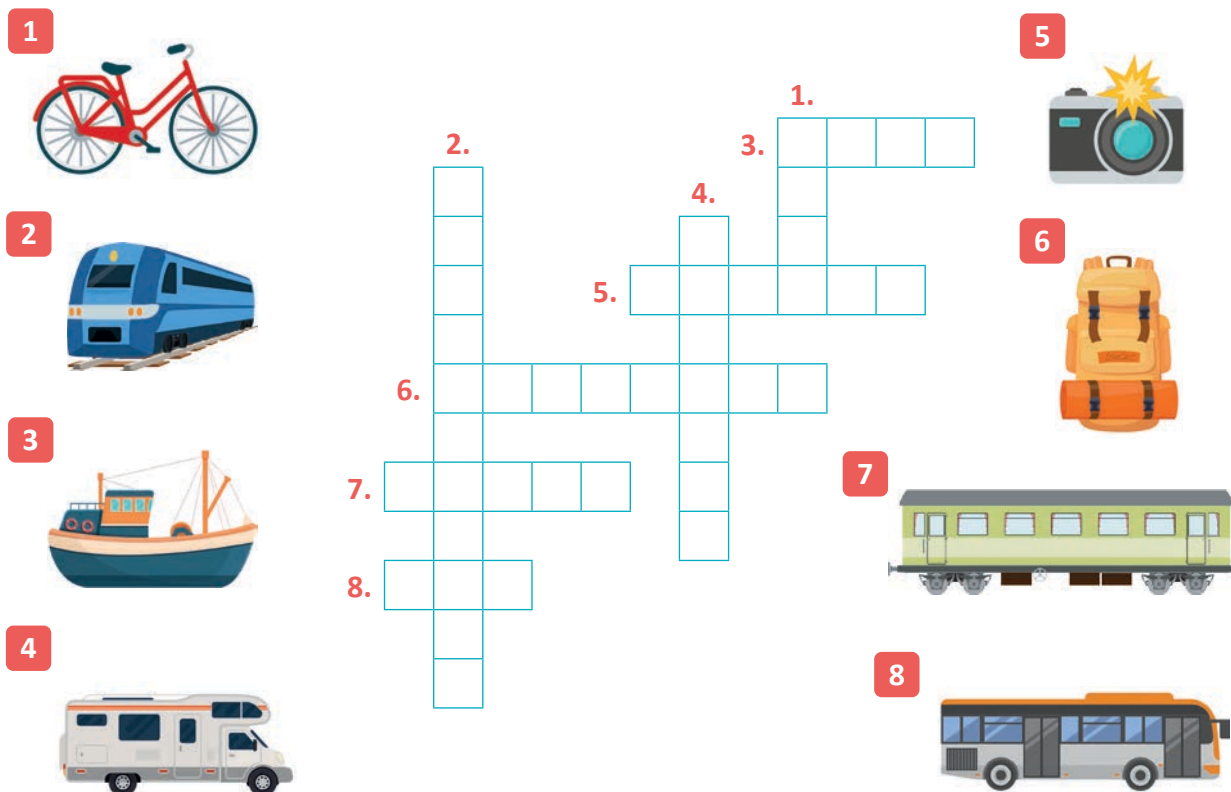
6. _____

Holidays and travelling

Name: No.: Class: Date:

Means of transport (Meios de transporte)	Where to stay (Onde ficar)	Things to take (Coisas a levar)	What to do (O que fazer)
- bike (<i>bicicleta</i>) - boat (<i>barco</i>) - bus (<i>autocarro</i>) - plane (<i>avião</i>) - train (<i>comboio</i>) - underground (<i>metro</i>)	- campsite (<i>parque de campismo</i>) - caravan (<i>caravana</i>) - hotel (<i>hotel</i>) - resort (<i>estância balnear</i>)	- camera (<i>máquina fotográfica</i>) - rucksack (<i>mochila</i>) - ticket (<i>bilhete</i>)	- go sightseeing (<i>fazer turismo</i>) - go to the beach (<i>ir à praia</i>) - hang out with friends (<i>conviver com os amigos</i>) - take photos (<i>tirar fotos</i>)

A Look at the pictures and complete the crossword puzzle.



Dica de estudo:

Constrói a tua própria sopa de letras ou palavras cruzadas com vocabulário do tema e troca com os teus colegas.



Summer activities

Name: _____

No.: _____

Class: _____

Date: _____

- going to the beach (*ir à praia*)
- going to the swimming pool (*ir à piscina*)
- sunbathing (*apanhar sol*)
- surfing (*fazer surf*)

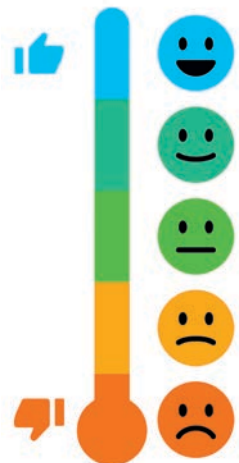
- going to the theme park (*ir ao parque temático*)
- going to the water park (*ir ao parque aquático*)
- canoeing (*fazer canoagem*)
- paddleboarding (*fazer paddle*)

A Complete the sentences with summer activities. Then match them with the pictures.

1. I love going to the _____ to play with the sand  and swim in the sea .
2. My friends are going _____ in the river  tomorrow. Their canoe  is yellow.
3. My brother is very good at _____. He rides big waves .
4. I love swimming but I don't like  the beach , so I always go to the _____ .



B Write the summer activities in the order of your preference.





Dica de estudo:

1. Faz uma lista das atividades de verão no teu caderno.
2. Desenha uma imagem simples para cada atividade.
3. Lê o que escreveste várias vezes e associa à imagem para memorizares mais facilmente.

Verb to be

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

Affirmative		Negative		Interrogative	
I	am ('m)	I	am not ('m not)	Am	I...?
You	are ('re)	You	are not (aren't)	Are	you...?
He	is ('s)	He	is not (isn't)	Is	he...?
She		She			she...?
It		It			it...?
We	are ('re)	We	are not (aren't)	Are	we... ?
You		You			you... ?
They		They			they... ?

Short answers		
Are you nervous?	Yes, I am .	No, I'm not .
Are they English?	Yes, they are .	No, they aren't .



Dica de estudo:

Copia a tabela do verbo para o teu caderno e deixa alguns espaços em branco, depois tenta preencher o que falta sem consultares.

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

1. Dog Man _____ a book series by Dav Pilkey.
2. Dav Pilkey _____ (**not**) British – he _____ an America author.
3. Captain Underpants and Dog Man _____ two of his books.
4. The characters _____ (**not**) boring – they _____ very funny!
5. I _____ a fan of Dog Man!



B Look at the pictures and write answers. There is one example.



Dog Man
police officer



Petey (cat)
Dog Man's enemy



Chief
police officer



Sarah
journalist

- Is Dog Man a mechanic? No, he isn't. Dog Man is a police officer.
1. Is Petey a dog? _____
 2. Is Sarah a journalist? _____
 3. Are Dog Man and Chief journalists? _____
 4. Is Petey Dog Man's friend? _____



Dica de estudo:

Escreve frases sobre ti/família/amigos usando **am, is** ou **are**. Depois, transforma-as em perguntas.

Verb *have got*

Name: _____

No.: _____

Class: _____

Date: _____

Affirmative		Negative		Interrogative		
I	have got ('ve got)	I	have not got (haven't got)	Have	I	got...?
You		You			you	
He She It	has got ('s got)	He She It	has not got (hasn't got)	Has	he she it	
We		We			we	
You	have got ('ve got)	You	have not got (haven't got)	Have	you	
They		They			they	

Short answers		
Have you got freckles?	Yes, I have .	No, I haven't .
Has she got blue eyes?	Yes, she has .	No, she hasn't .

A Complete the sentences with the verb *have got* (affirmative or negative).

- Snoopy _____ (not) small ears.
- Franklin and Lucy _____ black hair.
- Charlie _____ a big smile.
- Sally and Patty _____ (not) big eyes.
- Snoopy _____ many friends.
- They _____ colourful clothes.
- Charlie _____ (not) long hair.

B Use the words to write questions with the verb *have got*. Then write short answers. There is one example.

- You / a big family / ✓ Have you got a big family ? Yes , I have .
- 1. They / many friends / ✗ _____ ? _____ , _____ .
- 2. Marcie / glasses / ✓ _____ ? _____ , _____ .
- 3. Charlie / green eyes / ✗ _____ ? _____ , _____ .
- 4. Violet and Linus / curly hair / ✗ _____ ? _____ , _____ .
- 5. My friends / siblings / ✓ _____ ? _____ , _____ .

Dica de estudo:

Escreve perguntas usando *have got*, depois treina as perguntas e respostas com um colega.
Ex.: *Have you got blue eyes?*



Present continuous

Name: _____

No.: _____

Class: _____

Date: _____

 Affirmative			 Negative			 Interrogative		
I	am ('m)	doing sports.	I	am not ('m not)	doing sports.	Am	I	doing sports?
You	are ('re)		You	are not (aren't)		Are	you	
He	is ('s)		He	is not (isn't)		Is	he	
She			She			she		
It			It			it		
We	are('re)		We	are not (aren't)		Are	we	
You			You				you	
They			They				they	

 Short answers 		
Is he doing sports?	Yes , he is .	No , he isn't .
Are they doing sports?	Yes , they are .	No , they aren't .

Dica de estudo:

Escolhe uma foto
uma imagem de

Dica de estudo:

Escolhe uma foto ou uma imagem de uma revista e escreve frases sobre o que as pessoas estão a fazer.

A Write sentences in the affirmative. There is one example.

- Archer / play / football Archer is playing football.
- 1. I / listen / to music _____
- 2. Amelia and Amora / watch TV _____
- 3. Finn / chat / with his friends _____
- 4. Grayson and I / ride / our bikes _____

B Rewrite the sentences in the negative and interrogative form.

- Sienna is drawing in her bedroom.

- Finn and his friends are hanging out.

- My parents are cooking in the kitchen.

C Answer the questions about you. Use short answers.

- Are you studying? _____, _____.
- Are you playing football? _____, _____.
- Are you having fun? _____, _____.

Present simple

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

Affirmative		Negative		Interrogative		
I	eat	I	do not eat (don't eat)	Do	I	eat?
You		You			you	
He	eats	He	does not eat (doesn't eat)	Does	he	
She		She			she	
It		It			it	
We	eat	We	do not eat (don't eat)	Do	we	
You		You			you	
They		They			they	

Short answers		
Do you eat fruit for breakfast?	Yes, I do.	No, I don't.
Does she eat an apple every day?	Yes, she does.	No, she doesn't.

- A** Complete the lyrics of the song from the film *Encanto*, with the present simple form of the verbs in brackets.

When he ¹ _____ (call) your name
 It all ² _____ (fade) to black
 Yeah, he ³ _____ (see) your dreams
 And ⁴ _____ (feast) on your screams
 We ⁵ _____ (not talk) about Bruno, no, no, no

Dica de estudo:

Ouve músicas conhecidas e tenta identificar verbos no *present simple* na letra. Faz uma lista no teu caderno diário.

- B** Complete the text with the present simple form of the verbs in brackets.

The film *Encanto* is about a magical family called the Madrigals. They ¹ _____ (live) in a big house with special powers. All the children in the family ² _____ (get) a magical gift, but Mirabel ³ _____ (not have) a gift.

One day, the magic ⁴ _____ (start) to disappear. Mirabel ⁵ _____ (try) to save her family and their home. She ⁶ _____ (ask) her sisters and brothers for help, but they ⁷ _____ (not understand) what is wrong.

⁸ _____ Mirabel _____ (find) a way to save the magic? Yes, she ⁹ _____. She ¹⁰ _____ (learn) that her love for her family is the real magic!



Adjective degrees – comparative

Name: _____

No.: _____

Class: _____

Date: _____

Adjetivos	Regras	Exemplos
Com uma sílaba	Adjetivo + <i>-er</i> + <i>than</i>	<i>smart – smarter than</i>
Com uma sílaba terminados em consoante + vogal + consoante	Duplica-se a consoante final + <i>-er</i> + <i>than</i>	<i>fat – fatter than</i>
Com duas sílabas terminados em -y	Elimina-se o -y + <i>-ier</i> + <i>than</i>	<i>happy – happier than</i>
Com duas ou mais sílabas	<i>more</i> + adjetivo + <i>than</i>	<i>comfortable – more comfortable than</i>
Irregulares	formas próprias	<i>good – better than</i> <i>bad – worse than</i>

A Write the comparative of the adjectives. There is one example.

- old older than
- 1. funny _____
- 2. famous _____
- 3. big _____
- 4. beautiful _____
- 5. fast _____
- 6. good _____
- 7. young _____

B Complete the sentences with the comparative form of the adjectives in brackets.

- Cristiano Ronaldo is _____ (tall) Lionel Messi.
- Messi is _____ (fast) Ronaldo.
- Ronaldo is _____ (famous) Messi.
- Messi is _____ (creative) Ronaldo.
- Ronaldo _____ (strong) Messi.
- Messi is _____ (good) at dribbling _____ Ronaldo.
- Ronaldo is _____ (popular) Messi.
- Messi is _____ (quiet) Ronaldo.
- Ronaldo is _____ (confident) Messi.
- Messi's passes are _____ (short) Ronaldo's passes.



Dica de estudo:

Escreve frases no teu caderno em que compares dois amigos ou dois membros da tua família. Usa os adjetivos curtos e longos, por exemplo: *tall; short; funny; creative; optimistic...*



Adjective degrees – superlative

Name: _____

No.: _____

Class: _____

Date: _____

Adjetivos	Regras	Exemplos
Com uma sílaba	<i>the</i> + adjetivo + <i>-est</i>	<i>smart</i> – <i>the smartest</i>
Com uma sílaba terminados em consoante + vogal + consoante	<i>the</i> + duplica-se a consoante final + <i>-est</i>	<i>fat</i> – <i>the fattest</i>
Com duas sílabas terminados em -y	<i>the</i> + elimina-se o -y + <i>-iest</i>	<i>happy</i> – <i>the happiest</i>
Com duas ou mais sílabas	<i>the most</i> + adjetivo	<i>comfortable</i> – <i>the most comfortable</i>
Irregulares	formas próprias	<i>good</i> – <i>the best</i> <i>bad</i> – <i>the worst</i>

A Write the superlative of the adjectives. There is one example.

- old the oldest
- 1. tall _____
- 2. expensive _____
- 3. big _____
- 4. funny _____
- 5. slow _____
- 6. bad _____
- 7. nice _____

B Complete the sentences with the superlative form of the adjectives in brackets.



1. Isabel Wilkins is _____ (young) freestyle football world champion.



2. Aaryan Shukla is _____ (fast) to mentally add 50 5-digit numbers.



3. Erik Kilburn has got _____ (large) feet and hands.

Dica de estudo:

Escreve frases no teu caderno sobre os teus colegas de turma. Usa os adjetivos curtos e longos, por exemplo: *thin*; *intelligent*; *strong*; *fast*; *tall*; *beautiful*...



Modal verb *should*

Name: _____

No.: _____

Class: _____

Date: _____

 Affirmative	 Negative	 Interrogative
I/You He/She/It We/You/They	I/You He/She/It We/You/They	I/you he/she/it we/you/they
should go	should not go (shouldn't go)	Should go?

- A** Complete the sentences. Use *should* and the expressions from the box. There is one example.

pay attention • ~~study~~ • go to the canteen • hurry up • go to the library

- I've got a test tomorrow. You should study.
- 1. It's lunchtime and I'm hungry!
You _____.
- 2. Lucy needs a book for the English lesson.
She _____.
- 3. My friends are in the maths class.
They _____.
- 4. Tom is late for school.
He _____.



Dica de estudo:

Faz uma lista de frases no teu caderno com regras da sala de aula. Usa *should* e *shouldn't*.

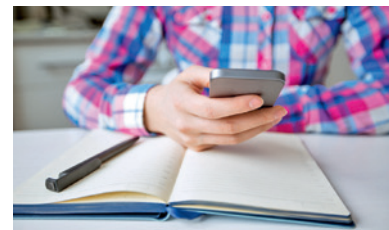
- B** Look at the pictures and complete the sentences with *should* or *shouldn't*.



1. Students _____ make noise.



2. You _____ do it every day.



3. You _____ use it in class.



4. Students _____ listen to her.



5. You _____ run here.



6. You _____ run here.

Past simple – verb to be

Name: _____

No.: _____

Class: _____

Date: _____

 Affirmative		 Negative		 Interrogative		 Short answers 					
I	was	I	was not (wasn't)	Was	I...?	Yes,	I	was.	No,	I	wasn't.
You	were	You	were not (weren't)	Were	you...?		you	were.		you	weren't.
He She It	was	He She It	was not (wasn't)	Was	he...? she...? it...?		he she it	was.		he she it	wasn't.
We	were	We	were not (weren't)	Were	we...?		we	were.		we	weren't.
You		You			you...?		you			you	
They		They			they...?		they			they	

A Circle the correct option to complete the text.

Yesterday ¹ **wasn't / weren't** a normal day. The students ² **was / were** very happy because it ³ **was / were** Sports Day at school. The weather ⁴ **was / were** sunny and warm, so the activities ⁵ **wasn't / weren't** in the classroom – they ⁶ **was / were** outside.

The teachers ⁷ **was / were** also very excited. My favourite event ⁸ **was / were** the race. My teammates ⁹ **was / were** fast, but we ¹⁰ **wasn't / weren't** the winners.

In the afternoon, we had a big picnic. The food ¹¹ **was / were** delicious, and the day ¹² **was / were** perfect!



B Fill in the gaps with the correct past simple form of the verb to be.

¹ _____ you at school yesterday?

No, I ² _____. I ³ _____ at home, ill... but I'm better now!

That's too bad because it ⁴ _____ Sports Day!

⁵ _____ it fun?

Yes, it ⁶ _____ !

Dica de estudo:



Copia a tabela do verbo para o teu caderno e deixa alguns espaços em branco. Depois tenta preencher o que falta sem consultares.

Past simple – *there + to be*

Name: No.: Class: Date:

	 Affirmative	 Negative	 Interrogative	 Short answers 
Singular	There was a restaurant.	There wasn't a tunnel.	Was there a bank?	Yes, there was . No, there wasn't .
Plural	There were lots of people.	There weren't any museums.	Were there two hospitals?	Yes, there were . No, there weren't .

Dica de estudo:

1. Copia a tabela do verbo para o teu caderno e lê o conteúdo em voz alta, porque ajuda a memorizares.
2. Desenha uma nova tabela e tenta preenchê-la sem consultares.



A Circle the correct option to complete the text.

Yesterday, ¹ **there was / there were** a big football match between two famous teams. In the stadium, ² **there was / there were** thousands of fans. ³ **There wasn't / There weren't** any rain – the weather was great!



B Complete the texts with the correct past simple form of *there + to be*.

Last week, I visited a film set.
¹ _____ a film shoot for a new superhero film. On the set,
² _____ many cameras and lights. But ³ _____ (not) any clothes or accessories because it was just a test.

Last night, ⁴ _____ a concert by a famous pop singer. In the stadium, ⁵ _____ thousands of fans singing along. The sound was great and ⁶ _____ (not) any technical problems.

C Answer the questions about the texts on exercise B. Use short answers.

1. Were there many cameras on the set? _____.
2. Were there any clothes on the set? _____.
3. Was there a concert last night? _____.

Past simple – regular verbs

Name: _____

No.: _____

Class: _____

Date: _____

Affirmative		Negative		Interrogative		Short answers	
I	visited a museum.	I	did not visit (didn't visit) a museum.	I	Did visit a museum?	I	Yes, did. No, didn't.
You		You		you		you	
He		He		he		he	
She		She		she		she	
It		It		it		it	
We		We		we		we	
You		You		you		you	
They		They		they		they	

A Complete the sentences with the past simple form of the verbs in brackets.

- Elphaba _____ (receive) an invitation to go to the Wizard's Palace in Emerald City.
- Glinda _____ (not receive) an invitation, but she _____ (want) to go with Elphaba.
- Elphaba and Glinda _____ (arrive) in Emerald City by train. They _____ (not travel) by bus.
- Together, they _____ (walk) along the busy streets.
- Glinda _____ (admire) the bright lights and she _____ (smile) at people.
- Elphaba _____ (want) to speak with the wizard.



B Use the words to make questions and write short answers. There is one example.

- Elphaba / accept / the invitation / ✓
Did Elphaba accept the invitation? Yes, she did.
- 1. they / visit / the Wizard's Palace / ✓
_____?
- 2. Elphaba and Glinda / enjoy / the city / ✓
_____?
- 3. Elphaba / like / the Wizard / ✗
_____?

Dica de estudo:

Pensa no que fizeste ontem e faz uma lista no teu caderno com 5 ações no passado. Faz frases com os verbos: watch; listen; play; walk; cook.



Past simple – irregular verbs

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

Affirmative		Negative		Interrogative	
I	went to the beach.	I	did not go (didn't go) to the beach.	I	Did you go to the beach?
You		You		you	
He/She/It		He/She/It		he/she/it	
We/You/They		We/You/They		we/you/they	

- A** Find 8 verbs in the word search (→ ↓). Then write them in the past simple form. There is one example.

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

Dica de estudo:

Cria um marcador de livros com a lista dos verbos irregulares.

Infinitive	Past simple
• b <u>u</u> y	bought
1. b _ _ _ _ _	
2. d _ _ _ _ _	
3. e _ _ _	

Infinitive	Past simple
4. f _ _ _ _	
5. f _ _ _ _ _	
6. m _ _ _ _	
7. w _ _ _ _ _	

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

- They _____ (go) to the beach by car.
- My team _____ (not win) the match.
- "_____ you _____ (sleep) in a tent last holiday?"
"No, I _____."
- I _____ (spend) my holiday in a hotel.

Dica de estudo:

Pensa no que fizeste ontem e faz uma lista no teu caderno com 5 ações no passado. Usa verbos irregulares.

Be going to

Name: _____

No.: _____

Class: _____

Date: _____

 Affirmative			 Negative			 Interrogative		
I	am ('m)	going to surf.	I	am not ('m not)	going to surf.	Am	I	going to surf?
You	are ('re)		You	are not (aren't)		Are	you	
He She It	is ('s)		He She It	is not (isn't)		Is	he she it	
We	are ('re)		We	are not (aren't)		Are	we	
You			You				you	
They			They				they	

Dica de estudo:

Copia a tabela do verbo para o teu caderno e preenche-a conjugando um verbo diferente.

A Write sentences with *be going to*. There is one example.



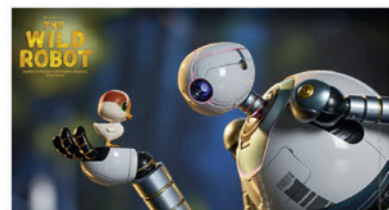
Roz / explore / the island

- Roz is going to explore the island.



The robot / build / a shelter

1. _____



I / watch / the film

2. _____

B Complete the sentences with *be going to* and the verbs in brackets.

- Roz, the robot, _____ (help) the animals survive the winter.
- The animals _____ (teach) Roz how to live in the wild.
- The animals _____ (not leave) Roz alone.
- _____ Roz _____ (find) her way back to the creators?

C These sentences are wrong. Correct them.

- Next weekend, I are going to watch the film *The Wild Robot*.

- My family and I are go to eat popcorn.

- We are going to staying up late.

- My sister and I am going to have a great time!

Dica de estudo:

Imagina os teus planos para o próximo fim de semana e escreve 5 frases usando *be + going to*.

Answer key

VOCABULARY

Countries and nationalities (page 61)

- A. 1. France; French | 2. Brazil; Brazilian | 3. China; Chinese | 4. Mexico; Mexican | 5. England; English | 6. Canada; Canadian
B. 1. Australian | 2. Italy | 3. Japanese | 4. Scotland | 5. Spain... Portugal | 6. Ukraine... Ukrainian | 7. China

Types of houses (page 62)

- A. 1. detached house | 2. terraced house | 3. castle | 4. block of flats | 5. cottage | 6. semi-detached house
B. *Personal answer.*

Physical description / Personality (page 63)

- A. 1. Maui | 2. Moana | 3. Moana | 4. Moana | 5. Maui | 6. Moana | 7. Maui
B. *Personal answer.*

Free time activities (page 64)

- A. 2. d) – riding a bike | 3. a) – playing the piano | 4. e) – watching TV | 5. b) – hanging out with friends | 6. g) – listening to music | 7. f) – reading a book
B. 1. reading a book | 2. riding a bike | 3. doing sports | 4. playing the piano | 5. listening to music | 6. watching TV

Daily routine (page 65)

- A. 1. o'clock | 2. up | 3. past | 4. breakfast | 5. work | 6. has | 7. six | 8. dinner | 9. watches | 10. shower | 11. bed
B. 1. have lunch/dinner | 2. wake up | 3. have a shower

Household chores (page 66)

A.

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

- B. 1. cook | 2. take the rubbish out | 3. wash the car | 4. do the ironing

Places in a school / School subjects (page 67)

- A. 1. music room | 2. canteen | 3. classroom | 4. corridor | 5. gym | 6. lab | 7. library | 8. playground | 9. reception

- B. 1. Portuguese | 2. history | 3. art | 4. PE | 5. science | 6. maths | 7. music | 8. geography

Places in the city and shops (page 68)

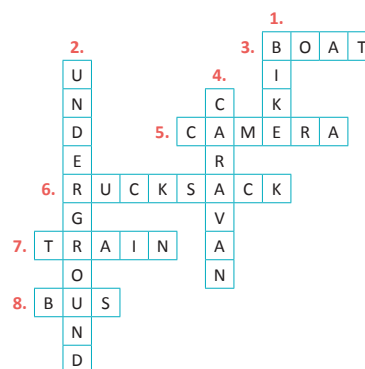
1. stadium | 2. fire station | 3. bookshop | 4. museum | 5. library | 6. clothes shop | 7. train station | 8. sports shop

Things to do in the city (page 69)

- A. 1. walk along the streets, admire the landmarks, enjoy the view, explore the parks, participate in sports events, watch a football match, listen to music in a concert/festival, play in the park
2. visit a museum, try local food, use public transport, shop for clothes, go to the cinema
B. 1. try local food | 2. shop for clothes | 3. watch a football match | 4. use public transport | 5. visit a museum | 6. go to the cinema

Holidays and travelling (page 70)

A.



Summer activities (page 71)

- A. 1. beach | 2. canoeing | 3. surfing | 4. swimming pool
4 – 1 – 2 – 3
B. *Personal answer.*

GRAMMAR

Verb to be (page 72)

- A. 1. is | 2. isn't... is | 3. are | 4. aren't... are | 5. am
B. 1. No, he isn't. He is a cat. | 2. Yes, she is. | 3. No, they aren't. They are police officers. | 4. No, he isn't. He is Dog Man's enemy.

Verb have got (page 73)

- A. 1. hasn't got | 2. have got | 3. has got | 4. haven't got | 5. has got | 6. have got | 7. hasn't got
B. 1. Have they got many friends? No, they haven't. | 2. Has Marcie got glasses? Yes, she has. | 3. Has Charlie got green eyes? No, he hasn't. | 4. Have Violet and Linus got curly hair? No, they haven't. | 5. Have my friends got siblings? Yes, they have.

Present continuous (page 74)

A. 1. I am listening to music. | **2.** Amelia and Amora are watching TV. | **3.** Finn is chatting with his friends. | **4.** Grayson and I are riding our bikes.

B. 1. Sienna isn't drawing in her bedroom. Is Sienna drawing in her bedroom? | **2.** Finn and his friends aren't hanging out. Are Finn and his friends hanging out? | **3.** My parents aren't cooking in the kitchen. Are my parents cooking in the kitchen?

C. *Personal answers.*

Present simple (page 75)

A. 1. calls | **2.** fades | **3.** sees | **4.** feasts | **5.** don't talk

B. 1. live | **2.** get | **3.** doesn't have | **4.** starts | **5.** tries | **6.** asks | **7.** don't understand | **8.** Does... find | **9.** does | **10.** learns

Adjective degrees – comparative (page 76)

A. 1. funnier than | **2.** more famous than | **3.** bigger than | **4.** more beautiful than | **5.** faster than | **6.** better than | **7.** younger than

B. 1. taller than | **2.** faster than | **3.** more famous than | **4.** more creative than | **5.** stronger than | **6.** better... than | **7.** more popular than | **8.** quieter than | **9.** more confident than | **10.** shorter than

Adjective degrees – superlative (page 77)

A. 1. the tallest | **2.** the most expensive | **3.** the biggest | **4.** the funniest | **5.** the slowest | **6.** the worst | **7.** the nicest

B. 1. the youngest | **2.** the fastest | **3.** the largest

Modal verb *should* (page 78)

A. 1. should go to the canteen | **2.** should go to the library | **3.** should pay attention | **4.** should hurry up

B. 1. shouldn't | **2.** should | **3.** shouldn't | **4.** should | **5.** shouldn't | **6.** should

Past simple – verb *to be* (page 79)

A. 1. wasn't | **2.** were | **3.** was | **4.** was | **5.** weren't | **6.** were | **7.** were | **8.** was | **9.** were | **10.** weren't | **11.** was | **12.** was

B. 1. Were | **2.** wasn't | **3.** was | **4.** was | **5.** Was | **6.** was

Past simple – *there + to be* (page 80)

A. 1. there was | **2.** there were | **3.** There wasn't

B. 1. There was | **2.** there were | **3.** there weren't | **4.** there was | **5.** there were | **6.** there weren't

C. 1. Yes, there were. | **2.** No, there weren't. | **3.** Yes, there was.

Past simple – regular verbs (page 81)

A. 1. received | **2.** didn't receive... wanted | **3.** arrived... didn't travel | **4.** walked | **5.** admired... smiled | **6.** wanted

B. 1. Did they visit the Wizard's Palace? Yes, they did. | **2.** Did Elphaba and Glinda enjoy the city? Yes, they did. | **3.** Did Elphaba like the Wizard? No, she didn't.

Past simple – irregular verbs (page 82)

A.

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

1. become – became | **2.** drink – drank | **3.** eat – ate | **4.** feel – felt | **5.** forget – forgot | **6.** make – made | **7.** write – wrote

B. 1. went | **2.** didn't win | **3.** Did... sleep; didn't | **4.** spent

Be going to (page 83)

A. 1. The robot is going to build a shelter. | **2.** I am going to watch the film.

B. 1. is going to help | **2.** are going to teach | **3.** aren't going to leave | **4.** Is... going to find

C. 1. Next weekend, I am going to watch the film *The Wild Robot*. | **2.** My family and I are going to eat popcorn. | **3.** We are going to stay up late. | **4.** My sister and I are going to have a great time!

READY, SET, GO! 6th

INGLÊS

Focus on skills

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

Focus on skills

Reading Worksheets (two levels)

Unit 1 – My world, my way!

Subunit 1.1	89
Subunit 1.2	91
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Unit 2 – Day by day

Subunit 2.1	99
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Unit 3 – Explore the city!

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Subunit 3.2	111

Unit 4 – Holiday time!

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Listening Worksheets (two levels)

Unit 1 – My world, my way!	123
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Writing Worksheets (two levels)

Unit 1 – Writing a reply to a blog post	131
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Speaking Worksheets (two levels)

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Unit 2 – Talking about daily routine (production)	141
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Subunit 1.1

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text about Cat.

A tiny home

This is Cat. She is from Germany, but she lives in Queensland, Australia. She has got a daughter called Remy, who is Australian.

Cat and her daughter live in a tiny home — a very, very small detached house. Their home has got two floors. Upstairs, there are two bedrooms. Downstairs, there is a kitchen on the left, a living room, and a bathroom on the right. Outside there is a beautiful garden with lots of space around.

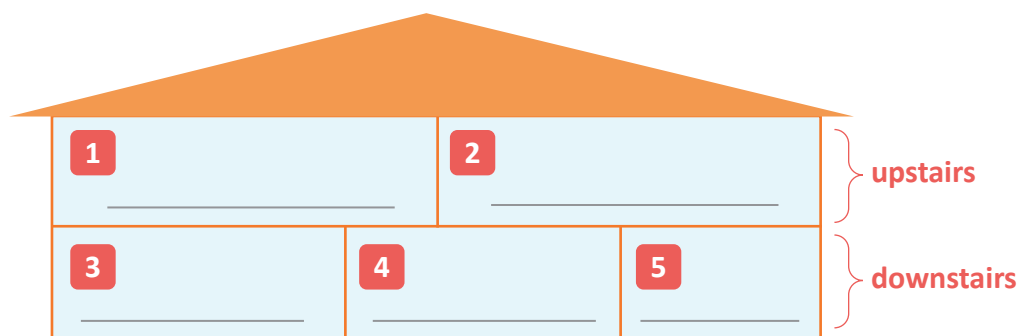
Cat and Remy are very happy in their house, with their dog Summer.



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

- | | T | F | |
|-----------------------------------|--------------------------|--------------------------|-------|
| 1. Cat lives in Germany. | ☐ | ☐ | _____ |
| 2. She has got a daughter. | ☐ | ☐ | _____ |
| 3. Her house is very, very small. | ☐ | ☐ | _____ |

C Label the plan of Cat and Remy's house.



D Answer the questions. Give complete answers.

- What nationality is Cat? _____
- Is Remy Brazilian? _____
- What type of house have Cat and Remy got? _____

Subunit 1.1

B

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text about Cat.

A tiny home

This is Cat. She is from Germany, but she lives in Queensland, Australia. She has got a daughter called Remy, who is Australian.

Cat and her daughter live in a tiny home — a very, very small detached house. Their home has got two floors. Upstairs, there are two **bedrooms**. Downstairs, there is a **kitchen** on the left, a **living room**, and a **bathroom** on the right. Outside there is a beautiful garden with lots of space around.

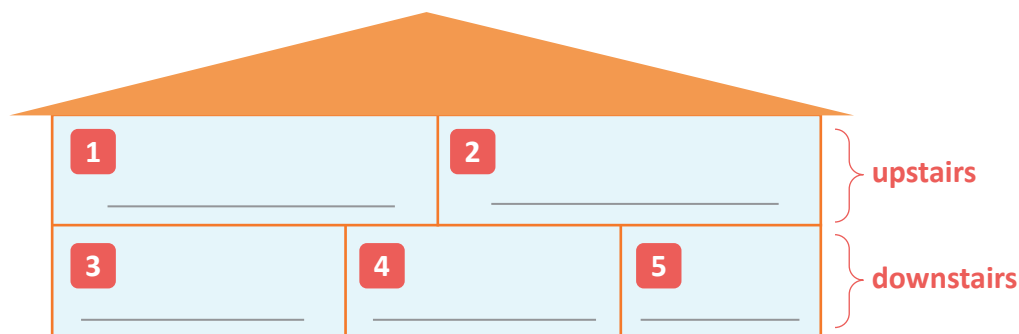
Cat and Remy are very happy in their house, with their dog Summer.



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

- | | T | F |
|-----------------------------------|--------------------------|--------------------------|
| 1. Cat lives in Germany. | ☐ | ☐ |
| 2. She has got a daughter. | ☐ | ☐ |
| 3. Her house is very, very small. | ☐ | ☐ |

C Label the plan of Cat and Remy's house with the words in bold in the text.



D Answer the questions. Give complete answers.

- What nationality is Cat? (line 1) _____
- Is Remy Brazilian? (lines 2-3) _____
- What type of house have Cat and Remy got? (line 5) _____

Subunit 1.2

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text about Gracie Abrams and Taylor Swift.

Singers and Friends

Gracie Abrams and Taylor Swift are friends. They are both¹ very creative singers.

Gracie is 25 years old and she's from the USA. She's medium height and slim. She has got straight
5 brown hair and brown eyes. Gracie is sweet and nice.

Taylor Swift is also an American singer. She's 35 years old. She is very famous and she has got millions of fans – they are called Swifties.

10 Taylor is tall and slim. She has got long blond hair and blue eyes. She always wears red lipstick and she is cheerful² and smart.



Gracie Abrams



Taylor Swift

Vocabulary help

¹ both = ambas² cheerful = alegre

B Complete the table about Gracie. There is one example.

	Gracie
Surname	• <u>Abrams</u>
Nationality	1. _____
Age	2. _____
Job	3. _____
Height	4. _____
Weight	5. _____
Hair	6. _____
Eye colour	7. _____

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

- | | T | F | |
|---------------------------------------|--------------------------|--------------------------|-------|
| 1. Taylor is thirty-five years old. | ☐ | ☐ | _____ |
| 2. She's got wavy brown hair. | ☐ | ☐ | _____ |
| 3. Taylor's fans are called Swifties. | ☐ | ☐ | _____ |
| 4. Taylor always wears pink lipstick. | ☐ | ☐ | _____ |

D Answer the questions. Give complete answers.

1. Is Gracie Abrams Taylor's friend?

2. What is Gracie like?

3. What nationality is Taylor?

4. Has she got many fans?

5. What does Taylor look like?

Name: _____

No.: _____

Class: _____

Date: _____

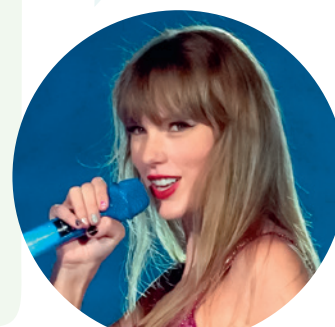
A Read the text about Gracie Abrams and Taylor Swift.**Singers and Friends**

Gracie **Abrams** and Taylor Swift are friends. They are both¹ very creative **singers**.

Gracie is **25 years old** and she's **American**. She's **medium height and slim**. She has got
5 **straight brown hair and brown eyes**. Gracie is sweet and nice.

Taylor Swift is also an American singer. She's 35 years old. She is very famous and she has got millions of fans – they are called Swifties.

10 Taylor is tall and slim. She has got long blond hair and blue eyes. She always wears red lipstick and she is cheerful² and smart.

**Gracie Abrams****Taylor Swift****Vocabulary help**¹ **both** = ambas² **cheerful** = alegre**B** Complete the table about Gracie with the information in bold from the text. There is one example.

	Gracie
Surname	• <u>Abrams</u>
Nationality	1. _____
Age	2. _____
Job	3. _____
Height	4. _____
Weight	5. _____
Hair	6. _____
Eye colour	7. _____

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Taylor is thirty-five years old. | ☐ | ☐ |
| 2. She's got wavy brown hair. | ☐ | ☐ |
| 3. Taylor's fans are called Swifties . | ☐ | ☐ |
| 4. Taylor always wears pink lipstick. | ☐ | ☐ |

D Complete the answers to the questions.

1. Is Gracie Abrams Taylor's friend? (line 1)
_____, _____.
2. What is Gracie like? (lines 5-6)
She is _____.
3. What nationality is Taylor? (line 7)
She is _____.
4. Has she got many fans? (lines 8-9)
_____, _____.
5. What does Taylor look like? (lines 10-12)
Taylor _____ (height and weight).
She _____ (hair and eye colour).

Subunit 1.3

A

Name: _____

No.: _____

Class: _____

Date: _____

A

Read the conversation between Melissa and Jonathan.

At school break

Melissa and Jonathan are eleven years old and good friends. Jonathan is back home after five years in Italy. They meet at school break...

Melissa: Hi, Jonathan. You're back! I'm so happy! How are you?

Jonathan: Hey, Melissa. It's great to see you! I'm okay, but school is difficult. I miss having more free time.

Melissa: Me too. I love weekends because I can do so many fun things.

Jonathan: Yes! What's your favourite free time activity?

Melissa: I love reading books. Sometimes, I also go for a bike ride with my dad in the park. And you?

Jonathan: I enjoy playing football with my friends. It's so much fun. But my favourite activity is playing video games. Do you play?

Melissa: Not really. I prefer board games like Monopoly and chess. But I like listening to music. It's very relaxing.

Jonathan: I agree¹. Who's your favourite singer?

Melissa: I love Dua Lipa, her songs are amazing!

Jonathan: Yeah, but I prefer playing the guitar...

Melissa: Oh no, the bell is ringing. I must go to English class.

Jonathan: And I have a maths quiz... See you next break.

Melissa: Good luck! See you in an hour!

 Vocabulary help

¹agree = concordo



B

Tick (✓) the correct option according to the text.

1. Melissa and Jonathan are _____.

a) ☐ brother and sister b) ☐ late for school c) ☐ friends

2. Jonathan thinks school is _____.

a) ☐ difficult b) ☐ easy c) ☐ nice

3. Jonathan likes _____.

a) ☐ sports and video games b) ☐ board games c) ☐ sports and cooking

4. Melissa likes playing _____.

a) ☐ Fortnite b) ☐ chess c) ☐ football

C Look at the pictures and write *Melissa* or *Jonathan*.



1. _____



2. _____



3. _____



4. _____

D Answer the questions. Give complete answers.

1. How old are Melissa and Jonathan?

2. Is Melissa happy to see Jonathan?

3. What is Jonathan's favourite free time activity?

4. Who is Melissa's favourite singer?

5. What musical instrument does Jonathan play?

Subunit 1.3

Name: _____

No.: _____

Class: _____

Date: _____

A

Read the conversation between Melissa and Jonathan.

At school break

Melissa and Jonathan are eleven years old and good friends. Jonathan is back home after five years in Italy. They meet at school break...

Melissa: Hi, Jonathan. You're back! I'm so happy! How are you?

Jonathan: Hey, Melissa. It's great to see you! I'm okay, but school is difficult. I miss having more free time.

Melissa: Me too. I love weekends because I can do so many fun things.

Jonathan: Yes! What's your favourite free time activity?

Melissa: I love reading books. Sometimes, I also go for a bike ride with my dad in the park. And you?

Jonathan: I enjoy playing football with my friends. It's so much fun. But my favourite activity is playing video games. Do you play?

Melissa: Not really. I prefer board games like Monopoly and chess. But I like listening to music. It's very relaxing.

Jonathan: I agree¹. Who's your favourite singer?

Melissa: I love Dua Lipa, her songs are amazing!

Jonathan: Yeah, but I prefer playing the guitar...

Melissa: Oh no, the bell is ringing. I must go to English class.

Jonathan: And I have a maths quiz... See you next break.

Melissa: Good luck! See you in an hour!

 Vocabulary help

¹agree = concordo



B

Tick (✓) the correct option according to the text.

1. Melissa and Jonathan are _____. (lines 1-2)

a) ☐ brother and sister b) ☐ friends

2. Jonathan thinks school is _____. (lines 5-6)

a) ☐ difficult b) ☐ easy

3. Jonathan likes _____. (lines 10-11)

a) ☐ sports and video games b) ☐ board games

4. Melissa likes playing _____. (lines 11-12)

a) ☐ Fortnite b) ☐ chess

C Look at the pictures and write *Melissa* or *Jonathan*.



1. _____



2. _____



3. _____



4. _____

D Complete the answers to the questions.

1. How old are Melissa and Jonathan? (lines 1-2)
They are _____ years old.
2. Is Melissa happy to see Jonathan? (line 3)
_____, _____.
3. What is Jonathan's favourite free time activity? (lines 10-11)
His _____.
4. Who is Melissa's favourite singer? (lines 14-15)
Her _____.
5. What musical instrument does Jonathan play? (line 16)
He plays the _____.

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text about Dipper Pines's daily routine.**My daily routine**

Hi! My name is Dipper, and I am 12 years old. Let me tell you about my daily routine.

I wake up at 7:00 a.m. every morning. First, I brush my teeth and wash my face. Then, I have breakfast with my parents. I
5 usually eat cereal and drink orange juice. After breakfast, I get dressed and pack my schoolbag. I leave for school at 8:00 a.m. and walk with my twin sister Mabel.

School starts at 8:30 a.m. We have different subjects like maths, English and history. My favourite subject is science. We
10 have a lunch break at 12:30 p.m. and I have lunch in the school canteen with my friends. After lunch, we have more classes until 3:30 p.m.

When I get home, I do my homework and study for about¹ two hours. After that, I sometimes text² my friends or play video
15 games. I also help my mum with dinner. We have dinner together at 7:00 p.m. After dinner, I have a shower and get ready for bed. I usually read a book before I go to bed at 10:00 p.m.

**Vocabulary help**¹ about = aproximadamente; ² text = envío mensajes**B** Tick (✓) the correct option.

1. What does Dipper do first after he wakes up?

- a) ☐ He gets dressed. b) ☐ He brushes his teeth. c) ☐ He has breakfast.

2. What is Dipper's favourite subject?

- a) ☐ Maths. b) ☐ English. c) ☐ Science.

3. Where does Dipper have lunch?

- a) ☐ At home. b) ☐ In the school canteen. c) ☐ At a restaurant.

4. When does he have a shower?

- a) ☐ After waking up. b) ☐ Before dinner. c) ☐ After dinner.

C Complete the statements. Write the time in full.

1. School starts at _____.
2. School finishes at _____.
3. Dipper has dinner at _____.
4. Dipper goes to bed at _____.

D Answer the questions. Give complete answers.

1. What time does Dipper wake up?

2. What does he do after breakfast?

3. What activities does Dipper sometimes do after doing his homework?

4. What does he do before he goes to bed?

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

A Read the text about Dipper Pines's daily routine.**My daily routine**

Hi! My name is Dipper, and I am 12 years old. Let me tell you about my daily routine.

I wake up at 7:00 a.m. every morning. First, I brush my teeth and wash my face. Then, I have breakfast with my parents. I
5 usually eat cereal and drink orange juice. After breakfast, I get dressed and pack my schoolbag. I leave for school at 8:00 a.m. and walk with my twin sister Mabel.

School starts at 8:30 a.m. We have different subjects like maths, English and history. My favourite subject is science. We
10 have a lunch break at 12:30 p.m. and I have lunch in the school canteen with my friends. After lunch, we have more classes until 3:30 p.m.

When I get home, I do my homework and study for about¹ two hours. After that, I sometimes text² my friends or play video
15 games. I also help my mum with dinner. We have dinner together at 7:00 p.m. After dinner, I have a shower and get ready for bed. I usually read a book before I go to bed at 10:00 p.m.

**Vocabulary help**¹ about = aproximadamente; ² text = envío mensajes**B** Tick (✓) the correct option.

1. What does Dipper do first after he wakes up? (lines 3-4)

- a) ☐ He gets dressed. b) ☐ He brushes his teeth.

2. What is Dipper's favourite subject? (lines 8-9)

- a) ☐ Science. b) ☐ English.

3. Where does Dipper have lunch? (lines 10-11)

- a) ☐ At home. b) ☐ In the school canteen.

4. When does he have a shower? (lines 16-17)

- a) ☐ Before dinner. b) ☐ After dinner.

C Match the columns to complete the sentences.

1. School starts at

☐

2. School finishes at

☐

3. Dipper has dinner at

☐

4. Dipper goes to bed at

☐

a) seven o'clock.

b) ten o'clock.

c) half past three.

d) half past eight.

D Complete the answers to the questions.

1. What time does Dipper wake up? (lines 3-4)

He wakes up at _____.

2. What does he do after breakfast? (lines 6-7)

He _____.

3. What activities does Dipper sometimes do after doing his homework? (lines 14-15)

He sometimes _____
_____.

4. What does he do before he goes to bed? (line 17)

He _____.

Name: No.: Class: Date: **A** Read the text.**A young football star**

JJ Gabriel is 14 years old. He lives in Carrington, a town in the UK, and he is famous for playing football for Manchester United football team. He is called Kid Messi!

- 5 He is in year 9. He goes to a big school. It is modern and has got many great facilities: there are big classrooms, a library, a canteen, a big sports field and a gym. There isn't a students' room, but there is a big assembly hall. The school is very new and has lots of equipment for sports and learning.

JJ's favourite place at school is the sports field. He loves playing football there. The field is big and has got lots of space for running and kicking the ball. JJ plays football with his friends during breaks.

- 15 His favourite school subject is history. He likes it because it helps him learn about the past. His teacher is very kind and explains everything well¹, so it is easy for him to understand.

JJ loves his school because it has everything he needs to learn and play. He is happy to be there and feels lucky to have great friends, good teachers and a big sports field to play football.

**Vocabulary help**¹well = bem**B** What team does JJ play for? Tick (✓) the correct option.1 ☐2 ☐3 ☐

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

- | | T | F | |
|--------------------------------|--------------------------|--------------------------|-------|
| 1. JJ Gabriel lives in the UK. | ☐ | ☐ | _____ |
| 2. His school is very old. | ☐ | ☐ | _____ |
| 3. He can play sports there. | ☐ | ☐ | _____ |
| 4. JJ doesn't like history. | ☐ | ☐ | _____ |

D Answer the questions. Give complete answers.

1. What is JJ famous for?

2. Is there a canteen at his school?

3. What is JJ's favourite place at school?

4. Why does JJ love his school?

Name: No.: Class: Date: **A** Read the text.**A young football star**

JJ Gabriel is 14 years old. He lives in Carrington, a town in the UK, and he is famous for playing football for Manchester United football team. He is called Kid Messi!

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- 15 His favourite school subject is history. He likes it because it helps him learn about the past. His teacher is very kind and explains everything well¹, so it is easy for him to understand.

JJ loves his school because it has everything he needs to learn and play. He is happy to be there and feels lucky to have great friends, good teachers and a big sports field to play football.

**Vocabulary help**¹well = bem**B** What team does JJ play for? Tick (✓) the correct option.1 ☐2 ☐3 ☐

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. JJ Gabriel lives in the UK. (lines 1-2) | ☐ | ☐ |
| 2. His school is very old. (lines 9-10) | ☐ | ☐ |
| 3. He can play sports there. (lines 11-12) | ☐ | ☐ |
| 4. JJ doesn't like history. (lines 14-15) | ☐ | ☐ |

D Complete the answers to the questions.

1. What is JJ famous for? (lines 2-3)
He is famous _____.
2. Is there a canteen at his school? (lines 6-7)
_____, there _____.
3. What is JJ's favourite place at school? (line 11)
His favourite _____.
4. Why does JJ love his school? (lines 17-19)
He loves his school because _____.

Name: _____

No.: _____

Class: _____

Date: _____

A

Read the text.

A day in town

Phoebe-Rae Taylor is a British actress. She is in the Disney+ film *Out of my Mind*. She lives in Essex with her mother and sisters. She is 15 years old and she is in grade 10. Phoebe doesn't walk – she needs a wheelchair¹ to move around because she has cerebral palsy².

Yesterday, Phoebe was in the city with her mum. It was a Saturday, so the city was busy and full of people.

First, they were at the bakery. The bread was fresh out of the oven³, so their breakfast was delicious!

It was a sunny day, so after that Phoebe was at the park. There were people walking their dogs and families having a picnic under the trees.

After the park they were at the bookshop. It was quiet – only two other people were there. Her choice was the last Harry Potter book.

After lunch, they were at the museum. Phoebe's favourite part was the art gallery – there were so many paintings!

Then they were at a clothes shop. It was full of beautiful dresses, but there was no time to buy new clothes. It was time to go home!

**Vocabulary help**¹ **wheelchair** = cadeira de rodas² **cerebral palsy** = paralisia cerebral³ **fresh out of the oven** = acabado de sair do forno

B

Complete the sentences with only ONE word.

1. She is an _____.
2. She was in the city on a _____.
3. The bookshop was _____.
4. Before the clothes shop, they were at the _____.

C Tick (✓) the correct option.

1. Phoebe lives in _____.
a) ☐ London b) ☐ Essex c) ☐ Manchester
2. She needs a wheelchair because _____.
a) ☐ she is tired b) ☐ she has cerebral palsy c) ☐ she has a broken leg
3. Their breakfast was _____.
a) ☐ pancakes b) ☐ bread c) ☐ cereal
4. The weather was _____.
a) ☐ sunny b) ☐ bad c) ☐ rainy

D Answer the questions. Give complete answers.

1. Is Phoebe American?

2. How old is she?

3. Was Phoebe the only person in the park?

4. What was Phoebe's favourite part of the museum?

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.**A day in town**

Phoebe-Rae Taylor is a British actress. She is in the Disney+ film *Out of my Mind*. She lives in Essex with her mother and sisters. She is 15 years old and she is in grade 10. Phoebe doesn't walk – she needs a wheelchair¹ to move around because she has cerebral palsy².

Yesterday, Phoebe was in the city with her mum. It was a Saturday, so the city was busy and full of people.

First, they were at the bakery. The bread was fresh out of the oven³, so their breakfast was delicious!

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After the park they were at the bookshop. It was quiet – only two other people were there. Her choice was the last Harry Potter book.

After lunch, they were at the museum. Phoebe's favourite part was the art gallery – there were so many paintings!

Then they were at a clothes shop. It was full of beautiful dresses, but there was no time to buy new clothes. It was time to go home!

**Vocabulary help**¹ **wheelchair** = cadeira de rodas² **cerebral palsy** = paralisia cerebral³ **fresh out of the oven** = acabado de sair do forno**B** Complete each sentence with a word from the box. There are two extra words.

1. She is an _____.
2. She was in the city on a _____.
3. The bookshop was _____.
4. Before the clothes shop, they were at the _____.

quiet • actress
busy • museum
Saturday • teenager

C Tick (✓) the correct option.

1. Phoebe lives in _____. (lines 2-3)
a) ☐ London b) ☐ Essex
2. She needs a wheelchair because _____. (lines 3-5)
a) ☐ she is tired b) ☐ she has cerebral palsy
3. Their breakfast was _____. (lines 8-9)
a) ☐ pancakes b) ☐ bread
4. The weather was _____. (lines 10-12)
a) ☐ sunny b) ☐ bad

D Complete the answers to the questions.

1. Is Phoebe American? (lines 1-2)
_____, _____.
2. How old is she? (lines 3-4)
She _____.
3. Was Phoebe the only person in the park? (lines 10-11)
_____, she _____.
4. What was Phoebe's favourite part of the museum? (lines 16-17)
Her favourite part _____.

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

A Read the blog.

Hi, everyone! I visited New York City last spring, and it was great!

First, I used the subway¹ and the famous yellow taxis to move around² the city. They are the best ways to travel.

I visited the American Museum of Natural History. There were many interesting exhibits, like dinosaur fossils and a model of a huge blue whale.

I tried some local food! For breakfast I tasted the bagel with cream cheese and at lunch time we had a slice of New York pizza or a hot dog in the street.

Before my trip, I wanted to see all the famous places in New York City: the Statue of Liberty, Times Square, and the Brooklyn Bridge. Well, they are amazing! The Brooklyn Bridge has the great view of the city.

I walked along the streets and visited Times Square. There I looked at the billboards³ and stopped to take a photo on the famous Red Steps.

I explored some local parks. I visited Bryant Park and explored Central Park, where I walked, experienced a horse ride, and joined free events.

New York City has many music spaces. I watched a concert at Madison Square Garden and listened to live music at a local bar.

New York is a great city! It's full of exciting things to do!

Vocabulary help

¹ subway = metro; ² move around = circular; ³ billboards = cartazes, anúncios

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Buses are the best way to travel around New York. | ☐ | ☐ |
| 2. You can see a view of the city from the Brooklyn Bridge. | ☐ | ☐ |
| 3. You can take photos on the Red Steps in Times Square. | ☐ | ☐ |
| 4. Kate didn't explore any parks in New York. | ☐ | ☐ |

C Match the places with the activities. There is one extra activity.

- 1. American Museum of Natural History ☐
- 2. Time Square ☐
- 3. Brooklyn Bridge ☐
- 4. Central Park ☐

- a) look at billboards and take photos
- b) walk and take horse rides
- c) see dinosaur fossils
- d) enjoy a view of the city
- e) listen to live music

D Answer the questions. Give complete answers.

- 1. Where was Kate last spring?

- 2. What foods did Kate try in the streets of New York?

- 3. Before her trip, which famous places did she want to visit?

- 4. Where did she watch a concert?

Name: _____

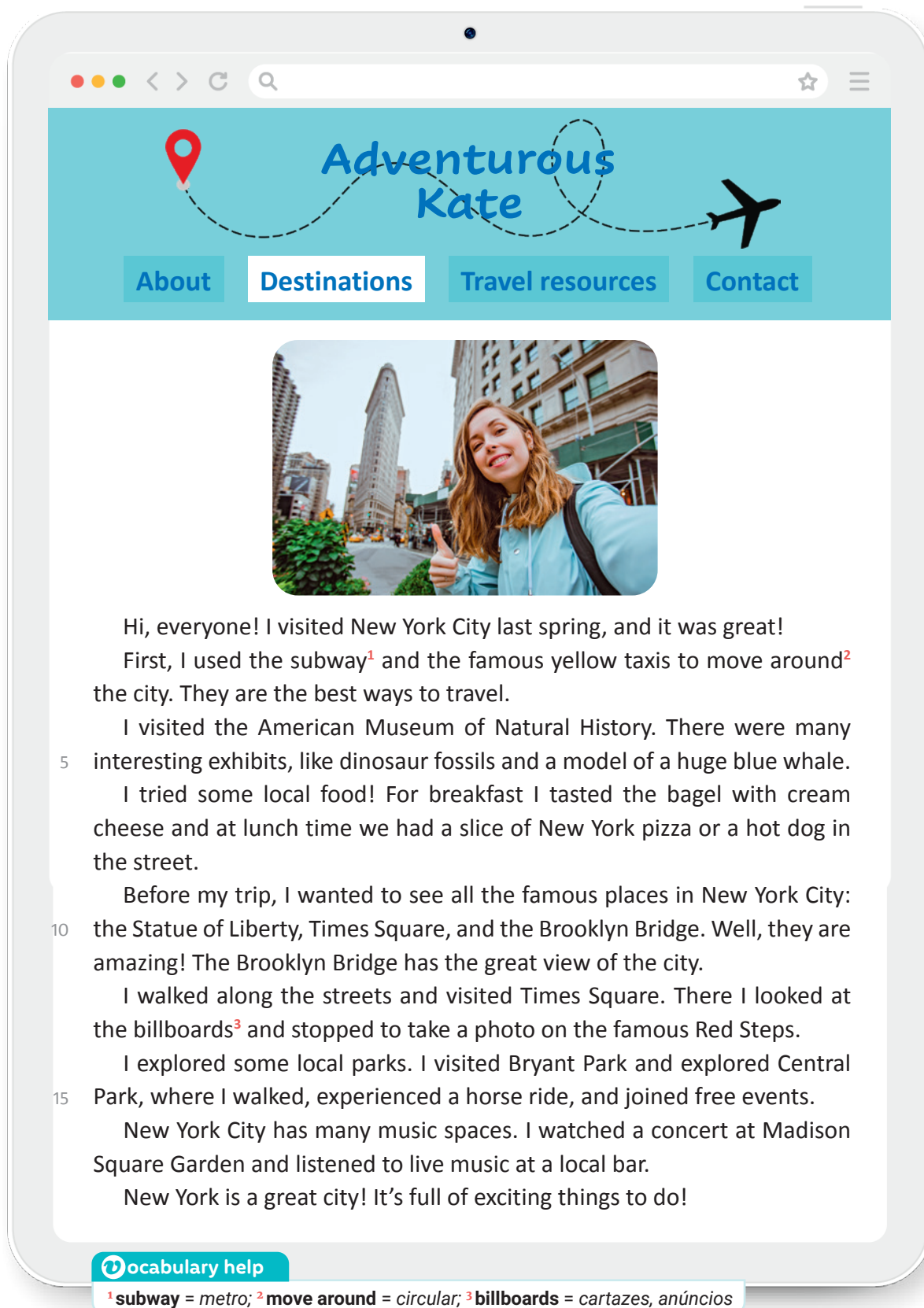
No.: _____

Class: _____

Date: _____

A

Read the blog.



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First, I used the subway¹ and the famous yellow taxis to move around² the city. They are the best ways to travel.

I visited the American Museum of Natural History. There were many interesting exhibits, like dinosaur fossils and a model of a huge blue whale.

I tried some local food! For breakfast I tasted the bagel with cream cheese and at lunch time we had a slice of New York pizza or a hot dog in the street.

Before my trip, I wanted to see all the famous places in New York City: the Statue of Liberty, Times Square, and the Brooklyn Bridge. Well, they are amazing! The Brooklyn Bridge has the great view of the city.

I walked along the streets and visited Times Square. There I looked at the billboards³ and stopped to take a photo on the famous Red Steps.

I explored some local parks. I visited Bryant Park and explored Central Park, where I walked, experienced a horse ride, and joined free events.

New York City has many music spaces. I watched a concert at Madison Square Garden and listened to live music at a local bar.

New York is a great city! It's full of exciting things to do!

Vocabulary help

¹ subway = metro; ² move around = circular; ³ billboards = cartazes, anúncios

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Buses are the best way to travel around New York. (lines 2-3) | ☐ | ☐ |
| 2. You can see a view of the city from the Brooklyn Bridge. (line 11) | ☐ | ☐ |
| 3. You can take photos on the Red Steps in Times Square. (lines 12-13) | ☐ | ☐ |
| 4. Kate didn't explore any parks in New York. (lines 14-15) | ☐ | ☐ |

C Match the places with the activities.

- 1. American Museum of Natural History ☐
- 2. Time Square ☐
- 3. Brooklyn Bridge ☐
- 4. Central Park ☐

- a) look at billboards and take photos
- b) walk and take horse rides
- c) see dinosaur fossils
- d) enjoy a view of the city

D Complete the answers to the questions.

- 1. Where was Kate last spring? (line 1)
She was in _____.
- 2. What foods did Kate try in the streets of New York? (lines 6-7)
She tried _____.
- 3. Before her trip, which famous places did she want to visit? (lines 9-10)
She wanted to visit _____
_____.
- 4. Where did she watch a concert? (lines 16-17)
She watched _____.

Subunit 4.1

A

Name: No.: Class: Date:

A Read the text.

The Travelynn Family

The Lynns are a British family who love to travel. They are from Derbyshire, UK, but now they live in Penang, Malaysia. Before that, they lived in India and Morocco.

Parents Jenny and Jay are travel bloggers. In their blog, *Travelynnfamily.com*, they share their experiences of their adventures.

They started in 2020. Jenny, Jay and their boys Ezra and Charles, already¹ travelled to 25 countries!

Their latest adventure was a trip to Thailand. Jenny, the mother, started preparing the trip months before they travelled. They got their passports and vaccinations and bought plane tickets to Bangkok.

They flew to Bangkok and stayed in a small hotel. Then, they explored the city. The day after, they went by boat to a beautiful island. They went to the beach – the boys surfed, and their mum and dad relaxed and sunbathed.

The Lynns also visited the city of Chiang Mai and explored the Old City. In the afternoon the whole family visited an elephant sanctuary. There Ezra and Charles learned about elephants and interacted with them.

Finally, it was time to continue their journey. Jay, Jenny and the boys spent 10 weeks backpacking in Southeast² Asia!



Vocabulary help

¹ already = já² Southeast = Sudoeste

B Match the family members with their names.

1. Ezra

☐

2. Jay

☐

3. Jenny

☐

4. Charles

☐

a) son

b) mother

c) son

d) father

C Complete the sentences with only ONE word.

1. The Lynns are from the United _____.
2. They already went to twenty-five _____.
3. The family travelled to Thailand by _____.
4. The boys and their parents travelled through Southeast Asia for ten _____.

D Answer the questions. Give complete answers.

1. Did the Lynns live in India?

2. Where did they go on their last trip?

3. Did Jenny and Jay surf at the beach?

4. What did the Lynns do in Chiang Mai after lunch?

Subunit 4.1

B

Name: No.: Class: Date:

A

Read the text.

The Travelynn Family

The Lynns are a British family who love to travel. They are from Derbyshire, UK, but now they live in Penang, Malaysia. Before that, they lived in India and Morocco.

Parents Jenny and Jay are travel bloggers. In their blog, *Travelynnfamily.com*, they share their experiences of their adventures.

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Their latest adventure was a trip to Thailand. Jenny, the mother, started preparing the trip months before they travelled. They got their passports and vaccinations and bought plane tickets to Bangkok.

They flew to Bangkok and stayed in a small hotel. Then, they explored the city. The day after, they went by boat to a beautiful island. They went to the beach – the boys surfed, and their mum and dad relaxed and sunbathed.

The Lynns also visited the city of Chiang Mai and explored the Old City. In the afternoon the whole family visited an elephant sanctuary. There Ezra and Charles learned about elephants and interacted with them.

Finally, it was time to continue their journey. Jay, Jenny and the boys spent 10 weeks backpacking in Southeast² Asia!



Vocabulary help

¹ already = já² Southeast = Sudoeste

B

Match the family members with their names. (lines 7-8)

1. Ezra

☐

2. Jay

☐

3. Jenny

☐

4. Charles

☐

a) son

b) mother

c) son

d) father

C Complete the sentences with only ONE word.

1. The Lynns are from the United _____. (lines 1-2)
2. They already went to twenty-five _____. (lines 7-8)
3. The family travelled to Thailand by _____. (lines 10-12)
4. The boys and their parents travelled through Southeast Asia for ten _____.
(lines 19-20)

D Complete the answers to the questions.

1. Did the Lynns live in India? (lines 2-3)
_____, they _____.
2. Where did they go on their last trip? (line 9)
They went _____.
3. Did Jenny and Jay surf at the beach? (lines 14-15)
_____, they _____. They _____.
4. What did the Lynns do in Chiang Mai after lunch? (lines 16-18)
They visited _____
_____.

Name: No.: Class: Date:

A

Read the news article.

Holidays: Now and Then

Then

How did people spend their holidays when there were no planes?

Rich people travelled a lot. In the 19th century¹, they took the *Grand Tour* to France, Italy, Greece and other countries. These trips took years. They travelled by boat or coach².



Rich people also liked to spend their holidays at the beach for their health. Families stayed at the beach for weeks or months!

Their favourite activities were horse riding, walking and bathing, and going to concerts or the theatre.

When trains appeared, more people started to travel.



Now

Today, flying is easy, quick and cheap. You can buy your tickets online and travel around the world in days. People sometimes travel by train, but usually by plane or boat.

In the 21st century, you can travel around the world. You can go to beach resorts in Spain or Portugal, visit cities like Paris, Barcelona or Venice, or explore exotic places like Thailand.

On holidays, you can go to the beach, swim, sunbathe or do water sports. You can visit museums and theme parks and you can also go hiking, skiing or surfing.

Vocabulary help

¹century = século

²coach = carruagem

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In the 19 th century, rich people didn't go on holidays. | ☐ | ☐ |
| <hr/> | | |
| 2. They travelled by boat. | ☐ | ☐ |
| <hr/> | | |
| 3. Now you can't travel because it costs a lot of money. | ☐ | ☐ |
| <hr/> | | |
| 4. Today people travel by plane and by boat. | ☐ | ☐ |
| <hr/> | | |

C Read the sentences and tick (✓) 19th century or 21st century.

- | | 19 th
century | 21 st
century |
|---|-----------------------------|-----------------------------|
| 1. People can take a plane to go on holidays. | ☐ | ☐ |
| 2. People take the Grand Tour. | ☐ | ☐ |
| 3. People stay weeks or months on holidays. | ☐ | ☐ |
| 4. People can buy their tickets online. | ☐ | ☐ |

D Answer the questions. Give complete answers.

- Where did rich people go on their *Grand Tour*?

- Did people travel by plane in the 19th century?

- What were people's favourite holiday activities in 19th century?

- According to the text, where can you go on holidays in the 21st century?

Name: No.: Class: Date:

A

Read the news article.

Holidays: Now and Then

Then

How did people spend their holidays when there were no planes?

Rich people travelled a lot. In the 19th century¹, they took the *Grand Tour* to France, Italy, Greece and other countries. These trips took years. They travelled by boat or coach².



Rich people also liked to spend their holidays at the beach for their health. Families stayed at the beach for weeks or months!

Their favourite activities were horse riding, walking and bathing, and going to concerts or the theatre.

When trains appeared, more people started to travel.



Now

Today, flying is easy, quick and cheap. You can buy your tickets online and travel around the world in days. People sometimes travel by train, but usually by plane or boat.

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On holidays, you can go to the beach, swim, sunbathe or do water sports. You can visit museums and theme parks and you can also go hiking, skiing or surfing.

Vocabulary help

¹century = século

²coach = carruagem

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In the 19 th century, rich people didn't go on holidays . (lines 4-6) | ☐ | ☐ |
| 2. They travelled by boat . (lines 7-8) | ☐ | ☐ |
| 3. Now you can't travel because it costs a lot of money . (line 15) | ☐ | ☐ |
| 4. Today people travel by plane and by boat . (lines 17-18) | ☐ | ☐ |

C Read the text and and tick (✓) 19th century or 21st century.

- | | 19 th century
(Then) | 21 st century
(Now) |
|--|------------------------------------|-----------------------------------|
| 1. Flying is easy, quick and cheap. | ☐ | ☐ |
| 2. They travel by boat or by coach. | ☐ | ☐ |
| 3. Families stay at the beach for weeks or months. | ☐ | ☐ |
| 4. You can buy your tickets online. | ☐ | ☐ |

D Complete the answers to the questions.

- Where did rich people go on their *Grand Tour*? (lines 5-6)
They went _____.
- Did people travel by plane in the 19th century? (lines 7-8)
_____, they _____.
- What were people's favourite holiday activities in 19th century? (lines 11-12)
In the 19th century, people loved _____
_____.
- According to the text, where can you go on holidays in the 21st century? (lines 19-22)
You can go _____
_____.

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



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

1. How old are Sean and Jack?

a) ☐b) ☐c) ☐

2. What nationality is Sean?

a) Ireland ☐b) The UK ☐c) The USA ☐

3. What is Sean's favourite free time activity?

a) ☐b) ☐c) ☐

B

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

Sean Jack

1. He likes playing the guitar.

☐ ☐

2. He is medium height.

☐ ☐

3. He is tall.

☐ ☐

4. He's got brown hair.

☐ ☐

5. He has got freckles.

☐ ☐

6. He wears glasses.

☐ ☐

7. He is very sociable.

☐ ☐

8. He is shy.

☐ ☐

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

**Listen to Sean and tick (✓) the correct option.****1. How old are Sean and Jack?**a) ☐b) ☐**2. What nationality is Sean?**a) Ireland ☐b) The UK ☐**3. What is Sean's favourite free time activity?**a) ☐b) ☐**B****Listen to the text again. Tick (✓) the correct option.****Sean Jack****1. He likes playing the guitar.**☐ ☐**2. He is tall.**☐ ☐**3. He's got brown hair.**☐ ☐**4. He wears glasses.**☐ ☐**5. He is very sociable.**☐ ☐**6. He is shy.**☐ ☐

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

**Listen to Alexa. Tick (✓) the correct option.**

Track 2

1. What time does Alexa get up?
 - a) ☐ At half past seven.
 - b) ☐ At seven o'clock.
 - c) ☐ At eight o'clock.
2. What does she have for breakfast?
 - a) ☐ Cereal and milk.
 - b) ☐ Tea with toast and butter.
 - c) ☐ Yoghurt and some fruit.
3. How does she go to school?
 - a) ☐ By bus.
 - b) ☐ On foot.
 - c) ☐ By car.
4. When does she have a shower?
 - a) ☐ In the morning.
 - b) ☐ In the afternoon.
 - c) ☐ In the evening.

**B****Listen again. Are the sentences true (T) or false (F)?**

1. Alexa is eleven years old.
2. She brushes her teeth after she packs her schoolbag.
3. She goes to school with her dad.
4. Alexa always has lunch in the school canteen.
5. She does her homework at home.
6. She plays video games before dinner.
7. Alexa does the washing up after dinner.
8. She goes to bed at half past nine.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

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



Listen to Alexa. Tick (✓) the correct option.

1. What time does Alexa get up?

a) ☐ At half past seven.b) ☐ At seven o'clock.

2. What does she have for breakfast?

a) ☐ Cereal and milk.b) ☐ Yoghurt and some fruit.

3. How does she go to school?

a) ☐ By bus.b) ☐ On foot.

4. When does she have a shower?

a) ☐ In the morning.b) ☐ In the evening.

B Listen again. Circle the correct option.

1. Alexa is **eleven** / **twelve** years old.2. She brushes her teeth before she **packs her schoolbag** / **has a shower**.3. Alexa always has lunch in the **playground** / **school canteen**.4. She does her homework **at home** / **in the library**.5. She **plays video games** / **watches TV** before dinner.6. She goes to bed at **9:30 p.m.** / **9 o'clock**.

Name: _____

No.: _____

Class: _____

Date: _____



Listen to the dialogue between Ryan and his best friend Adam.
Are the sentences true (T) or false (F)?

- Ryan and Adam are in Ryan's living room.
- Ryan was sick on the bus.
- They were at the Lincoln Memorial in the afternoon.
- Ryan enjoyed seeing a model of a famous starship.

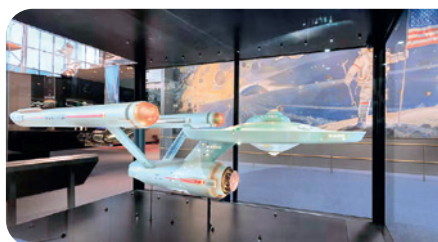
T	F
☐	☐
☐	☐
☐	☐
☐	☐

Listen again. Tick (✓) the correct option.

- What game are Ryan and Adam preparing to play?
 - ☐ Fortnite.
 - ☐ Minecraft.
 - ☐ Call of Duty.
- What was there at the Lincoln Memorial?
 - ☐ A big statue.
 - ☐ A garden.
 - ☐ A fountain.
- What time was their visit to the National Air and Space Museum?
 - ☐ Two o'clock.
 - ☐ Three o'clock.
 - ☐ Four o'clock.
- Who took a photo of the class at the White House?
 - ☐ A tourist.
 - ☐ A police officer.
 - ☐ A friend.

Listen again. Put the following events in order. There is one example.

- ☒ 1 Ryan and his classmates took the bus to Washington DC.
- ☐ It was time to go back home.
- ☐ They were at the Lincoln Memorial.
- ☐ They visited the National Air and Space Museum.
- ☐ They were at the White House.



Name: _____

No.: _____

Class: _____

Date: _____



A Listen to the dialogue between Ryan and his best friend Adam.
Are the sentences true (T) or false (F)?

- Ryan and Adam are in **Ryan's living room**.
- Ryan was **sick** on the bus.
- They were at the Lincoln Memorial **in the afternoon**.
- Ryan enjoyed seeing a model of a famous **starship**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B Listen again. Tick (✓) the correct option.

- What game are Ryan and Adam preparing to play?
a) ☐ *Fortnite*. b) ☐ *Minecraft*.
- What was there at the Lincoln Memorial?
a) ☐ A big statue. b) ☐ A garden.
- What time was their visit to the National Air and Space Museum?
a) ☐ Two o'clock. b) ☐ Four o'clock.
- Who took a photo of the class at the White House?
a) ☐ A tourist. b) ☐ A police officer.

C Listen again. Put the following events in order. There is one example.

- ☒ 1 Ryan and his classmates took the **bus to Washington DC**.
- ☐ It was time to **go back home**.
- ☐ They were at the **Lincoln Memorial**.
- ☒ 3 They visited the **National Air and Space Museum**.
- ☐ They were at the **White House**.



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



Listen to text about Madalena Costa, the figure skating champion. Tick (✓) the correct option.

1. Where did Madalena and her mum go?



a) Spain ☐



b) Italy ☐



c) Brazil ☐

2. Where did Madalena pack her clothes?



a) ☐



b) ☐

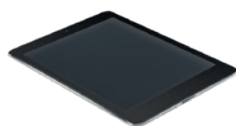


c) ☐

3. What did she use to take photos?



a) ☐



b) ☐



c) ☐

4. What was her favourite food during the trip?



a) ☐



b) ☐



c) ☐

B Listen again. Complete the sentences.

1. Madalena's mum bought the _____.
2. They travelled to Italy on 6th _____.
3. Madalena packed her suitcase with _____ clothes.
4. They spent _____ days in Rimini.
5. They went to the beach in the _____.
6. They _____ the city in the afternoon.



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



Listen to a text about Madalena Costa, the figure skating champion. Tick (✓) the correct option.

1. Where did Madalena and her mum go?



a) Spain ☐



b) Italy ☐

2. Where did Madalena pack her clothes?



a) ☐



b) ☐

3. What did she use to take photos?



a) ☐



b) ☐

4. What was her favourite food during the trip?



a) ☐



b) ☐

B

Listen again. Circle the correct option.

1. Her mum bought the **tickets** / suitcases.
2. They travelled to Italy on 6th **November** / September.
3. Madalena packed her suitcase with **winter** / summer clothes.
4. They spent **five** / six days in Rimini.
5. They went to the beach in the **morning** / afternoon.
6. They **left** / explored the city in the afternoon.



Writing a reply to a blog post

A

Name: _____

No.: _____

Class: _____

Date: _____

- A** Read Isobel's post about her favourite free time activities. Complete the post structure with the words from the box.

Conclusion • Introduction • Title • Body

1. _____

Isobel's World

2. _____

Hi there! I'm Isobel and I live in London.
I am a student and I'm 14 years old. In this blog I talk about everything. Today the topic is what to do in your free time.

Reading: Well, my favourite school subject is English, so I enjoy reading and writing. Every day, before going to bed, I write in my diary.

Watching YouTube videos: I love watching my favourite YouTubers, the Merrell Twins! They are so much fun.

3. _____

Drawing: I also enjoy drawing. It helps me relax and be creative.

Going to the park: At weekends, I enjoy spending time outside. I sometimes go to the park with my friends or family.

Baking: It's my favourite activity! I like baking with my grandmother. Sometimes, I even bring my cupcakes to school to share with my friends.

4. _____

So, these are some of the free time activities I like to do in my free time. What about you? What are your favourite activities?

- B** Fill in the table with your free time activities. Then write a short description about each activity. There is one example.

Free time activity	Description
Playing football	I play football with my friends every Sunday. It is very fun and good exercise.

- C** Write a reply to Isobel's post. Tell her about your favourite free time activities. Follow the model in exercise A.

Writing a reply to a blog post

B

Name: _____

No.: _____

Class: _____

Date: _____

A Read Isobel's post about her favourite free time activities.

Isobel's World

Hi there! I'm Isobel and I live in London.

I am a student and I'm 14 years old. In this blog I talk about everything. Today the topic is what to do in your free time.

Reading: Well, my favourite school subject is English, so I enjoy reading and writing. Every day, before going to bed, I write in my diary.

Watching YouTube videos: I love watching my favourite YouTubers, the Merrell Twins! They are so much fun.

Drawing: I also enjoy drawing. It helps me relax and be creative.

Going to the park: At weekends, I enjoy spending time outside. I sometimes go to the park with my friends or family.

Baking: It's my favourite activity! I like baking with my grandmother. Sometimes, I even bring my cupcakes to school to share with my friends.

So, these are some of the free time activities I like to do in my free time. What about you? What are your favourite activities?

B Write a reply to Isobel's post. Complete the post with your favourite free time activities. Choose from the expressions in the boxes.

Free time activity

riding a bike • listening to music
playing video games • playing football
reading a book • playing the guitar...

Who (with...)

my family • my parents
my grandma/grandad
my friends...

When

at weekends
after school
every Saturday, Sunday...

Hi Isobel! I'm _____ (name). I live in _____ (city). I'm a student and I'm _____ (age) years old. These are my favourite activities:

_____ (free time activity) – I love _____ (activity). I
_____ with _____ (who?) on _____ (when?).

_____ (free time activity) – I also like _____ (activity)
_____ (when?). It helps me _____ (relax / be creative / keep
in shape).

_____ (free time activity) – It's my favourite activity. I love _____
_____ (activity) with _____ (who?) _____ (when?).

So, these are some of the free time activities I like to do in my free time!

Writing an email

A

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

- A** Imagine you have a friend who now lives in a different country. Read his email and complete the email structure with the words from the box.

School description • Greeting • Closing • Introduction
Signature • Favourite school subject

1. _____ { Hi! How are you?

2. _____ { My name is Tim. I'm eleven years old. My parents and I live in a small village near Maputo, in Mozambique. Today I want to tell you about my school.

3. _____ { The school building is made of clay and straw¹ and the windows are small. There is one big classroom with a blackboard. In my school there are chairs and tables, but in some other schools, students sit on rocks or on the floor!

4. _____ { There is also a small library with some books.

5. _____ { Outside, there is a lot of space to play. During break we play football with the teachers. I am always the goalkeeper.

6. _____ { My favourite subject is science because you study interesting topics like plants, animals and the universe.

7. _____ { And you? Tell me about your school? Write soon!

8. _____ { Take care!

9. _____ { Tim

Vocabulary help
¹clay and straw = argila e palha

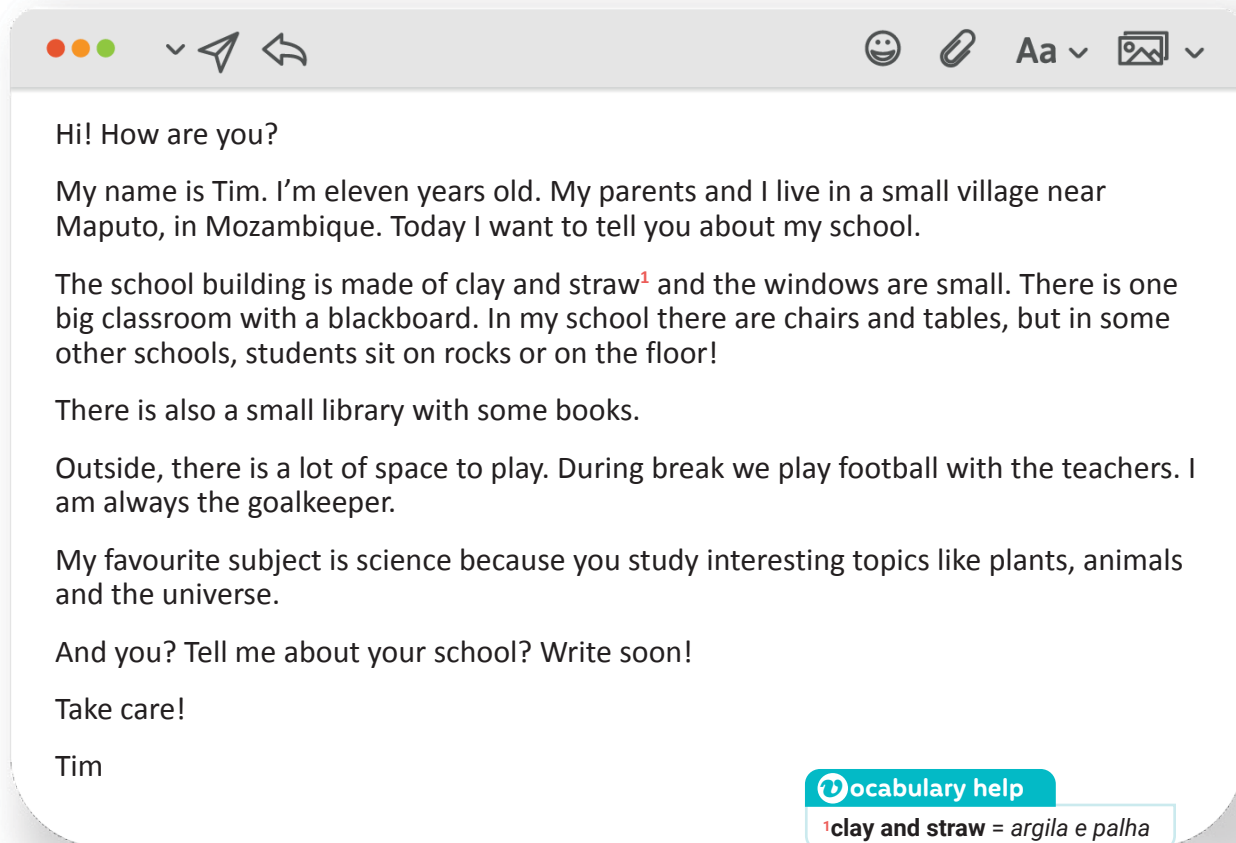
- B** Answer Tim's email. Follow the example in exercise A and the instructions below.

1. Greeting
2. Introduction
3. School description (inside/outside)
4. Your favourite subject/why
5. Closing
6. Signature

Writing an email

B

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

A Imagine you have a friend who now lives in a different country. Read his email.


Hi! How are you?

My name is Tim. I'm eleven years old. My parents and I live in a small village near Maputo, in Mozambique. Today I want to tell you about my school.

The school building is made of clay and straw¹ and the windows are small. There is one big classroom with a blackboard. In my school there are chairs and tables, but in some other schools, students sit on rocks or on the floor!

There is also a small library with some books.

Outside, there is a lot of space to play. During break we play football with the teachers. I am always the goalkeeper.

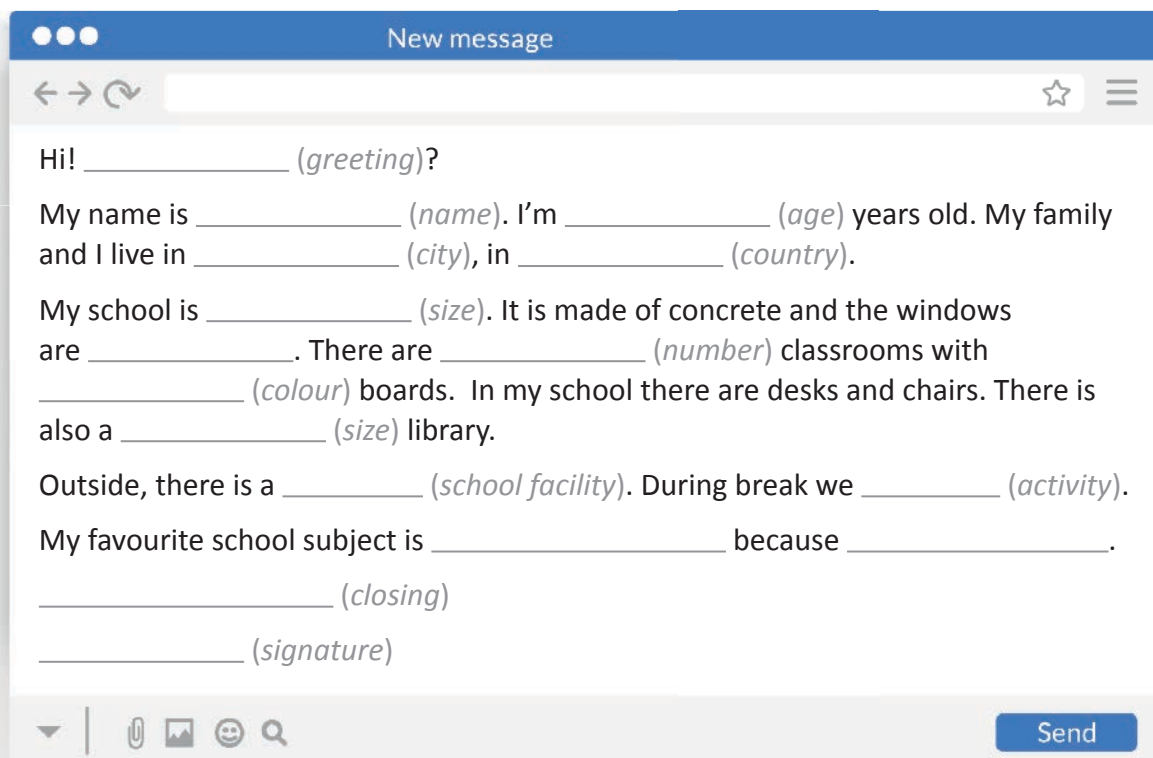
My favourite subject is science because you study interesting topics like plants, animals and the universe.

And you? Tell me about your school? Write soon!

Take care!

Tim

Vocabulary help
¹clay and straw = argila e palha

B Answer Tim's email. Follow the example in exercise A.


Hi! _____ (greeting)?

My name is _____ (name). I'm _____ (age) years old. My family and I live in _____ (city), in _____ (country).

My school is _____ (size). It is made of concrete and the windows are _____. There are _____ (number) classrooms with _____ (colour) boards. In my school there are desks and chairs. There is also a _____ (size) library.

Outside, there is a _____ (school facility). During break we _____ (activity).

My favourite school subject is _____ because _____.

_____ (closing)

_____ (signature)

Send

Replying to an Instagram post

A

Name: No.: Class: Date: **A** Read Everleigh Rose's Instagram post. Match the boxes with the numbers.Closing Favourite
activity Introduction Greeting Body (things to
do in the city) 

everleighrose



#orlando #floridastate #universalstudios #citybreaks

1

Dear followers,

2

Last Saturday I visited Orlando, Florida, with my family. It was phenomenal!

In the morning we visited Universal Studios, a theme park. It was great! I loved visiting Diagon Alley and the Harry Potter world. And there was time for a ride on the Hogwarts Express!

Lunch was at the T-REX Cafe. My meal was chicken with mashed potatoes. Not bad...

3

In the afternoon, we visited the Kennedy Space Center. We talked to a real astronaut! It was fun!

In the evening, we explored the shops at Disney Springs, a shopping centre. Mum shopped for souvenirs while we waited for dinner time.

We ended our day with dinner at Bubba Gump Shrimp Co. The food was delicious – I had fried shrimp with French fries. Yummy!

My favourite activity of the day was visiting Universal Studios. I want to be an actress!

4

And you? Tell me about your city experiences.

5

**B** Now write your own post about a city.
What is there to do? Follow the example in exercise A and the instructions below.

1. Greeting
2. Introduction
3. Things to do in the city
4. Your favourite activity
5. Closing

Replying to an Instagram post

B

Name: _____

No.: _____

Class: _____

Date: _____

A Read Everleigh Rose's Instagram post about her day in Orlando.



everleighrose



#orlando #floridastate #universalstudios #citybreaks

Dear followers,

Last Saturday I visited Orlando, Florida, with my family. It was phenomenal!

In the morning we visited Universal Studios, a theme park. It was great! I loved visiting Diagon Alley and the Harry Potter world. And there was time for a ride on the Hogwarts Express!

Lunch was at the T-REX Cafe. My meal was chicken with mashed potatoes. Not bad...

In the afternoon, we visited the Kennedy Space Center. We talked to a real astronaut! It was fun!

In the evening, we explored the shops at Disney Springs, a shopping centre. Mum shopped for souvenirs while we waited for dinner time.

We ended our day with dinner at Bubba Gump Shrimp Co. The food was delicious – I had fried shrimp with French fries. Yummy!

My favourite activity of the day was visiting Universal Studios. I want to be an actress!

And you? Tell me about your city experiences.



B Reply to Everleigh Rose's post. Follow the example in exercise A.

Hello, Everleigh Rose!

Last Saturday I visited _____ with my family. It was phenomenal!

In the morning, we _____. It was great!

I loved _____.

Lunch was at _____. My meal was _____.

In the afternoon, we visited _____.

In the evening, we _____.

My favourite activity of the day was _____.

Describing your holidays

A

Name: No.: Class: Date:

A Read Rosé's description of her last holidays.

1 Hi! I'm Rosé from the K-pop group Blackpink. I'm a singer and I'm from New Zealand, but I live and work in Seoul, South Korea.

2 Last year, I went on holiday to French Polynesia. I travelled by plane and stayed in a resort. I packed my suitcase and I took my passport and my camera.

3 I swam, I went paddleboarding and sunbathed on the spectacular beach. I explored the local village. I tried local dishes and took lots of photos.

4 My favourite part of the summer holidays was sitting on the beach and enjoying the sunset.

I loved my summer holidays. They were great!



B Match the categories with the numbers.

a) Activities ☐ c) Conclusion ☐

b) Details about the trip ☐ d) Introduction ☐

C Write about your last holidays. Follow the example from exercise A and use the suggestions below.

- **Greeting + introduction**
- **Details about the trip** (where you went, how you went, where you stayed, what you took)
- **Activities** (what you did)
- **Conclusion** (what your favourite part was, your opinion about your holidays)

Describing your holidays

B

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

A Read Rosé's description of her last holidays.

Hi! I'm Rosé from the K-pop group Blackpink. I'm a singer and I'm from New Zealand.

Last summer, I went on holiday to French Polynesia.

I travelled by plane and stayed in a resort. I packed my suitcase and I took my passport and my camera.

I swam, I went paddleboarding and sunbathed on the spectacular beach. I explored the local village, I tried local dishes and took lots of photos.

My favourite part of the summer holidays was sitting on the beach and enjoying the sunset.

I loved my summer holidays. They were great!



B Complete the text with information about your last holidays. Follow the example from exercise A.

Introduction

Hi! I'm _____. I'm a _____, and I'm from _____.

Details about the trip

Last _____ (*time of year*), I went on holidays to _____ (*destination*).

I travelled by _____ (*how you went*) and stayed in a _____ (*where you stayed*). I packed my _____. I took my _____ and my _____ (*what you took*) to take photos.

Activities

I went to the _____, and I _____ and _____. I went _____, _____, and _____. (*what you did*)

Conclusion

My favourite part of the summer holidays was _____ (*favourite part*).

My holidays were _____ (*great / O.K. / boring*)!

Introducing and describing people (interaction)

A

Name: No.: Class: Date: **A** Read the dialogue.**Anna:** Hi! Sarah, who's your favourite actor?**Sarah:** Hi Anna! My favourite actor is American. He is 19 years old and very famous.**Anna:** Hmm... What does he look like?**Sarah:** He is tall and slim. He has got short brown hair and dark brown eyes. He hasn't got a beard. He usually wears smart casual clothes, like casual trousers and a T-shirt with a blazer.**Anna:** Hmm, I still can't picture him. What is his personality like?**Sarah:** He is very friendly and funny. He always smiles and makes people laugh. He is also very kind and helps others.**Anna:** Let me guess... Is it Walker Scobell?**Sarah:** No, it's not. He plays a part in my favourite TV series, *Lost in Space*.**Anna:** Oh! Is it Maxwell Jenkins?**Sarah:** Yes! He's great!**B** Tick (✓) the correct photo according to the description in the text.☐ Tom Holland☐ Maxwell Jenkins☐ Zendaya**C** Role-play a similar dialogue with a partner. Use the suggestions below.

Student A

- Say hi.
- Ask about favourite actor/actress
- Ask about his/her physical description.
- Ask about his/her personality.
- Try to guess who the actor/actress is.

Student B

- Say hi.
- Answer about his/her nationality, age and popularity
- Describe him/her.
- Describe him/her.
- Confirm/say who it is.

Introducing and describing people (interaction)

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the dialogue with information about your favourite actor/actress.

Student A: Hi, _____ (your name)! Who's your favourite **actor / actress**?

Student B: Hi, _____ (your partner's name)! My favourite **actor / actress** is _____ (nationality). **He / She** is _____ (age) and _____ (popularity).

Student A: Hmm... What does **he / she** look like?

Student B: **He / She** is _____ (height) and _____ (weight).
He / She has got _____ (hair) and _____ (eyes).
He / She has got _____
_____ (special features).
He / She usually wears _____ (clothes, footwear, accessories).

Student A: Hmm, I still can't picture **him / her**. What is **his / her** personality like?

Student B: **He / She** is _____ (personality adjectives).

Student A: Let me guess... Is it _____ (name)?

Student B: Yes, it is! / No, it's not.

He / She plays a part in _____ (your favourite film/series).

Student A: Oh! Is it _____ (your favourite actor/actress's name)?

Student B: Yes!

B Role-play the dialogue with a partner.



Talking about daily routine (production)

A

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

A Read the text.

1

Hi! My name is Victoria Nicole. I'm Portuguese-Venezuelan and I am thirteen years old. I won *Festival da Canção* 2024. I live with my parents in Ílhavo, in Aveiro, and I'm a student at Escola Secundária Dr. João Carlos. I also study piano and singing. Let me tell you about my daily routine.



2

My days are very busy. I usually get up at 7:15 a.m. and then I get dressed and make my bed. After that, I have breakfast. I go to school by car with my parents. School starts at 8:30 a.m. and finishes at 1:00 p.m.

3

I often have lunch in the school canteen with my friends. After lunch, we usually hang out in the playground before going to the library to do our homework. At 3:00 p.m. I go to music school.

4

At eight o'clock I go back home. I have a quick shower and I have dinner with my parents. After dinner, we sit in the living room and talk about our day.

At 9:30 p.m. I go to my bedroom and I often compose. I always go to bed at 10:00 p.m.

5

Thank you for listening.

B Match the categories with the numbers in the dialogue.

- a) Evening activities ☐ b) Thanking the audience ☐ c) Morning activities ☐
 d) Introduction ☐ e) Afternoon activities ☐

C Talk about your daily routine. Follow the example from exercise A and use the suggestions below.

- Greeting + introduction + topic
- Your morning activities
- Your afternoon activities
- Your evening activities
- Thank your audience for listening

DON'T FORGET!

Remember to add:

- **adverbs and expressions of frequency** (*always, usually, often...*)
- **connectors** (*and, after that, then...*)

Talking about your daily routine (production)

B

Name: _____

No.: _____

Class: _____

Date: _____

A

Complete the text with information about your daily routine. You can use the expressions in the Language help box.

Hi! My name is _____. I'm _____ (*nationality*) and I am _____ (*age*). I live with _____ (*who?*) in _____ (*city*), in _____ (*district*), and I'm a student at _____ (*school*). Let me tell you about my daily routine.

My days are very busy. I usually get up at _____ (*time*) and then I _____ (*activity*). After that, I _____ (*activity*). I go to school _____ (*means of transport/on foot*). School starts at _____ (*time*) and finishes at _____ (*time*).

I often have lunch _____ (*place*). After lunch, I usually _____ (*activity*) and _____ (*activity*).

At _____ (*time*) I go back home. I _____ (*activity*) and I _____ (*activity*). After dinner, I _____ (*activity*).

At _____ (*time*) I go to my bedroom and _____ (*activity*). I always go to bed at _____ (*time*).

Thank you for listening.

Language help

Daily activities:

get up • brush my teeth • have a shower • get dressed • have breakfast
pack my schoolbag • have classes • have lunch • do my homework
have football practice • have guitar lessons • have dinner • play video games
read a book • watch TV • go to bed

Chores:

take the rubbish out • do the washing up • make my bed

B

Read the text and practise your presentation.

Talking about places in the city (interaction)

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.

Paloma: I'm Paloma Harris, from NWL. Today, we have YouTuber Ryan Kaji from *Ryan's World*. Hi, Ryan, where are you from?

Ryan Kaji: Aloha¹, Paloma! I'm from Houston, Texas, but now I live in Honolulu, Hawaii.

Paloma: Is it different living on an island?

Ryan Kaji: Yes, it is. Houston is a big city. Honolulu is small.

Paloma: Do you like your new school?

Ryan Kaji: Yes, I have lots of friends and I love the teachers. In Houston, there was bullying because I was Japanese.

Paloma: What can you do in Honolulu?

Ryan Kaji: You can go to the beach or visit street markets and museums. The island is small, you can move around quickly. In Houston, everything was far away².

Paloma: Do you like living there?

Ryan Kaji: Yes, I love living in Honolulu! In Hawaii, people are very nice and respect older people.



Vocabulary help

¹ Aloha = Olá (em havaiano)

² far away = distante

B Role-play a similar dialogue with a partner. Talk about a city you lived in years ago. You can use your imagination! Use the suggestions below.

Student A

- Introduce yourself and your partner.
- Ask about where he/she is from.

- Ask about the city.

- Ask about the new school

- Ask about things to do in the city.

- Ask about living in the new city.

Student B

- Greet your partner.
- Say the city you are from.
- Say the city where you live now.

- Say what's different (size).

- Answer. Say what your old school was like too.

- Give examples of things you can do in the city and how it's different from your old city..

- Say you like/don't like living there.
- Explain.

Talking about places in the city (interaction)

B

Name: No.: Class: Date:

- A** Complete the dialogue with information about an imaginary city you lived in years ago. You can use the expressions in the Language help box below. There is one example.

Your partner: Hi, _____ (*your name*). You lived in a different city five years ago, right?

You: Yes, I lived in _____ (*your imaginary city*).

Your partner: Tell me about it.

You: It was a _____ (*size*) city. There was a _____ (*place*) and a _____ (*place*).

Your partner: Was there a shopping centre?

You: No, there wasn't. But there was a _____ (*place*) and a _____ (*place*) where we could buy clothes and shoes.

Your partner: OK. What did you like doing in the town?

You: There was a _____ (*place*), where we watched the newest films. There was also a _____ (*place*). We were there every Saturday afternoon to see the football match.

Your partner: Did you like living there?

You: Yes, I loved living there.

Language help

Places in the city and shops:

museum • town hall • bookshop • fire station • park
clothes shop • stadium • shoe shop • hospital • library
train station • supermarket • cinema • gym • theatre

- B** Practise reading the text.
Role-play the dialogue with a partner.



Talking about travelling (production)

A

Name: No.: Class: Date:

A Read the text.

1

Hello, everyone! Today I am going to talk about my past holidays and my future holiday plans.

2

Last winter, I went to Aspen, USA, with my family. We went by plane and stayed in a ski resort where we skied and snowboarded. We also went to the Aspen X Games, a winter sports event. It was great!

3

This year, we are going to a summer destination: Barcelona, in Spain. We are going by plane. My mum is going to buy the plane tickets and book the hotel. I am going to take my mobile phone to take lots of photos!

In Barcelona, we are going to visit the Sagrada Familia and explore Park Güell. We are also going to the beach because my brother wants to try flyboarding. We plan to explore the city and go to a street festival. We are going to enjoy local food and watch traditional dances.

I am so excited to visit Barcelona. It is going to be great!

4

Thank you for listening to my holiday stories.



B Match the categories with the numbers in the presentation.

a) Future holiday plans ☐c) Introduction ☐b) Conclusion ☐d) Past holidays ☐

C Describe your past holidays and future holiday plans. Follow the example from exercise A and use the suggestions below. Practise your presentation.

Introduction → Past holidays → Future holiday plans → Conclusion

- | | |
|---------------------|-------------------------------|
| • When you went | • When you are going |
| • Where you went | • Where you are going |
| • Who you went with | • How you are going |
| • How you went | • Where you are going to stay |
| • Where you stayed | • What you are going to take |
| • What you did | • What you are going to do |

Talking about travelling (production)

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the text with information about your past holidays and your future holiday plans.

Hello, everyone! Today I am going to talk about my past holidays and my future holiday plans.

Last
holidays

Last _____ (*time of year*), I went to _____ (*destination*)
with _____ (*who you went with*). We travelled by _____
(*means of transport*) and we stayed in a _____ (*where you stayed*).

We _____ and _____.

We also _____ (*what you did*).

My favourite part was _____ because _____
_____ (*say why*).

It was **boring / O.K. / great!**

Future
holiday
plans

Next year, we are going to _____ (*destination*). We are going by
_____ (*means of transport*) and we are going to stay in _____
_____ (*where you are staying*). I am going to pack my _____
_____ and take my _____ to take photos (*what you
are going to take*).

In _____ (*destination*), we are going to _____
and _____. We are also going to _____ (*what you
are going to do*).

I am so excited about my holiday plans. It is going to be **boring / O.K. / great!!**

Thank you for listening to my holiday stories.

B Read the text and practise your presentation with a classmate.



Answer key and listening scripts

READING WORKSHEETS

Subunit 1.1A, page 89

B.

1. F (Cat lives in Australia.) | 2. T | 3. T

C.

1. bedroom | 2. bedroom | 3. kitchen | 4. living room | 5. bathroom

D.

1. She is German. | 2. No, she isn't. She is Australian. | 3. They have got a detached house.

Subunit 1.1B, page 90

B.

1. F | 2. T | 3. T

C.

1. bedroom | 2. bedroom | 3. kitchen | 4. living room | 5. bathroom

D.

1. She is German. | 2. No, she isn't. | 3. They have got a detached house.

Subunit 1.2A, page 91

B.

1. American | 2. 25 | 3. singer | 4. medium height | 5. slim | 6. straight brown hair | 7. brown

C.

1. T | 2. F (long blond hair) | 3. T | 4. F (red lipstick)

D.

1. Yes, she is. | 2. She is sweet and nice. | 3. She is American. | 4. Yes, she has. | 5. Taylor is tall and slim. She has got long blond hair and blue eyes.

Subunit 1.2B, page 93

B.

1. American | 2. 25 | 3. singer | 4. medium height | 5. slim | 6. straight brown hair | 7. brown

C.

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

D.

1. Yes, she is. | 2. sweet and nice | 3. American | 4. Yes, she has. | 5. is tall and slim; has got long blond hair and blue eyes

Subunit 1.3A, page 95

B.

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

C.

1. Melissa | 2. Jonathan | 3. Melissa | 4. Jonathan

D.

1. They are eleven years old. | 2. Yes, she is. | 3. His favourite free time activity is playing video games. | 4. Her favourite singer is Dua Lipa. 5. He plays the guitar.

Subunit 1.3B, page 97

B.

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

C.

1. Melissa | 2. Jonathan | 3. Melissa | 4. Jonathan

D.

1. eleven | 2. Yes, she is. | 3. favourite free time activity is playing video games | 4. favourite singer is Dua Lipa | 5. guitar

Subunit 2.1A, page 99

B.

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

C.

1. eight o'clock | 2. half past three | 3. seven o'clock | 4. ten o'clock

D.

1. Dipper wakes up at seven o'clock. | 2. He gets dressed. | 3. He sometimes texts his friends or plays video games. He also helps his mum with dinner. | 4. He usually reads a book.

Subunit 2.1B, page 101

B.

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

C.

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

D.

1. seven o'clock | 2. gets dressed | 3. He texts his friends or plays video games. He also helps his mum with dinner. | 4. usually reads a book

Subunit 2.2A, page 103

B.

3

C.

1. T | 2. F (It is very new and modern.) | 3. T | 4. F (His favourite subject is history.)

D.

1. He is famous for playing football for Manchester United football team. | 2. Yes, there is. | 3. JJ's favourite place at school is the sports field. | 4. He loves his school because it has everything he needs to learn and play.

Subunit 2.2B, page 105

B.

3

C.

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

D.

1. for playing football for Manchester United football team | 2. Yes... is. | 3. place at school is the sports field | 4. it has everything he needs to learn and play

Subunit 3.1A, page 107

B.

1. actress | 2. Saturday | 3. quiet | 4. museum

C.

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

C.

1. No, she isn't. She's British. | 2. She's fifteen years old. | 3. No, she wasn't. | 4. Phoebe's favourite part of the museum was the art gallery.

Subunit 3.1B, page 109

B.

1. actress | 2. Saturday | 3. quiet | 4. museum

C.

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

C.

1. No, she isn't. | 2. is fifteen years old | 3. No... wasn't | 4. of the museum was the art gallery

Subunit 3.2A, page 111

B.

1. F (The subway and taxis are the best ways to travel.) | 2. T | 3. T | 4. F (She explored Bryant Park and Central Park.)

C.

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

D.

1. She was in New York. | 2. She tried bagels with cream cheese, New York pizza and hot dogs. | 3. She wanted to visit the Statue of Liberty, Times Square and the Brooklyn Bridge. | 4. She watched a concert in Madison Square Gardens

Subunit 3.2B, page 113

B.

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

C.

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

D.

1. New York | 2. bagels with cream cheese, New York pizza and hot dogs | 3. the Statue of Liberty, Times Square and the Brooklyn Bridge | 4. a concert in Madison Square Garden

Subunit 4.1A, page 115

B.

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

C.

1. Kingdom | 2. countries | 3. plane | 4. weeks

D.

1. Yes, they did. | 2. They went to Thailand. | 3. No, they didn't. They relaxed and sunbathed. | 4. They visited an elephant sanctuary.

Subunit 4.1B, page 117

B.

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

C.

1. Kingdom | 2. countries | 3. plane | 4. weeks

D.

1. Yes... did | 2. to Thailand | 3. No... didn't; relaxed and sunbathed | 4. an elephant sanctuary

Subunit 4.2A, page 119

B.

1. F (Rich people travelled a lot.) | 2. T | 3. F (Today travelling is cheap.) | 4. T

C.

1. 21st century | 2. 19th century | 3. 19th century | 4. 21st century

D.

1. They went to France, Italy, Greece and other countries. | 2. No, they didn't. They travelled by boat and by coach. | 3. In 19th century, people loved horse riding, walking and bathing, going to concerts or the theatre. | 4. You can go to beach resorts in Spain or Portugal, visit cities like Paris, Barcelona or Venice, or explore exotic places like Thailand.

Subunit 4.2B, page 121

B.

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

C.

1. 21st century | 2. 19th century | 3. 19th century | 4. 21st century

D.

1. to France, Italy, Greece and other countries | 2. No... didn't | 3. horse riding, walking and bathing, going to concerts or the theatre | 4. to beach resorts in Spain or Portugal, visit cities like Paris, Barcelona or Venice, or explore exotic places like Thailand

LISTENING WORKSHEETS

Unit 1, pages 123-124

Listening script

Hi! My name is Sean and I'm twelve. I'm Irish, but I live in England with my mum and my brother Jack. My parents are divorced and my father lives in Dublin.

I like doing sports and playing the guitar. Right now, I'm learning to play a new song by Post Malone, my favourite artist. My favourite free time activity is playing basketball. My favourite basketball player is Nikola Jokic. I want to be a professional player like him.

My brother Jack and I are twins, but we're very different: Jack is medium height and slim and I am tall. We've got green eyes and fair skin, but my hair is curly and red and his is straight and brown. I've got freckles and Jack wears glasses. Our personalities are very

different as well: I am very active and sociable, but Jack is quiet and shy.
We're like day and night!

Worksheet 1A, page 123

A.

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

B.

1. Sean | 2. Jack | 3. Sean | 4. Jack | 5. Sean | 6. Jack | 7. Sean | 8. Jack

Worksheet 1B, page 124

A.

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

B.

1. Sean | 2. Sean | 3. Jack | 4. Jack | 5. Sean | 6. Jack

Unit 2, pages 125-126

Listening script

Hi! I'm Alexa and I'm 11 years old. On school days I usually get up at 7:00 a.m., then I get dressed and I have breakfast. I usually have yoghurt and some fruit. Before I leave for school, I make my bed, brush my teeth and pack my schoolbag. I meet my friends at the bus stop and we take the bus to school at 7:30 a.m. I have classes until 12:30 p.m. and after that I always have lunch in the school canteen. In the afternoon I often go to the library to read or do my homework. I have swimming practice twice a week. In the evening, I have a shower and I watch TV with my mum before dinner. Then, I do the washing up and I go to bed at 9:30 p.m. My days are really busy! What about your days?

Worksheet 2A, page 125

A.

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

B.

1. T | 2. F | 3. F | 4. T | 5. F | 6. F | 7. T | 8. T

Worksheet 2B, page 126

A.

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

B.

1. eleven | 2. packs her schoolbag | 3. school canteen | 4. in the library | 5. watches TV | 6. 9:30 p.m.

Unit 3, pages 127-128

Listening script

Ryan is meeting his friend Adam at his place to hang out. They are sitting on the sofa in Ryan's living room, preparing to play Minecraft.

Adam: So, Ryan, how was the school trip to Washington D.C. yesterday?

Ryan: It was great but very tiring! We were there for just one day. I have motion sickness, so I was sick the whole bus trip. But then we were in Washington, and I was OK!

Adam: Were you at National Mall?

Ryan: Yes, we were. In the morning, we were at the Lincoln Memorial, it was a big white building and inside there was a giant statue of President Lincoln sitting on a chair. It was impressive! Before lunch we were at the Washington Monument. After lunch we were on a quick tour to the Library of Congress. Then, at 4:00 p.m. it was time to visit the National Air and Space Museum. You must go there, it's awesome! There was a collection of real space shuttles and my favourite, a model of the Starship Enterprise from Star Trek!

Adam: Was there time to visit the White House?

Ryan: Yes, we were there for about one hour. One of the police officers guarding the building took a photo of us and the White House. Then it was time to get on the bus and go back home. And to get sick again!

Adam: Wow! What a day! Aren't you tired?

Ryan: Sure, I am, but it was an amazing day. Washington is great!

Worksheet 3A, page 127

A.

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

B.

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

C.

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

Worksheet 3B, page 128

A.

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

B.

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

B.

b) 5 | c) 2 | e) 4

Unit 4, pages 129-130

Listening script

Madalena Costa is a champion roller skater. Last September she went to Rimini, Italy, for the World Championship.

Her mum is her trainer and she prepared the trip. She bought the plane tickets and booked the hotel.

They left for Italy on the 6th September. Madalena packed her suitcase with summer clothes, her dresses and her roller skates. She didn't need a camera because she had her mobile phone.

They left for the airport early in the morning and arrived in Italy in the afternoon.

The first part was the championship and... she won!

She is the world champion!

After the championship, she and her mum spent 5 days in Rimini. In the morning, they went to Rimini Beach to swim and enjoy the sun. In the afternoon, they explored the city. They went sightseeing. Madalena took lots of photos and they visited the cathedral and a museum.

Madalena's favourite part was the food. Italian food is delicious! They ate a lot of fish, pizza and ice cream. Her favourite dish was cappelletti, pasta with meat or cheese.

This trip was incredible! Next year they are going back to Italy. It's an amazing country!

Worksheet 4A, page 129

A.

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

B.

1. tickets | 2. September | 3. summer | 4. five | 6. morning | 7. explored

Worksheet 4B, page 130

A.

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

B.

1. tickets | 2. September | 3. summer | 4. five | 5. morning | 6. explored

WRITING WORKSHEETS

Worksheet 1A, page 131

A.

1. Title | 2. Introduction | 3. Body | 4. Conclusion

B. *Resposta pessoal.*

Worksheet 1B, page 132

B. *Resposta pessoal.*

Worksheet 2A, page 133

A.

1. Greeting | 2. Introduction | 3. School description | 4. Favourite school subject | 5. Closing | 6. Signature

B. *Resposta pessoal.*

Worksheet 2B, page 134

B. *Resposta pessoal.*

Worksheet 3A, page 135

A.

Closing – 5 | Favourite activity – 4 | Introduction – 2 | Greeting – 1 | Body – 3

B. *Resposta pessoal.*

Worksheet 3B, page 136

A. *Resposta pessoal.*

Worksheet 4A, page 137

B.

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

C. *Resposta pessoal.*

Worksheet 4B, page 138

B. *Resposta pessoal.*

SPEAKING WORKSHEETS

Worksheet 1A, page 139

B. Maxwell Jenkins

C. *Resposta pessoal.*

Worksheet 1B, page 140

A./B. *Respostas pessoais.*

Worksheet 2A, page 141

B.

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

C. *Resposta pessoal.*

Worksheet 2B, page 142

A. *Resposta pessoal.*

Worksheet 3A, page 143

B. *Resposta pessoal.*

Worksheet 3B, page 144

A./B. *Respostas pessoais.*

Worksheet 4A, page 145

B.

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

C. *Resposta pessoal.*

Worksheet 4B, page 146

A./B. *Respostas pessoais.*

READY, SET, GO! 6th

INGLÊS

Focus on Vocabulary & Grammar

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

Focus on Vocabulary & Grammar

Vocabulary Worksheets (two levels)

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Countries and nationalities

A

Name: _____

No.: _____

Class: _____

Date: _____

A Find 10 nationalities in the word search (↓ →). Then complete the table.

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

Countries	Nationalities
1. England	_____
2. Spain	_____
3. Italy	_____
4. Australia	_____
5. Germany	_____
6. The USA	_____
7. Japan	_____
8. France	_____
9. Wales	_____
10. Ukraine	_____

B Complete the sentences with the correct nationalities.



1. Super Mario is from Italy. He is _____.

2. Perry the Platypus is from Australia. He is _____.



3. Ladybug is from France. She is _____.

4. Wreck-It Ralph and Princess Vanellope are from the USA. They are _____.



C And you? Answer the questions about yourself.

1. Where are you from? _____

2. What nationality are you? _____

Countries and nationalities

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 10 nationalities in the word search (↓ →). Then complete the table. There is one example.

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

Countries	Nationalities
1. England →	<u>English</u>
2. Spain ↓	_____
3. Italy →	_____
4. Australia ↓	_____
5. Germany →	_____
6. The USA ↓	_____
7. Japan →	_____
8. France ↓	_____
9. Wales →	_____
10. Ukraine ↓	_____

- B** Complete the sentences with the correct nationalities. Use the words in the box.

American • Italian • French • Australian



1. Super Mario is from Italy. He is _____.

2. Perry the Platypus is from Australia. He is _____.



3. Ladybug is from France. She is _____.

4. Wreck-It Ralph and Princess Vanellope are from the USA. They are _____.



- C** And you? Answer the questions about yourself.

1. Where are you from? I'm _____ (country).
 2. What nationality are you? I'm _____ (nationality).

Types of houses

A

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

A Match the types of houses with the pictures. Write letters a-e.

1. semi-detached house ☐ 3. detached house ☐ 5. cottage ☐
 2. terraced house ☐ 4. block of flats ☐ 6. castle ☐



a)



b)



c)



d)



e)



f)

B Complete the sentences with words/expressions from exercise A.

1. A big old construction with stone walls and towers is a _____.
 2. A house in a line of houses is a _____.
 3. A rural house is a _____.
 4. A house that does not share any walls with other homes is a _____.
 5. A house that shares one wall with another home is a _____.
 6. A large building that has many apartments is a _____.

C And you? Answer the question.

What type of house do you live in?

Types of houses

B

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option.

1. detached house / flat



2. castle / detached house



3. castle / block of flats

4. cottage /
semi-detached house5. terraced house /
block of flats

6. terraced house / cottage

B Match the columns.

1. A big old construction with stone walls and towers. ☐
2. A house in a line of houses. ☐
3. A rural house. ☐
4. A house that does not share any walls with other houses. ☐
5. A house that shares one wall with another house. ☐
6. A large building that has many apartments. ☐

- a) detached house
- b) demi-detached house
- c) castle
- d) cottage
- e) block of flats
- f) terraced house

C And you? Answer the question.

What type of house do you live in?

I live in _____.

Physical description / Personality

A

Name: _____

No.: _____

Class: _____

Date: _____

- A** Look at the picture and read the texts. Write the correct name in each description.

Disney
PERCY JACKSON
AND THE OLYMPIANS

1. _____ is medium height and slim. He/She's got curly, red hair and blue eyes. He/She's got freckles. _____ is brave, but he/she is a bit insecure.

2. _____ is tall and thin. His/Her eyes are brown, and he/she's got curly, brown hair. He/She is very responsible. He/She also has magical powers.

3. _____ is short and slim. His/Her hair is long, frizzy and black, and he/she is wearing braids. He/She is very serious and extremely intelligent.



- B** Write the adjectives in the correct column.

medium height • calm • happy • relaxed • long • medium-length • wavy
shy • beautiful • handsome • clever • freckles • friendly • braids • brave

Physical features	Personality

- C** Complete the description of Poseidon.



Poseidon is the god of the sea. He is ¹_____ (general appearance). He's got ²_____ eyes like his son Percy and ³_____ hair. He's got a ⁴_____ and a ⁵_____ (facial hair). He is powerful and immortal.

Physical description / Personality

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Write the correct name in each description. Pay attention to the words in bold.

1. _____ is medium height and slim. He/She's got **curly**, red hair and blue eyes. He/She's got freckles. _____ is brave, but he/she is a bit insecure.

2. _____ is tall and thin. His/Her eyes are brown, and he/she's got **curly, brown hair**. He/She is very responsible. He/She also has magical powers.

3. _____ is short and slim. His/Her **hair** is **long, frizzy** and **black**, and he/she is wearing **braids**. He/She is very serious and extremely intelligent.

Disney
PERCY JACKSON
AND THE OLYMPIANS



Annabeth

Percy Jackson

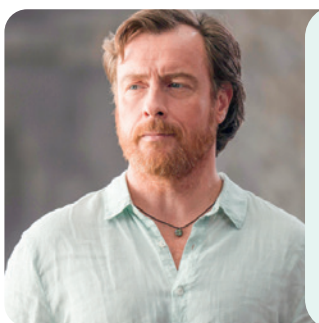
Grover

- B** Write the adjectives in the correct column. There are two examples.

~~medium height~~ • ~~calm~~ • happy • relaxed • long • medium-length • wavy
shy • beautiful • handsome • clever • freckles • friendly • braids • brave

Physical features	Personality
medium height	calm

- C** Complete the description of Poseidon. Use the words in the box.



Poseidon is the god of the sea.
He is ¹_____ (general appearance).
He's got ²_____ eyes like his son Percy and ³_____ hair. He's got a ⁴_____ and a ⁵_____
(facial hair). He is powerful and immortal.

beard
blue
handsome
red
moustache

Free time activities

A

Name: _____

No.: _____

Class: _____

Date: _____

A Label the pictures with the correct free time activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Read the sentences and match them with the pictures.

1. Jean goes running every morning with her dad. ☐
2. Anna likes singing at a karaoke bar. ☐
3. I love drawing. I practise sketching every day. ☐
4. My cousins often play video games with me. ☐



a)



b)



c)



d)

C Complete the sentences with free time activities.

1. Michael is good at _____  . Amazing!
2. _____  is my favourite hobby. Especially desserts!
3. Max never plays football. He prefers _____  – he loves the sea.
4. Ella loves _____  to the sound of Taylor Swift songs.

Free time activities

B

Name: _____

No.: _____

Class: _____

Date: _____

A Label the pictures with the free time activities in the box.

watching TV • hanging out with friends • riding a bike
 reading • ~~playing video games~~ • listening to music

1. playing video games

2. _____



3. _____



4. _____



5. _____



6. _____

B Read the sentences and match them with the pictures. There is one example.

1. Jean goes **running** every morning with her dad. d)
 2. Anna likes **singing** at a karaoke bar.
 3. I love **drawing**. I practise sketching every day.
 4. My cousins often play **video games** with me.



a)



b)



c)



d)

C Complete the sentences with free time activities. There is one example.

dancing • cooking
~~playing video games~~ • swimming

1. Michael is good at playing the piano . Amazing!2. _____  is my favourite hobby. Especially desserts!3. Max never plays football. He prefers _____  – he loves the sea.4. Ella loves _____  to the sound of Taylor Swift songs.

Daily routine / Telling the time

A

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

A Complete the crossword puzzle. Use the pictures.

1. 1. 4. 5. 6. 7.

2. 2. 3. 4. 5. 6. 7.

3. 4. 5. 6. 7.

4. 5. 6. 7.

5. 6. 7.

6. 7.

7. 7.

B Complete the text with expressions from exercise A.

Hi! My name is Jayda. I usually ¹ at 7:00 a.m.
 Then I ² . I ³ at 7:45 a.m.
 and I ⁴ until 1:00 p.m.
 I go home and ⁵ . Then, I ⁶ at 10:30 p.m.
 before having dinner with my family. I always ⁷ at 10:30 p.m.

C Look at TJ's schedule and complete the sentences with the correct times.

1. TJ does his homework at _____
2. He goes to the library at _____
3. He plays *Fortnite* with his friend Cole at _____

Monday
 Afternoon
 3:00 p.m. - homework
 4:45 p.m. - library
 6:25 p.m. - play *Fortnite* with Cole

Daily routine / Telling the time

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the crossword puzzle. Use the pictures.



1

1.

g t b D

2.

h b A

3.

h L



2

4.

g t s O

5.

d y U

6.

g T u



3

7.

h E a s



4



5



6



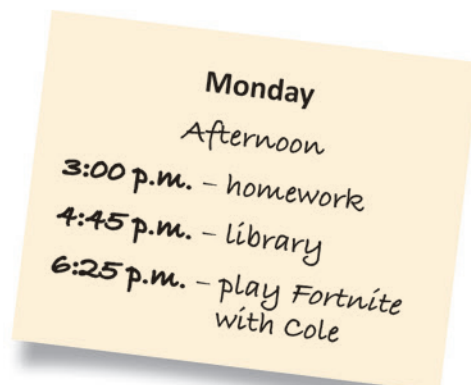
7

B Complete the text with expressions from exercise A.

Hi! My name is Jayda. I usually ¹ _____ at 7:00 a.m.Then I ² _____ . I ³ _____ at 7:45 a.m.and I ⁴ _____ until 1:00 p.m.I go home and ⁵ _____ . Then, I ⁶ _____ before having dinner with my family. I always ⁷ _____ at 10:30 p.m.

C Look at TJ's schedule and circle the correct option.

1. TJ does his homework at **three o'clock** / half past three.
2. He goes to the library at **(a) quarter past four** / (a) quarter to five.
3. He plays *Fortnite* with his friend Cole at **twenty-five past six** / twenty-five to six.



Household chores

A

Name: _____

No.: _____

Class: _____

Date: _____

A Match the two parts to make household chores. Then label the pictures.

- | | |
|--------|-------------------|
| set • | • the rubbish out |
| do • | • the bed |
| tidy • | • the table |
| make • | • the bedroom |
| take • | • the washing up |



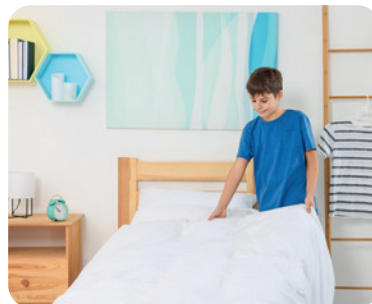
1. _____



2. _____



3. _____



4. _____



5. _____

B Unscramble the expressions to complete the text.

Hello! I'm Jon Arbuckle, Garfield's owner.

My life is very difficult because I do everything around the house and Garfield does NOTHING. I ¹ _____ (KAEW PU) very early and I ² _____ (OOCK) breakfast and ³ _____ (ETS HTE ABTEL). Then I ⁴ _____ (KAEM YM EDB) and ⁵ _____ (TDYI YM BOMRODE) before going to work. I always ⁶ _____ (EVHA NCHUL) at home with Garfield. After work, I cook lasagne for dinner and ⁷ _____ (OD HET IHSWGNA UP). Once a week I ⁸ _____ (KTEA HTE BBSIHRU UOT). I ⁹ _____ (OG OT DEB) at 11:00 p.m.



Household chores

B

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

A Match the two parts to make household chores. Then label the pictures. There is one example.

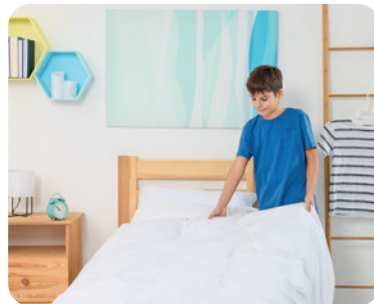
- | | |
|--------|-------------------|
| set • | • the rubbish out |
| do • | • the bed |
| tidy • | • the table |
| make • | • the bedroom |
| take • | • the washing up |

1. take the rubbish out

2. _____



3. _____



4. _____



5. _____

B Unscramble the expressions to complete the text. There is one example.

Hello! I'm Jon Arbuckle, Garfield's owner.

My life is very difficult because I do everything around the house and Garfield

does NOTHING. I ¹ wake up (KAEW PU) very early and I

² _____ (OOCK) breakfast and ³ _____ (ETS HTE ABTEL).

Then I ⁴ _____ (KAEM YM EDB) and ⁵ _____ (TDYI

YM BOMRODE) before going to work. I always ⁶ _____

(EVHA NCHUL) at home with Garfield. After work, I cook lasagne for dinner

and ⁷ _____ (OD HET IHSWGN A UP). Once a week I

⁸ _____ (KTEA HTE BBSIHRU UOT). I ⁹ _____

(OG OT DEB) at 11:00 p.m.



EDITABLE/PHOTOCOPIABLE

Places in a school

A

Name: _____

No.: _____

Class: _____

Date: _____

A Label the places in school. The first letter is given.1. m _____ r _____2. c _____3. c _____4. c _____5. l _____6. s _____ f _____**B** Complete the text with the correct school place.

Ahmet's new school is big and modern. There are about 30 classrooms. There is a

1 _____  where he usually has lunch with his new friends. There is also a big

2 _____  with big trees and lots of space to run and play and a big

3 _____  where they can play outdoor sports like football

or field hockey. But his favourite place at school is the 4 _____  because he can read books, use the computer and study there. Ahmet loves his new school!

C Which school places are these? Write the names.

1. You can do indoor sports there. _____

2. Your teachers spend¹ their breaks there. _____

3. You have ICT classes there. _____

4. You have classes there. _____

 **Vocabulary help**

¹ spend = passam

Places in a school

B

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option to label the places in school.



1. music room / playground 2. assembly hall / classroom 3. canteen / library



4. corridor / stationer's 5. headmaster's office / lab 6. gym / sports field

B Complete the text with the correct school place. Use the words from the box.

~~classrooms~~ • sports field • library • playground • canteen

Ahmet's new school is big and modern. There are about 30 classrooms . There is a ¹  where he usually has lunch with his new friends. There is also a big ²  with big trees and lots of space to run and play and a big ³  where they can play outdoor sports like football or field hockey. But his favourite place at school is the ⁴  because he can read books, use the computer and study there. Ahmet loves his new school!

C Which school places are these? There is one example.

- You can do indoor sports there. gym
- Your teachers spend¹ their breaks there. _____
- You have ICT classes there. _____
- You have classes there. _____

Vocabulary help

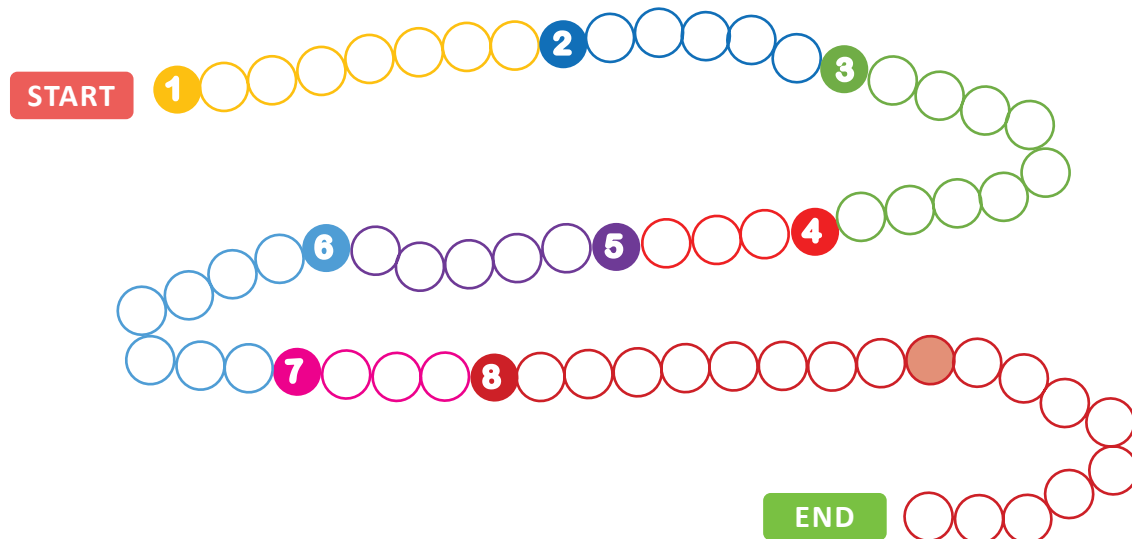
¹ spend = passam

School subjects

A

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

A Complete the word snake puzzle with school subjects.



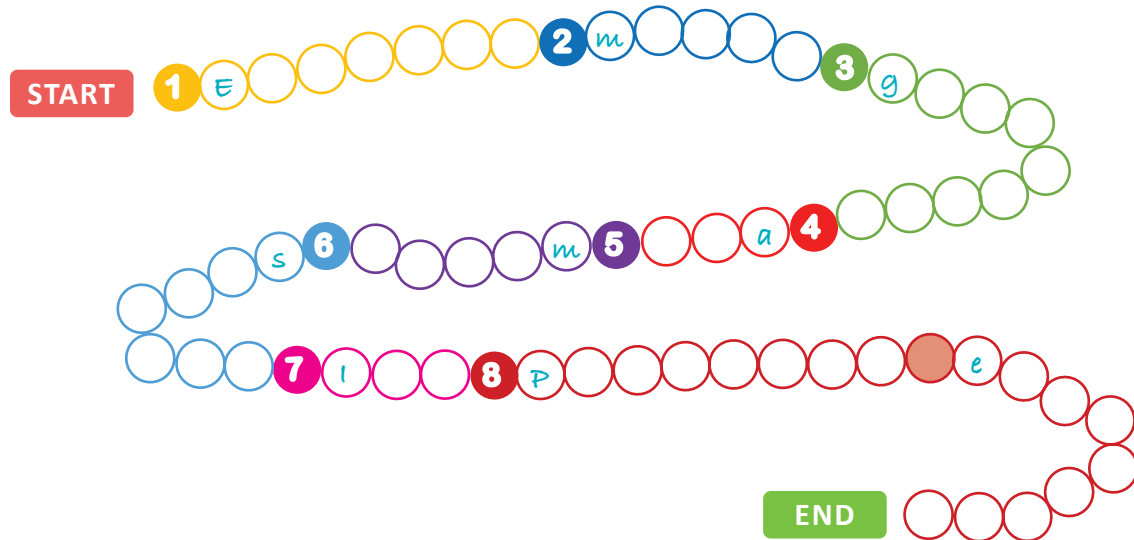
B Complete the sentences with school subjects from exercise A.

- _____ is Tom's favourite subject. He loves learning about plants and animals.
- I love _____ because I like numbers and solving problems.
- We have _____ lessons in the computer room.
- In _____, you learn about countries, their capitals and flags.
- You do a lot of physical exercise in _____ classes. That's good for your health!
- I love playing instruments and singing. _____ is my favourite subject.

School subjects

B

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

A Complete the word snake puzzle with school subjects. The first letter is given.**B** Complete the sentences with school subjects from exercise A. There is one example.

1. Science is Tom's favourite subject. He loves learning about plants and animals.
2. I love _____ because I like numbers and solving problems.
3. We have _____ lessons in the computer room.
4. In _____, you learn about countries, their capitals and flags.
5. You do a lot of physical exercise in _____ classes. That's good for your health!
6. I love playing instruments and singing. _____ is my favourite subject.

Places in the city and shops

A

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 10 places in the city and shops in the word cloud. Then write them.



- B** Match the places in the city with the definitions.

1. bank

☐

2. police station

☐

3. town hall

☐

4. museum

☐

a) A place with collections of important objects from history, art or science.

b) A place for depositing money.

c) A building for the administration of a town.

d) The place where police officers work and help people.

- C** Fill in the gaps with expressions from exercise A.

Hi! My name is Mel. I'm ten years old and I'm from Providence, in Rhode Island. I love reading. I usually borrow books from the library, but sometimes my mum and I go to the ¹ _____ and she buys me a book.

My mum works at the ² _____. She is a nurse, but she also works part-time in a department store.

I'm not very good at sports, but I like going to the ³ _____ on Sunday mornings and see the football team play.

I want to be a firefighter like my Uncle Tom. He works at the ⁴ _____ in New Haven. On Sundays we take the train from the ⁵ _____ and we visit Uncle Tom and his family.

Places in the city and shops

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 10 places in the city and shops in the word cloud. Then write them. There is one example.



fire station

- B** Match the places in the city with the definitions.

1. bank

☐

2. police station

☐

3. town hall

☐

4. museum

☐

a) A place with collections of important objects from history, art or science.



b) A place for depositing money.



c) A building for the administration of a town.



d) The place where police officers work and help people.



- A** Circle the correct places.

Hi! My name is Mel. I'm ten years old and I'm from Providence, in Rhode Island. I love reading. I usually borrow books from the library, but sometimes my mum and I go to the ¹ **bookshop** / **bank** and she buys me a book.

My mum works at the ² **hospital** / **school**. She is a nurse, but she also works part-time in a department store.

I'm not very good at sports, but I like going to the ³ **bank** / **stadium** on Sunday mornings and see the football team play.

I want to be a firefighter like my Uncle Tom. He works at the ⁴ **train station** / **fire station** in New Haven. On Sundays we take the train from the ⁵ **airport** / **train station** and we visit Uncle Tom and his family.

Things to do in the city

A

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

A What are Justin's plans for the weekend? Write the names of the activities.

1. 

2. 

3. 

4. 

1. _____

2. _____

3. _____

4. _____

B Complete the sentences with the verbs from the box.

walk • enjoy • try • visit • explore • buy

THINGS TO DO IN LISBON

You can ¹ _____ the National Museum of Ancient Art or ² _____ the Gulbenkian garden. Then ³ _____ along the Baixa streets and ⁴ _____ some souvenirs.

At lunch time, ⁵ _____ the famous grilled sardines or one of the 1001 different codfish dishes.

After lunch, you can take the *elétrico* and ⁶ _____ the view of the city from São Jorge castle.



Things to do in the city

B

Name: _____

No.: _____

Class: _____

Date: _____

A What are Justin's plans for the weekend?

WALK MY DOG GO TO THE CINEMA LISTEN TO MUSIC IN A CONCERT WATCH A FOOTBALL MATCH

1. 

2. 

3. 

4. 

1. _____

2. _____

3. _____

4. _____

B Complete the sentences with the verbs from the box. There is one example.

walk • enjoy • try • ~~visit~~ • explore • buy

THINGS TO DO IN LISBON

You can ¹ visit the National Museum of Ancient Art or ² _____ the Gulbenkian garden. Then ³ _____ along the Baixa streets and ⁴ _____ some souvenirs.

At lunch time, ⁵ _____ the famous grilled sardines or one of the 1001 different codfish dishes.

After lunch, you can take the *elétrico* and ⁶ _____ the view of the city from São Jorge castle.



Holidays and travelling

A

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

A Circle the correct words/expressions to complete the sentences.

1. This is Maia Kealoha. She is a young Hawaiian actress and she plays Lilo in *Lilo & Stitch*. In Hawaii, Maia and her family always **go sightseeing / go to the beach / campsite** because they love the ocean.
2. When she goes to Hollywood, she always travels by **plane / ticket / suitcase**. She always stays in a **tent / boat / hotel**. It's more comfortable!
3. Maia never forgets her **caravan / rucksack / camera**. She has everything she needs in there, including her camera to **take photos / eat ice cream / try the local food**.



B Complete the text. The pictures will help you.

MY HAWAIIAN HOLIDAY

I went to Hawaii last summer. My family bought a ¹ _____ and we packed our ² _____.

I took my ³ _____ and my ⁴ _____.

We travelled by ⁵ _____.

I took great ⁶ _____ at Waikiki beach and ate lots of ⁷ _____.

My favourite part was going on a ⁸ _____ tour and having a panoramic view of the island. I really enjoyed it. Hawaii is the perfect place for a *Lilo & Stitch* fan like me!



Holidays and travelling

B

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct words/expressions to complete the sentences.

1. This is Maia Kealoha. She is a young Hawaiian actress and she plays Lilo in *Lilo & Stitch*. In Hawaii, Maia and her family always **go sightseeing / go to the beach** because they love the ocean.
2. When she goes to Hollywood, she always travels by **plane / ticket**. She always stays in a **tent / hotel**. It's more comfortable!
3. Maia never forgets her **rucksack / camera**. She has everything she needs in there, including her camera to **take photos / try the local food**.



B Complete the text with the words from the box. The pictures will help you.

passport • camera • ticket • suitcases • plane
ice cream • helicopter • photos

MY HAWAIIAN HOLIDAY

I went to Hawaii last summer. My family bought a ¹ _____
and we packed our ² _____
I took my ³ _____ and my ⁴ _____
We travelled by ⁵ _____
I took great ⁶ _____ at Waikiki
beach and ate lots of ⁷ _____
My favourite part was going on a ⁸ _____
tour and having a panoramic view of the island. I really enjoyed it.
Hawaii is the perfect place for a *Lilo & Stitch* fan like me!



Summer activities

A

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

A Match the columns.

1. going to the beach ☐2. going to the swimming pool ☐3. going to the theme park ☐4. going to the water park ☐5. surfing ☐6. sunbathing ☐7. canoeing ☐8. paddleboarding ☐

a) riding waves on a surfboard

b) lying in the sun to get a tan

c) travelling in a small boat

d) riding a roller coaster

e) swimming in the sea and building sandcastles

f) swimming in an artificial pool

g) going down giant water slides

h) standing on a board and paddling the water

B What did the Lynns do last summer? Look at the pictures and complete the sentences with summer activities.



1. The Lynns tried _____.
2. They liked _____.
3. Arthur enjoyed _____.
4. Ezra always applied sunscreen before _____.
5. The boys wanted to go _____, so they had classes.
6. The Lynn family went to the _____.
7. Ezra loved _____.
8. Jenny and Ezra liked _____.

Summer activities

B

Name: _____

No.: _____

Class: _____

Date: _____

A Match the columns. The pictures will help you.1. going to the beach ☒2. going to the swimming pool ☐3. going to the theme park ☐4. going to the water park ☐5. surfing ☐6. sunbathing ☐7. canoeing ☐8. paddleboarding ☐a) riding waves on a surfboard b) lying in the sun to get a tan c) travelling in a small boat d) riding a roller coaster e) swimming in the sea and building sandcastles f) swimming in an artificial pool g) going down giant water slides h) standing on a board and paddling the water **B** What did the Lynns do last summer? Look at the pictures and complete the sentences with the summer activities from the box.

- The Lynns tried _____.
- They liked _____.
- Arthur enjoyed _____.
- Ezra always applied sunscreen before _____.
- The boys wanted to go _____, so they had classes.
- The Lynn family went to the _____.
- Ezra loved going to the _____.
- Jenny and Ezra liked _____.

going to the beach
paddleboarding
surfing
canoeing
theme park
swimming
sunbathing
water park

Verb to be

A

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the sentences with *am*, *is* and *are*. There is one example.

Hi! I am Bart. I ¹ _____ 9 years old and I ² _____ a student at Springfield Middle School. Principal Skinner, the headmaster, says I ³ _____ very naughty.

Maggie and Lisa ⁴ _____ my sisters. Maggie ⁵ _____ a baby, and Lisa ⁶ _____ a good student. My parents ⁷ _____ Homer and Marge Simpson. My dad works at a nuclear facility – he ⁸ _____ a safety inspector. My mum ⁹ _____ a stay-at-home mum. Our family is from the USA – we ¹⁰ _____ American.

**B** Read the information about Bart and Milhouse. Write true sentences (affirmative or negative) with the verb *to be*. There is one example.

	Bart	Milhouse
Surname	Simpson	Van Houten
Age	9	
Country	The USA	

- Milhouse's surname / Van Houten Milhouse's surname is Van Houten.
- 1. Bart's surname / Simpson _____
- 2. Milhouse / British _____
- 3. Bart and Milhouse / from the USA _____
- 4. They / 10 years old _____

C Put the words in order to make questions.

1. nurse / is / Aunt Patty / a / ? _____
2. British / am / I / ? _____
3. Marge and Selma / twins / are / ? _____

D Answer the questions. Use short answers.

1. "Are the Simpsons from Springfield?" "_____, _____."
2. "Is Bart six years old?" "_____, _____."
3. "Are you an adult?" "_____, _____."

Verb to be

B

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option. There is one example.

Hi! I **am** / **is** Bart. I ¹ **are** / **am** 9 years old and I ² **are** / **am** a student at Springfield Middle School. Principal Skinner, the headmaster, says I ³ **are** / **am** very naughty.

Maggie and Lisa ⁴ **are** / **is** my sisters. Maggie ⁵ **am** / **is** a baby, and Lisa ⁶ **is** / **are** a good student. My parents ⁷ **are** / **is** Homer and Marge Simpson. My dad works at a nuclear facility – he ⁸ **are** / **is** a safety inspector.

My mum ⁹ **is** / **am** a stay-at-home mum.

Our family is from the USA – we ¹⁰ **am** / **are** American.



B Read the information about Bart and Milhouse. Complete the sentences with the verb forms from the box. There is one example.



	Bart	Milhouse
Surname	Simpson	Van Houten
Age	9	
Country	The USA	

- Milhouse's surname / Van Houten *Milhouse's surname is Van Houten.*
- 1. Bart's surname / Simpson *Bart's surname _____ Simpson.*
- 2. Milhouse / British *Milhouse _____ British.*
- 3. Bart and Milhouse / from the USA *Bart and Milhouse _____ from the USA.*
- 4. They / 10 years old *They _____ 10 years old.*

is
are
isn't
aren't

C Put the words in order to make questions. The first word is underlined.

- nurse / Is / Aunt Patty / a / ? _____
- British / Am / I / ? _____
- Marge and Selma / twins / Are / ? _____

D Answer the questions. Use short answers.

- "Are **the Simpsons** from Springfield?" "_____, they_____."
- "Is **Bart** six years old?" "_____, he_____."
- "Are **you** an adult?" "_____, I_____."

Verb *have got*

A

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

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

- Meilin has got straight hair.
- 1. Miriam _____ short hair.
- 2. They _____ fair skin.
- 3. Miriam _____ braces.
- 4. Meilin _____ glasses.
- 5. They _____ curly hair.



B Add *has got* or *have got* to make questions. Then complete the short answers.

- Ming Lee / a daughter

"Has Ming Lee got a daughter?" "Yes, she has."

- 1. Meilin's parents / other children

"_____?" "No, _____."

- 2. Ming Lee / blue eyes

"_____?" "No, _____."

- 3. Ming Lee / black hair

"_____?" "Yes, _____."



Ming

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

Hi! I'm Priya, and I'm Mei's friend. I'm 13 years old and I live in Canada. I'm Indian Canadian.

I'm medium height and I ¹ _____ brown skin and brown eyes. I wear glasses and I ² _____ big eyebrows* like my mother. She ³ _____ beautiful brown eyes, but she ⁴ _____ (not) wavy hair. Her hair is straight. But ⁵ _____ I _____ straight hair? No, I ⁶ _____. Mine is wavy and dark brown. Oh! And I ⁷ _____ bangs**.

Vocabulary help

* eyebrows = *sobrancelhas*
** bangs = *franja*



Verb *have got*

B

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

A Look at the pictures and **circle** the correct verb form.

- Meilin **has got** / **hasn't got** straight hair.

1. Miriam **has got** / **hasn't got** short hair.2. They **have got** / **haven't got** fair skin.3. Miriam **has got** / **hasn't got** braces.4. Meilin **has got** / **hasn't got** glasses.5. They **have got** / **haven't got** curly hair.

Meilin



Miriam

B Complete the questions with *Has... got* or *Have... got*. Then complete the short answers.

- " Has Ming Lee got a daughter?" "Yes, she has."

1. " _____ Meilin's parents _____ other children?" "No, they."2. " _____ Ming Lee _____ blue eyes?" "No, she."3. " _____ Ming Lee _____ black hair?" "Yes, she."

Ming

C **Circle** the correct option.

Hi! I'm Priya, and I'm Mei's friend. I'm 13 years old and I live in Canada. I'm Indian Canadian.

I'm medium height and I ¹ **have got** / **has got** brown skin and brown eyes. I wear glasses and I ² **has got** / **have got** big eyebrows* like my mother. She ³ **has got** / **have got** beautiful brown eyes, but she ⁴ **haven't got** / **hasn't got** wavy hair.

Her hair is straight. But ⁵ **I have got** / **have I got** straight hair?

No, I ⁶ **hasn't** / **haven't**. Mine is wavy and dark brown. Oh!

And I ⁷ **has got** / **have got** bangs**.

Vocabulary help

- * eyebrows = *sobrancelhas*
- ** bangs = *franja*



Present continuous

A

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

A Write the *-ing* form of the following verbs. There is one example.

- play playing
- 1. have _____
- 2. listen _____
- 3. ride _____
- 4. run _____
- 5. dance _____
- 6. watch _____
- 7. sit _____
- 8. do _____

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

- Bart / study / for the English test Bart isn't studying for the English test.
- 1. Lisa / read / a book _____
- 2. The Simpsons / have / dinner together _____
- 3. Maggie and Lisa / sing / a song _____
- 4. Marge / bake / a cake _____

C Put the words in order to make questions. Then complete the short answers.

- Bart / skateboarding / is
- "Is Bart skateboarding?" "Yes, he is."
- 1. reading / a magazine / Lisa / is
- "_____?" "No, _____."
- 2. Marge and Maggie / the guitar / playing / are
- "_____?" "No, _____."
- 3. you / are / finishing / exercise / this
- "_____?" "Yes, _____."

D Complete the sentences with the present continuous of the verbs in brackets.

It's Saturday night. The Simpsons are watching (watch) TV.

Bart ¹ _____ (drink) a smoothie and Maggie

² _____ (hold) a baby bottle next to him.

Lisa ³ _____ (eat) popcorn. Marge and Homer

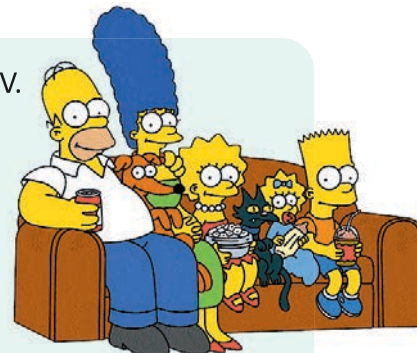
⁴ _____ (smile).

Homer ⁵ _____ (have) soda, but Marge

⁶ _____ (not eat) or drinking.

⁷ _____ their pets _____ (sit) on the sofa? Yes, they ⁸ _____.

Isn't that funny? And you? What ⁹ _____ you _____ (do) now?



Present continuous

B

Name: _____

No.: _____

Class: _____

Date: _____

A Write the *-ing* form of the following verbs. There is one example.

- play playing
- 1. have _____
- 2. listen _____
- 3. ride _____
- 4. run _____
- 5. dance _____
- 6. watch _____
- 7. sit _____
- 8. do _____

DON'T FORGET!

make ~~s~~ – making
swim – swiming

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

- Bart **is studying** for the English test. Bart isn't studying for the English test.
- 1. Lisa **is reading** a book. _____
- 2. The Simpsons **are having** dinner together. _____
- 3. Maggie and Lisa **are singing** a song. _____
- 4. Marge **is baking** a cake. _____

C Put the words in order to complete the questions. Then complete the short answers.

- Bart / skateboarding / is

"Is Bart skateboarding _____?" "Yes, he is _____."

- 1. reading / Lisa / is

"_____ a magazine?" "No, she _____."

- 2. Marge and Maggie / playing / are

"_____ the guitar?" "No, they _____."

- 3. you / are / finishing

"_____ this exercise?" "Yes, I _____."

DON'T FORGET!

am/is/are + verb
+ *-ing*

D Complete the sentences with the present continuous of the verbs in brackets.

It's Saturday night. The Simpsons are watching (watch) TV.

Bart ¹ _____ (drink) a smoothie and Maggie

² _____ (hold) a baby bottle next to him.

Lisa ³ _____ (eat) popcorn. Marge and Homer

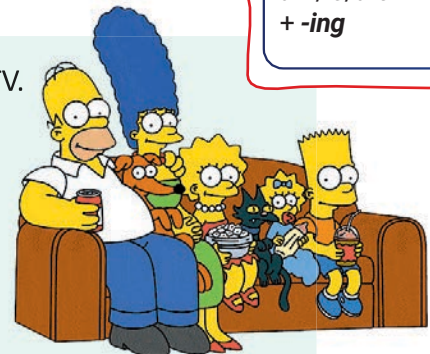
⁴ _____ (smile).

Homer ⁵ _____ (have) soda, but Marge

⁶ _____ (not eat) or drinking.

⁷ _____ their pets _____ (sit) on the sofa? Yes, they ⁸ _____.

Isn't that funny? And you? What ⁹ _____ you _____ (do) now?



Present simple

A

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

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

1. Dipper Pines _____ (go) to Eggbert Elementary with his sister.
2. He _____ (wear) a blue cap.
3. They _____ (live) in Piedmont, California with their parents.
4. Mabel _____ (try) three different colours of clothes before going to school.



B Write the sentences in the negative form. Then correct them with the information in brackets. There is one example.

- Mountain lions live in Asia. (in America)
Mountain lions don't live in Asia. They live in America
- 1. The sun rises in the west. (in the east)

- 2. Giraffes have short legs. (long legs)

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

- " Do you watch (you / watch) cartoons every day?" ✓ " Yes, I do ."
- 1. " _____ (Mabel / have) cereal for breakfast?" ✗ " _____ ."
- 2. " _____ (the Pines / live) in California?" ✗ " _____ ."
- 3. " _____ (the kids / visit) their uncle every summer?" ✓
" _____ ."
- 4. " _____ (Dipper / go) to school by bus?" ✓ " _____ ."

D Complete the text with the present simple of the verbs in brackets.

Soos ¹ _____ (appear) in *Gravity Falls*. ² _____ you _____ (know) him? He is Dipper and Mabel's friend. Soos ³ _____ (live) in Gravity Falls, Oregon. He ⁴ _____ (work) at the Mystery Shack. Soos ⁵ _____ (get up) very early. He ⁶ _____ (go) to work and he ⁷ _____ (eat) his meals there because he ⁸ _____ (not cook). After work, he ⁹ _____ (solve) mysteries with his friends Dipper and Mabel.



Present simple

B

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

A Circle the correct option.

1. Dipper Pines **go** / **goes** to Eggbert Elementary with his sister.
2. He **wear** / **wears** a blue cap.
3. They **live** / **lives** in Piedmont, California with their parents.
4. Mabel **try** / **tries** three different colours of clothes before going to school.

GRAVITY FALLS



B Write the sentences in the negative form.

- Mountain lions live in Asia.

Mountain lions don't live in Asia.

1. The sun rises in the west.

2. Giraffes have short legs.

C Circle the correct form of the verbs to complete the questions and the short answers. There is one example.

- **Do** / **Does** you **watch** / **watches** cartoons every day? ✓

Yes, I am / **do**.

1. **Do** / **Does** Mabel **have** / **has** cereal for breakfast? ✗

No, she **isn't** / **doesn't**.

2. **Do** / **Does** the Pines **lives** / **live** in California? ✗

No, they **aren't** / **don't**.

3. **Do** / **Does** the kids **visit** / **visits** their uncle in California? ✓

Yes, they **are** / **do**.

4. **Do** / **Does** Dipper **go** / **goes** to school by bus? ✓

Yes, he **is** / **does**.

D Circle the correct form of the verbs.

Soos ¹ **appear** / **appears** in *Gravity Falls*. ² **Do** / **Does** you **know** / **knows** him? He is Dipper and Mabel's friend. Soos ³ **live** / **lives** in Gravity Falls, Oregon. He ⁴ **work** / **works** at the Mystery Shack. Soos ⁵ **get up** / **gets up** very early. He ⁶ **go** / **goes** to work and he ⁷ **eat** / **eats** his meals there because he ⁸ **don't cook** / **doesn't cook**. After work, he ⁹ **solve** / **solves** mysteries with his friends Dipper and Mabel.



Adverbs of frequency

A

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

- A** Look at Wendy's schedule and complete the sentences with the adverbs of frequency from the box. There is one extra adverb.

rarely • usually • always • sometimes • never

- Wendy _____ wakes up early.
- She _____ has piano lessons.
- She _____ has lunch at home.
- Wendy _____ goes to the cinema.

	M	T	W	T	F	S	S
Wake up early	✓	✓	✓	✓	✓	✓	✗
Have piano lessons	✓	✗	✓	✗	✓	✗	✗
Have lunch at home	✓	✓	✓	✓	✓	✓	✓
Go to the cinema	✗	✗	✗	✗	✓	✗	✗



- B** Rewrite the sentences and put the adverbs of frequency in the correct place.

- Grunkle Stan goes to work by bus. **(often)**

- Mabel and Dipper have lunch in the school canteen. **(usually)**

- Wendy is late for school. **(never)**

- My best friend and I walk to school. **(rarely)**

- C** Say how often you do these things. Write sentences with adverbs of frequency. There is one example.

- eat vegetables I never eat vegetables.
- do my homework _____
- go to bed late _____
- eat chocolate _____
- play video games _____

Adverbs of frequency

B

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

- A** Look at Wendy's schedule and complete the sentences with the adverbs of frequency from the box. There is one example.

rarely • ~~usually~~ • always • sometimes

- Wendy usually wakes up early.
- She _____ has piano lessons.
- She _____ has lunch at home.
- Wendy _____ goes to the cinema.

	M	T	W	T	F	S	S
Wake up early	✓	✓	✓	✓	✓	✓	✗
Have piano lessons	✓	✗	✓	✗	✓	✗	✗
Have lunch at home	✓	✓	✓	✓	✓	✓	✓
Go to the cinema	✗	✗	✗	✗	✓	✗	✗



- B** Rewrite the sentences and put the adverbs of frequency in the correct place: before or after the verb. There is one example.

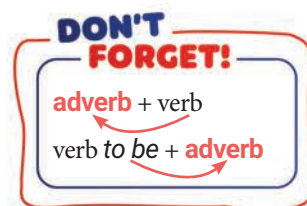
- Grunkle Stan **goes** to work by bus. (**often**)
Grunkle Stan often goes to work by bus.
- Mabel and Dipper **have** lunch in the school canteen. (**usually**)

- Wendy **is** late for school. (**never**)

- My best friend and I **walk** to school. (**rarely**)

- C** Say how often you do these things. Write sentences with *never*, *rarely*, *sometimes*, *often*, *usually* or *always*. There is one example.

- eat vegetables I never eat vegetables.
- do my homework _____
 - go to bed late _____
 - eat chocolate _____
 - play video games _____



Adjective degrees

A

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the table with the missing adjectives.

Adjective	Comparative	Superlative
fast	1 _____	2 _____
3 _____	4 _____	the biggest
5 _____	happier than	6 _____
generous	7 _____	8 _____
9 _____	10 _____	the best

B Write the comparative of the adjectives in brackets.

- Odie is _____ (**thin**) Garfield.
- Garfield says lasagne is _____ (**good**) pizza.
- He is _____ (**chubby**) Odie.
- Jon is _____ (**nice**) Garfield.
- Cats are _____ (**disobedient**) dogs.

C Look at the pictures. Complete the sentences with the superlative of the adjectives in the box.



- Odie is _____ of the three.
- Vic is _____ of them.
- Garfield is _____ of all.

Vocabulary help

*grumpy = rabugento

Adjective degrees

B

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

- A** Complete the table with the missing adjectives. There is one example.

Adjective	Comparative	Superlative
fast	¹ <u>faster than</u>	² <u>the fastest</u>
³ _____	⁴ _____	the biggest
⁵ _____	happier than	⁶ _____
generous	⁷ _____	⁸ _____
⁹ _____	¹⁰ _____	the best

DON'T FORGET!

Comparative	Superlative
quicker er than	the quick est
hot ter than	the hot t est
funnier er than	the funn i est
safer er than	the saf e st
more beautiful than	the most beautiful
better than	the best
worse than	the worst

- B** Circle the correct comparative form. There is one example.

- Odie is thinner than / more thin than Garfield.
- Garfield says lasagne is **more good than** / **better than** pizza.
- He is **chubbier than** / more chubby than Odie.
- Jon is **nicer than** / more nice than Garfield.
- Cats are **most disobedient** / more disobedient than dogs.

- C** Look at the pictures. Complete the sentences with the superlative of the adjectives in brackets.



Odie



Vic



Garfield

- Odie is _____ (slim) of the three.
- Vic is _____ (tall) of them.
- Garfield is _____ (grumpy*) of all.

Vocabulary help

*grumpy = rabugento

Modal verb *should*

A

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

- A** Look at the pictures and write correct sentences. Use the *should/shouldn't* and the expressions in the box.

use your mobile phone in class • speak in the library
do your homework • raise your hand to speak

1. *You should* _____
_____2. _____
_____3. _____
_____4. _____

- B** Complete Garfield's house rules. Use *should* or *shouldn't*.

House rules

Garfield...

1. you _____ eat Jon's food.
2. you _____ treat others with respect.
3. you _____ exercise more.
4. you _____ be rude to Odie.
5. you _____ play tricks on the postman.

- C** And you? Write something you should and should not do to be a better person.

1. I _____

2. I _____

Modal verb *should*

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Look at the pictures and write correct sentences. Use the *should/shouldn't* and the expressions given. There is one example.



do your homework

1. You should do your homework.



raise your hand to speak

2. _____



use your mobile phone in class

3. _____



speak in the library

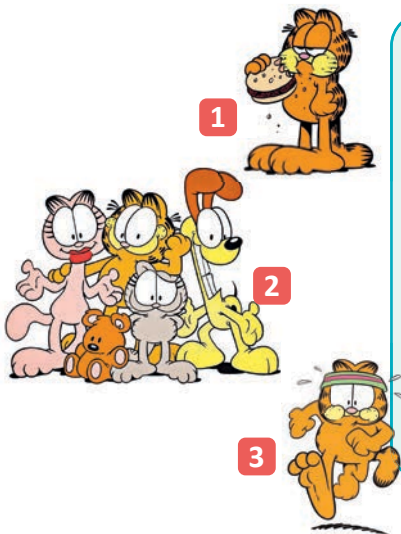
4. _____

- B** Complete Garfield's house rules. Use *should* or *shouldn't*. There is one example.

House rules

Garfield...

1. you shouldn't eat Jon's food.
2. you _____ treat others with respect.
3. you _____ exercise more.
4. you _____ be rude to Odie.
5. you _____ play tricks on the postman.



- C** And you? Write something you should and should not do to be a better person.

1. I should _____
2. I shouldn't _____

be a good friend
be late for school
eat vegetables
eat junk food

Past simple – verb *to be*

A

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

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

1. Rúben Amorim _____ Sporting Lisbon's coach.
2. He _____ born in 1985.
3. Sporting Lisbon's fans _____ sad to see him leave the team.
4. We _____ at the football stadium last Friday.

B Look at the pictures and write correct sentences. Use the negative form. There is one example.

- We / in Paris / last summer

We weren't in Paris last
summer.



1. He / at a restaurant / last Sunday



3. You / at the stadium / yesterday



4. I / at home / this morning

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

Rúben Amorim ¹ _____ a football player for many years, but now he is a football coach. Last weekend, Rúben and his family ² _____ in London. The Amorim family's children ³ _____ very happy because they ⁴ _____ able to ride the London Eye. They ⁵ _____ (not) able to visit the London Bridge this time, maybe next time! ⁶ _____ it a good day? Yes, it ⁷ _____. It ⁸ _____ fantastic!

Past simple – verb *to be*

B

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct past simple form of the verb *to be*. There is one example.

1. Rúben Amorim was / were Sporting Lisbon's coach.
2. He was / were born in 1985.
3. Sporting Lisbon's fans was / were sad to see him leave the team.
4. We was / were at the football stadium last Friday.

B Look at the pictures and write correct sentences. Use *wasn't* or *weren't* and the words given. There is one example.



- in Paris / last summer

We weren't in Paris last
summer.



1. at a restaurant / last Sunday

He



3. at the stadium / yesterday

You



4. at home / this morning

I

C Circle the correct option. There is one example.

Rúben Amorim ¹ **was** / were a football player for many years, but now he is a football coach. Last weekend, Rúben and his family ² **was** / were in London. The Amorim family's children ³ **was** / were very happy because they ⁴ **was** / were able to ride the London Eye. They ⁵ **wasn't** / weren't able to visit the London Bridge this time, maybe next time! ⁶ **Was** / Were it a good day? Yes, it ⁷ **was** / were. It ⁸ **was** / were fantastic!

Past simple – *there + to be*

A

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the sentences with *there was*, *there wasn't*, *there were*, *there weren't*.

We visited Scotland last year – it was fantastic!

- _____ a big castle in Edinburgh.
- _____ lochs everywhere!
- _____ **(not)** any pubs open late.
- _____ four cities on our tour.
- _____ **(not)** a long wait to visit the National Museum of Scotland.
- My dad says _____ a monster in Loch Ness.

**B** Circle the correct answer.

- "Were there any musicians playing in the street?"
"Yes, **there was** / **there were**."
- "Was there a driver waiting at the airport?"
"No, **there wasn't** / **there weren't**."
- "Was there fruit in the hotel room?"
"Yes, **there was** / **there were**."
- "Were there any music festivals in Edinburgh?"
"No, **there wasn't** / **there weren't**."

C Complete the dialogue with the past simple of *there + to be*.**Alice:** Hi, Tom! How was your trip to Edinburgh?**Tom:** Hi, Alice! It was great. ¹ _____ lots of things to see.**Alice:** Really? What did you see?**Tom:** ² _____ a big castle. It was amazing!**Alice:** Wow! ³ _____ a lot of people?**Tom:** Yes, ⁴ _____ lots of tourists. But ⁵ _____ **(not)** any rain, so it was nice.**Alice:** That's good. ⁶ _____ any good restaurants?**Tom:** Yes, ⁷ _____ some nice places to eat. But ⁸ _____ **(not)** time to try them all.**Alice:** Oh, that's a pity. Do you want to go back and visit Scotland again?**Tom:** Yes! There are still so many things to see!

Past simple – *there + to be*

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Complete the sentences with *there was*, *there wasn't*, *there were*, *there weren't*. There is one example.

We visited Scotland last year – it was fantastic!

1. There was a big castle in Edinburgh.
2. _____ lochs everywhere!
3. _____ (not) any pubs open late.
4. _____ four cities on our tour.
5. _____ (not) a long wait to visit the National Museum of Scotland.
6. My dad says _____ a monster in Loch Ness.



- B** Circle the correct answer. Pay attention to the underlined words.

1. "Were there any musicians playing in the street?"
"Yes, **there was** / **there were**."
2. "Was there a driver waiting at the airport?"
"No, **there wasn't** / **there weren't**."
3. "Was there fruit in the hotel room?"
"Yes, **there was** / **there were**."
4. "Were there any music festivals in Edinburgh?"
"No, **there wasn't** / **there weren't**."

DON'T FORGET!

singular – there was / there wasn't
plural – there were / there weren't

- C** Circle the correct option.

Alice: Hi, Tom! How was your trip to Edinburgh?

Tom: Hi, Alice! It was great. ¹ **There were** / **There was** lots of things to see.

Alice: Really? What did you see?

Tom: ² **There was** / **There were** a big castle. It was amazing!

Alice: Wow! ³ **There were** / **Were there** a lot of people?

Tom: Yes, ⁴ **there were** / **were there** lots of tourists. But ⁵ **there wasn't** / **there weren't** any rain, so it was nice.

Alice: That's good. ⁶ **Were there** / **There were** any good restaurants?

Tom: Yes, ⁷ **there was** / **there were** some nice places to eat. But ⁸ **there wasn't** / **there weren't** time to try them all.

Alice: Oh, that's a pity. Do you want to go back and visit Scotland again?

Tom: Yes! There are still so many things to see!



Past simple – regular verbs

A

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

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

- Kate McCulley _____ (travel) in Southeast Asia for 6 months.
- She _____ (explore) many countries.
- Her parents _____ (stay) at home, in Boston, USA.
- In 2010 she _____ (start) her blog, "Adventurous Kate".

B Look at Kate's agenda. Write sentences. Use the past simple.

- _____
- _____
- _____
- _____
- _____
- _____



C Write questions and short answers in the past simple. There is one example.

- Kate / enjoy / travelling in Asia ✓

"Did Kate enjoy travelling in Asia?" "Yes, she did."

- she / try / Asian food ✗

"_____?" "_____, _____."

- her friends / miss / her ✓

"_____?" "_____, _____."

D Complete with the past simple of the verbs in brackets. There is one example.

Last week I visited (visit) my grandmother. She lives in San Francisco, California.

She ¹ _____ (invite) me and my family to spend a few days with her. We ² _____ (decide) to take a ferry boat to Alcatraz Island, the prison island. Then we ³ _____ (discover) the streets of Chinatown and ⁴ _____ (try) some delicious Chinese food, but my sister ⁵ _____ (not like) it. We ⁶ _____ (walk) across the Golden Gate Bridge and we ⁷ _____ (ask) a tourist to take a photo of us. Finally, we ⁸ _____ (explore) San Francisco Museum of Art. ⁹ _____ I _____ (like) it? Yes, I ¹⁰ _____. I ¹¹ _____ (love) it!



Past simple – regular verbs

B

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

A Complete the sentences with the past simple of the verbs in brackets. There is one example.

- Kate McCulley travelled (travel) in Southeast Asia for 6 months.

- She _____ (explore) many countries.
- Her parents _____ (stay) at home, in Boston, USA.
- In 2010 she _____ (start) her blog, "Adventurous Kate".

DON'T FORGET!

pack – packed
 love – loved
 study – studied
 stop – stopped

B Look at Kate's agenda. Complete the sentences with the past simple (affirmative and negative). There is one example.

- Kate tried ☒ local food.
- She ☒ Flamenco.
- She ☒ the Picasso Museum.
- She ☒ along La Rambla.
- She ☒ Sagrada Familia.
- She ☒ the Magic Fountain show.

**C** Order the words to write questions and complete the short answers. There is one example.

- Kate / enjoy / did / travelling in Asia ☒

" Did Kate enjoy travelling in Asia ?" " Yes , she did .

- she / try / Asian food / did ☒

" _____ ?" " No , she .

- her friends / did / miss / her ☒

" _____ ?" " Yes , they .

DON'T FORGET!

☒ verb + **-ed**
☒ **didn't** + verb
☒ **did** + subject + verb

D Complete with the past simple. There is one example.

Last week I visited (visit) my grandmother. She lives in San Francisco, California. She ¹ _____ (invite) me and my family to spend a few days with her. We ² _____ (decide) to take a ferry boat to Alcatraz Island, the prison island. Then we ³ _____ (discover) the streets of Chinatown and ⁴ _____ (try) some delicious Chinese food, but my sister ⁵ _____ (not like) it. We ⁶ _____ (walk) across the Golden Gate Bridge and we ⁷ _____ (ask) a tourist to take a photo of us. Finally, we ⁸ _____ (explore) San Francisco Museum of Art. ⁹ _____ I _____ (like) it? Yes, I ¹⁰ _____. I ¹¹ _____ (love) it!

Past simple – irregular verbs

A

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

A Match the infinitive forms of the verbs with their past simple forms.

1. buy ☐
2. eat ☐
3. fly ☐
4. go ☐
5. ride ☐
6. spend ☐
7. take ☐
8. write ☐

- a) went
- b) bought
- c) took
- d) wrote
- e) ate
- f) spent
- g) flew
- h) rode

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

Samuel ¹ _____ (go) to New Zealand last summer.
 He ² _____ (buy) a ticket and ³ _____ (fly) from
 London to Wellington in 23 hours, with a stopover in Singapore
 to change planes.

He stayed in a hotel in Auckland. Sam ⁴ _____ (ride) on
 a tourist bus and visited some famous landmarks. He ⁵ _____ (eat)
 fish and kūmara, a type of sweet potato cooked in the ground. He visited Waiheke
 Island and ⁶ _____ (spend) the day at the beach. He walked up Mount
 Eden and ⁷ _____ (take) photos of a volcano.

Before going back, Samuel ⁸ _____ (write) postcards to his friends.
 What amazing holidays!



C Write negative and interrogative sentences in the past simple.

1. Where / you / spend / your holidays / ?

2. I / not go / abroad on my holidays / .

3. Sam / see / many sea lions / ?

4. Sam's friends / not get / his postcards / .



Past simple – irregular verbs

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Match the infinitive forms of the verbs with their past simple forms. There are two examples.

Infinitive

1. buy
2. eat
3. fly
4. go
5. ride
6. spend
7. take
8. write

Past simple

- a) went
- b) bought
- c) took
- d) wrote
- e) ate
- f) spent
- g) flew
- h) rode

- B** Use the past simple forms from exercise A (a-h) to complete the text. There is one example.

Samuel ¹ went (go) to New Zealand last summer.
He ² _____ (buy) a ticket and ³ _____ (fly) from London to Wellington in 23 hours, with a stopover in Singapore to change planes.

He stayed in a hotel in Auckland. Sam ⁴ _____ (ride) on a tourist bus and visited some famous landmarks. He ⁵ _____ (eat) fish and kūmara, a type of sweet potato cooked in the ground. He visited Waiheke Island and ⁶ _____ (spend) the day at the beach. He walked up Mount Eden and ⁷ _____ (take) photos of a volcano.

Before going back, Samuel ⁸ _____ (write) postcards to his friends. What amazing holidays!



- C** Order the words to write negative (X) and interrogative (?) sentences in the past simple. There is one example.

1. Where / you / spend / your holidays / did / ?

? Where did you spend your holidays?

2. I / go / didn't / abroad on my holidays / .

X _____

3. Sam / did / see / many sea lions / ?

? _____

4. Sam's friends / get / his postcards/ didn't / .

X _____

Be going to

A

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

A Complete the sentences with *be going to* + infinitive.

1. Ariana Grande _____ (**travel**) to Penang Island, in Malaysia.
2. Ethan Slater _____ (**explore**) Fort Cornwallis, a British historic fort.
3. They _____ (**visit**) the Peranakan Mansion to learn about Malaysian culture.
4. Her mum _____ (**tour**) the Tropical Spice Garden to learn about local spices and herbs.

B Write questions about the future. Use *be going to*. Then write short answers.

1. "_____ (**you / try**) nasi lemak?"
"_____, _____."
2. "_____ (**they / surf**) on Batu Ferringhi Beach?"
"_____, _____."
3. "_____ (**her brother / shop**) at Batu Ferringhi night market?"
"_____, _____."
4. "_____ (**she / like**) Malaysia?"
"_____, _____."

C Complete the text. Use *be going to* and the verbs in brackets.

My family and I ¹ _____ (**fly**) to Kuala Lumpur next summer.
My mum ² _____ (**buy**) the tickets.
We ³ _____ (**not go**) in August because it rains a lot.
We ⁴ _____ (**travel**) at the end of June.
I ⁵ _____ (**learn**) some words in their language and
my dad ⁶ _____ (**take**) a lot of photos.
⁷ _____ (**we / have**) fun? Absolutely!
We ⁸ _____ (**enjoy**) ourselves!



Be going to

B

Name: _____

No.: _____

Class: _____

Date: _____

DON'T FORGET!am/is/are +
going to + verb**A** Complete the sentences with *be going to* + infinitive. There is one example.

1. Ariana Grande is going to travel (travel) to Penang Island, in Malaysia.
2. Ethan Slater _____ (explore) Fort Cornwallis, a British historic fort.
3. They _____ (visit) the Peranakan Mansion to learn about Malaysian culture.
4. Her mum _____ (tour) the Tropical Spice Garden to learn about local spices and herbs.

B Order the words in brackets to complete the questions about the future. Then complete the short answers. There is one example.

1. " Are you going to try (you / going to / they / are / try) nasi lemak?"
" Yes , I am ."
2. " _____ (going to / they / are / surf) on Batu Ferringhi Beach?"
" Yes , they ."
3. " _____ (her brother / going to / is / shop) at Batu Ferringhi night market?"
" No , he ."
4. " _____ (is / going to / she / like) Malaysia?"
" Yes , she ."

C Complete the text. Use *be going to* and the verbs in brackets.

1. My family and I **are going to fly / am going to fly** to Kuala Lumpur next summer.
2. My mum **am going to buy / is going to buy** the tickets.
3. We **isn't going to go / aren't going to go** in August because it rains a lot.
4. We **is going to travel / are going to travel** at the end of June.
5. I **is going to learn / am going to learn** some words in their language.
6. I **am going to take / is going to take** a lot of photos.
7. We **are going to have / Are we going to have** fun?
8. Yes, we **am going to enjoy / are going to enjoy** ourselves!



Answer Key

VOCABULARY WORKSHEETS

Unit 1

Countries and nationalities A/B, pages 153-154

A.

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

1. English | 2. Spanish | 3. Italian | 4. Australian |
5. German | 6. American | 7. Japanese | 8. French |
9. Welsh | 8. Ukrainian

B.

1. Italian | 2. Australian | 3. French | 4. American

C.

- 1./2. *Respostas pessoais.*

Types of houses A, page 155

A.

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

B.

1. castle | 2. terraced house | 3. cottage | 4. detached house | 5. semi-detached house | 6. block of flats

C.

Resposta pessoal.

Types of houses B, page 156

A.

1. detached house | 2. castle | 3. block of flats |
4. semi-detached house | 5. terraced house |
6. cottage

B.

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

C.

Resposta pessoal.

Physical description / Personality A/B, pages 157-158

A.

1. Percy Jackson | 2. Grover | 3. Annabeth

B.

Physical features: medium height, long, medium-length, wavy, beautiful, handsome, freckles, braids

Personality: calm, happy, relaxed, shy, clever, friendly, brave

C.

1. handsome | 2. blue | 3. red | 4. beard |
5. moustache

Free time activities A/B, pages 159-160

A.

1. playing video games | 2. listening to music |
3. riding a bike | 4. hanging out with friends |
5. reading | 6. watching TV

B.

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

C.

1. playing the piano | 2. Cooking | 3. swimming |
4. dancing

Unit 2

Daily routine / Telling the time A/B, pages 161-162

A.

1. go to bed | 2. have breakfast | 3. have classes |
4. go to school | 5. do your homework | 6. get up |
7. have a shower

B.

1. get up | 2. have breakfast | 3. go to school | 4. have classes | 5. do my homework | 6. have a shower |
7. go to bed

C.

1. three o'clock | 2. (a) quarter to five | 3. twenty-five past six

Household chores A/B, pages 163-164

A.

set the table, do the washing up, tidy the bedroom, make the bed, take the rubbish out

1. take the rubbish out | 2. tidy the bedroom | 3. set the table | 4. make the bed | 5. do the washing up

B.

1. wake up | 2. cook | 3. set the table | 4. make my bed | 5. tidy my bedroom | 6. have lunch | 7. do the washing up | 8. take the rubbish out | 9. go to bed

Places in a school A/B, pages 165-166

A.

1. music room | 2. classroom | 3. canteen |
4. corridor | 5. lab | 6. sports field

B.

1. canteen | 2. playground | 3. sports field | 4. library

C.

1. gym | 2. teachers' room | 3. computer room |
4. classroom

School subjects A/B, pages 167-168

A.

1. English | 2. maths | 3. geography | 4. art | 5. music | 6. science | 7. ICT | 8. physical education

B.

1. Science | 2. maths | 3. ICT | 4. geography | 5. physical education | 6. Music

Unit 3

Places in the city and shops A/B, pages 169-170

A.

stadium, train station, police station, museum, fire station, town hall, hospital, library, bookshop, bank

B.

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

C.

1. bookshop | 2. hospital | 3. stadium | 4. fire station | 5. train station

Things to do in the city A/B, pages 171-172

A.

1. listen to music in a concert | 2. walk the dog | 3. watch a football match | 4. go to the cinema

B.

1. visit/explore | 2. explore/visit | 3. walk | 4. buy | 5. try | 6. enjoy

Unit 4

Holidays and travelling A/B, pages 173-174

A.

1. go to the beach | 2. plane; hotel | 3. rucksack; take photos

B.

1. ticket | 2. suitcases | 3. camera | 4. passport | 5. plane | 6. photos | 7. ice cream | 8. helicopter

Summer activities A/B, pages 175-176

A.

1. e) | 2. f) | 3. d) | 4. g) | 5. a) | 6. b) | 7. c) | 8. h)

B.

1. canoeing | 2. going to the beach | 3. paddleboarding | 4. sunbathing | 5. surfing | 6. water park | 7. going to the theme park | 8. going to the swimming pool/ swimming

GRAMMAR WORKSHEETS

Unit 1

Verb to be A/B, pages 177-178

A.

1. am | 2. am | 3. am | 4. are | 5. is | 6. is | 7. are | 8. is | 9. is | 10. are

B.

1. Bart's surname is Simpson. | 2. Milhouse isn't British. | 3. Bart and Milhouse are from the USA. | 4. They aren't 10 years old.

C.

1. Is Aunt Patty a nurse? | 2. Am I British? | 3. Are Marge and Selma twins?

D.

1. Yes, they are. | 2. No, he isn't. | 3. No, I'm not.

Verb have got A/B, pages 179-180

A.

1. hasn't got | 2. have got | 3. has got | 4. has got | 5. haven't got

B.

1. Have Meilin's parents got other children?; they haven't | 2. Has Ming Lee got blue eyes?; she hasn't | 3. Has Ming Lee got black hair?; she has

C.

1. have got | 2. have got | 3. has got | 4. hasn't got | 5. have... got | 6. haven't got | 7. have got

Present continuous A/B, pages 181-182

A.

1. having | 2. listening | 3. riding | 4. running | 5. dancing | 6. watching | 7. sitting | 8. doing

B.

1. Lisa isn't reading a book. | 2. The Simpsons aren't having dinner together. | 3. Maggie and Lisa aren't singing a song. | 4. Marge isn't baking a cake.

C.

1. Is Lisa reading a magazine?; she isn't | 2. Are Marge and Maggie playing the guitar?; they aren't | 3. Are you finishing this exercise?; I am

D.

1. is drinking | 2. is holding | 3. is eating | 4. are smiling | 5. is having | 6. isn't eating | 7. Are... sitting | 8. are | 9. are... doing

Unit 2

Present simple A/B, pages 183-184

A.

1. goes | 2. wears | 3. live | 4. tries

B.

1. The sun doesn't rise in the west. (It rises in the east.) | 2. Giraffes don't have short legs. (They have long legs.)

C.

1. Does Mabel have; No, she doesn't. | 2. Do the Pines live; No, they don't. | 3. Do the kids visit; Yes, they do. | 4. Does Dipper go; Yes, he does.

D.

1. appears | 2. Do... know | 3. lives | 4. works | 5. gets up | 6. goes | 7. eats | 8. doesn't cook | 9. solves

Adverbs of frequency A/B, pages 185-186

A.

1. usually | 2. sometimes | 3. always | 4. rarely

B.

1. Grunkle Stan often goes to work by bus. | 2. Mabel and Dipper usually have lunch in the school canteen. | 3. Wendy is never late for school. | 4. My best friend and I rarely walk to school.

C.

Respostas pessoais.

Adjective degrees A/B, pages 187-188

A.

1. faster than | 2. the fastest | 3. big | 4. bigger than | 5. happy | 6. the happiest | 7. more generous than | 8. the most generous | 9. good | 10. better than

B.

1. thinner than | 2. better than | 3. chubbier than | 4. nicer than | 5. more disobedient than

C.

1. the slimmest | 2. the tallest | 3. the grumpiest

Modal verb *should* A/B, pages 189-190

A.

1. You should do your homework. | 2. You should raise your hand to speak. | 3. You shouldn't use your mobile phone in class. | 4. You shouldn't speak in the library.

B.

1. shouldn't | 2. should | 3. should | 4. shouldn't | 5. shouldn't

C.

Respostas pessoais.

Unit 3

Past simple – verb *to be* A/B, pages 191-192

A.

1. was | 2. was | 3. were | 4. were

B.

1. He wasn't at a restaurant last Sunday. | 2. You weren't at the stadium yesterday. | 3. I wasn't at home this morning.

C.

1. was | 2. were | 3. were | 4. were | 5. weren't | 6. Was | 7. was | 8. was

Past simple – *there + to be* A/B, pages 193-194

A.

1. There was | 2. There were | 3. There weren't | 4. There were | 5. There wasn't | 6. There was

B.

1. there were | 2. there wasn't | 3. there was |

4. there weren't

C.

1. There were | 2. There was | 3. Were there | 4. there were | 5. there wasn't | 6. Were there | 7. there were | 8. there wasn't

Past simple – regular verbs A/B, pages 195-196

A.

1. travelled | 2. explored | 3. stayed | 4. started

B.

1. Kate tried local food. | 2. Kate didn't dance Flamenco. | 3. Kate visited the Picasso Museum. | 4. Kate didn't walk along La Rambla. | 5. Kate visited Sagrada Familia. | 6. Kate didn't watch the Magic Fountain show.

C.

1. Did she try Asian food? No, she didn't. | 2. Did her friends miss her? Yes, they did.

D.

1. invited | 2. decided | 3. discovered | 4. tried | 5. didn't like | 6. walked | 7. asked | 8. explored | 9. Did... like | 10. did | 11. loved

Unit 4

Past simple – irregular verbs A/B, pages 197-198

A.

1. b) | 2. e) | 3. g) | 4. a) | 5. h) | 6. f) | 7. c) | 8. d)

B.

1. went | 2. bought | 3. flew | 4. rode | 5. ate | 6. spent | 7. took | 8. wrote

C.

1. Where did you spend your holidays? | 2. I didn't go abroad on my holidays. | 3. Did Sam see many sea lions? | 4. Sam's friends didn't get his postcards.

Be going to A/B, pages 199-200

A.

1. is going to travel | 2. is going to explore | 3. are going to visit | 4. is going to tour

B.

1. Are you going to try nasi lemak? Yes, I am. | 2. Are they going to surf on Batu Ferringhi Beach? Yes, they are. | 3. Is her brother going to shop at Batu Ferringhi night market? No, he isn't. | 4. Is she going to like Malaysia? Yes, she is.

C.

1. are going to fly | 2. is going to buy | 3. aren't going to go | 4. are going to travel | 5. am going to learn | 6. is going to take | 7. Are we going to have | 8. are going to enjoy

READY, SET, GO! 6th

INGLÊS

Assessment

- **Diagnostic Tests** (listening, complete structure and multiple choice)
- **4 Progress Tests** (1 per unit, A/B)
- **Extensive Reading Test**
- **3 Speaking Tests + Evaluation grids**
- **4 Get ready for the tests** (1 per unit)
- **Quick Tests**
- **Prova Extraordinária de Avaliação**
- **ModA**
- **Assessment rubrics**
- **Answer key and listening scripts**

Assessment

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Available in editable format at



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Diagnostic Listening Test

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	A identificação pessoal; profissões; descrição física; as partes da casa e mobiliário; as horas e a rotina diária.	A. Escolher a imagem correta para responder à pergunta.	4 x 25% = 100%	Resposta errada: 0 pontos
Total:			100%	

Diagnostic Test – Complete structure

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Rotina diária e horas Comida Passatempos/ atividades de tempos livres	A. Completar um <i>fact file</i> com informação do diálogo.	5 x 4% = 20%	5 x 11% = 55%	Resposta errada: 0 pontos
		B. Escolher as palavras/expressões corretas para completar as frases, de acordo com o diálogo.	6 x 2% = 12%	6 x 7,5% = 45%	Resposta errada: 0 pontos
		Total:		32%	100%

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Membros da família Descrição física Roupas Rotina diária	A. Completar um texto com as palavras fornecidas na caixa.	8 x 1% = 8%	8 x 3% = 24%	Resposta errada: 0 pontos
	Comida e bebida	B. Legendar imagens de comida e de bebidas.	8 x 2% = 16%	8 x 3% = 24%	Resposta errada: 0 pontos
	<i>Present simple</i>	C. Ordenar frases.	4 x 3% = 12%	4 x 7% = 28%	Resposta errada: 0 pontos
	<i>Present continuous</i>	D. Preencher espaços em frases com os verbos fornecidos, para legendar as imagens.	6 x 2% = 12%	6 x 4% = 24%	Resposta errada: 0 pontos
Total:			48%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: identificação pessoal; família; atividades de tempos livres.	Escrever um pequeno texto sobre si.	20%	100%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			20%	100%	

Diagnostic Test – Multiple choice

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Identificação pessoal Partes da casa e mobiliário Profissões Descrição física Atividades de tempos livres/passatempos Rotina diária e horas Verbos <i>to be</i> e <i>have got</i> Possessive determiners Verbo <i>like</i> no present simple Present simple Present continuous	A. Escolher a opção correta para completar as frases.	10 x 10% = 100%	Resposta errada: 0 pontos
Total:			100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: 

Listen and tick (✓) the correct picture.

Track 5

1. What is Peter's dream job?

a) ☐b) ☐c) ☐

2. Who is Mark's favourite singer?

a) ☐b) ☐c) ☐

3. Which is Jenny's bedroom?

a) ☐b) ☐c) ☐

4. What time does Joan arrive in class?

a) ☐b) ☐c) ☐

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Reading

Read the dialogue.

*Ryan and Gabrielly meet on their way to the first day of school.***Ryan:** Hi, I'm Ryan Evans. Are you new here in London?**Gabrielly:** Hi, I'm Gabrielly Santos. Yes, I am. I am from Brazil. I'm living here in London with my aunt and uncle.**Ryan:** Great! I'm from London. Which year are you in?**Gabrielly:** I'm in year 6. And you?**Ryan:** I'm in year 7. How old are you?**Gabrielly:** I'm 11, but my birthday is next Wednesday.**Ryan:** Really? My birthday is also this month, on 30th September.**Gabrielly:** Do you go to school by bus every day?**Ryan:** Well, on rainy days my mother takes me to school by car! On Wednesdays I haven't got classes in the afternoon, so I usually walk to my cousin's house. It's quite near school and it's near the pitch where I have football practice! Look, there's our school!**Gabrielly:** Seems nice! I hope the teachers and my new classmates are also friendly... just like you!**Ryan:** Thanks! Have a wonderful year!**A**

Complete the fact file about Gabrielly, the new student.

1. Surname	
2. Nationality	
3. Age	
4. Birthday month	
5. School year	

B Circle the correct option to complete the sentences about Ryan.

1. Ryan is from **London (UK)** / New York (USA).
2. He is in year **six** / seven.
3. His birthday is **next Wednesday** / on 30th September.
4. He usually goes to school **by bus** / by car, but when it's raining, he goes **on foot** / by car.
5. On Wednesdays he goes to **school** / his cousin's house on foot.

Language

A Complete the text with the words/expressions from the box. There are two extra options.

skirt • breakfast • hair • tall • grandfather • wakes up
parents • eyes • reads • shoes

Gabrielly is from Brazil, but she is living in London with her aunt and uncle. Gabrielly has got long, dark ¹ _____ and brown ² _____.

Every day, Gabrielly ³ _____ at 7:00 a.m. She wears her school uniform: a white shirt, a blue ⁴ _____ and black ⁵ _____. After ⁶ _____, she takes the bus to school.

In the afternoon, Gabrielly plays football with her friends or ⁷ _____ books. Before bed, she calls her ⁸ _____ in Brazil and tells them about her day.

Gabrielly is happy in London, but she misses her family in Brazil.

B Label the food and drink from a typical Brazilian breakfast. The first letter is given.



1. C
2. J
3. B
4. E
5. C
6. B
7. C
8. F

C Order the words to make sentences.

1. are / My friends / for school / late / . _____
2. Ryan / his homework / before dinner / does / . _____
3. don't go / They / to school / by bike / . _____
4. Where / meet / do / they / ? _____

D Look at the pictures. What are they doing?



1. They _____
(play) video games.



2. She _____
(swim).



3. He _____
(dance).



4. They _____
(have) dinner.



5. She _____
(watch) TV.



6. I _____
(listen) to music.

Writing

Write a text about yourself. Don't forget to mention:

- your name and surname and your nationality ;
- family members you live with;
- your age and your birthday;
- your favourite free time activities.

Hello! My name is _____

Good work!



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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Tick (✓) the correct option.

1. Jessica's favourite part of the house is the _____.
a) ☐ living room.
b) ☐ sofa.
c) ☐ dishwasher.
2. Paul wants to be a _____ when he grows up.
a) ☐ cat
b) ☐ fifty
c) ☐ vet
3. She is _____ and slim.
a) ☐ long
b) ☐ blue eyes
c) ☐ medium height
4. My favourite free time activity is _____ because I love watching films.
a) ☐ going to the cinema
b) ☐ listening to music
c) ☐ doing sports
5. Jackie always has lunch at _____.

a) ☐ midday
b) ☐ a quarter to one
c) ☐ a quarter past one
6. My sister _____ straight hair.
Her hair _____ black.
a) ☐ has got ... is
b) ☐ is ... has got
c) ☐ are ... is
7. We _____ carrots and pineapple.
a) ☐ likes
b) ☐ doesn't like
c) ☐ don't like
8. Martha _____ her homework now.
a) ☐ does
b) ☐ is doing
c) ☐ do
9. Paul's house is big. _____ house is in the city centre.
a) ☐ His
b) ☐ Her
c) ☐ Mine
10. What time _____ Sheila _____ to school?
a) ☐ do ... goes
b) ☐ does ... go
c) ☐ do ... go



Table of specifications (Unit 1)

Listening Test 1A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Países e nacionalidades Tipos de casa	A. Escolher a palavra correta para completar as frases.	5 x 8% = 40%	Resposta errada: 0 pontos
	Membros da família Descrição física Personalidade	B. Completar as frases com as palavras da caixa.	5 x 9% = 45%	Resposta errada: 0 pontos
	Descrição física	C. Escolher a imagem correta de acordo com o que se ouve.	15%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 1A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Países e nacionalidades Tipos de casa Descrição física e personalidade Atividades de tempo livre	A. Identificar se as frases são verdadeiras ou falsas.	5 x 3% = 15%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Responder a perguntas sobre o texto.	5 x 5% = 25%	5 x 12% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			40%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As nacionalidades	A. Completar os balões de fala com as nacionalidades em falta.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Os tipos de casa	B. Fazer corresponder as casas às pessoas do exercício anterior.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	A descrição física/membros da família	C. Observar a imagem e fazer corresponder a descrição física ao membro da família correto.	5 x 2% = 10%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>to be</i>	D. Completar frases com a forma correta do verbo <i>to be</i> .	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (afirmativa/negativa)	E. Fazer frases com o verbo <i>have got</i> para legendar as imagens.	3 x 1% = 3%	3 x 4% = 12%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (interrogativa)	F. Formular perguntas e responder de acordo com as imagens do exercício anterior.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Present continuous (afirmativa; negativa; interrogativa)	G. Completar frases com as formas corretas dos verbos dados entre parêntesis, no <i>present continuous</i> .	8 x 1% = 8%	8 x 3% = 24%	Resposta errada: 0 pontos
Total:			40%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: A identificação pessoal; descrição física; atividades de tempo livre/passatempos.	Escrever um texto sobre si.	20%	100%	Ver tabela abaixo.
Total:			20%	100%	

Table of specifications (Unit 1)

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (25-35 palavras)	Escreve um texto com um mínimo de 25 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 1B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Países e nacionalidades Tipos de casa	A. Escolher a palavra correta para completar as frases.	5 x 8% = 40%	Resposta errada: 0 pontos
	Membros da família Descrição física Personalidade	B. Completar as frases com as palavras da caixa.	5 x 9% = 45%	Resposta errada: 0 pontos
	Descrição física	C. Escolher a imagem correta de acordo com o que se ouve.	15%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 1B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Países e nacionalidades Tipos de casa Descrição física e personalidade Atividades de tempos livres	A. Identificar se as frases são verdadeiras ou falsas.	5 x 2% = 10%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Completar frases com uma palavra, de acordo com o texto.	6 x 5% = 30%	6 x 10% = 60%	Resposta errada: 0 pontos
Total:			40%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As nacionalidades	A. Completar os balões de fala com as nacionalidades da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Os tipos de casa	B. Escolher o nome correspondente à casa da imagem fornecida.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	A descrição física/membros da família	C. Observar a imagem e fazer corresponder a descrição física ao membro da família correto.	5 x 2% = 10%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>to be</i>	D. Escolher a forma correta do verbo <i>to be</i> para completar as frases.	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (afirmativa/negativa)	E. Legendar as imagens com a forma correta do verbo <i>have got</i> .	3 x 1% = 3%	3 x 4% = 12%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (interrogativa)	F. Completar as perguntas e respostas de acordo com as imagens do exercício anterior.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Present continuous</i> (afirmativa; negativa; interrogativa)	G. Escolher a forma correta do <i>present continuous</i> para completar as frases.	8 x 1% = 8%	8 x 3% = 24%	Resposta errada: 0 pontos
Total:			40%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: A identificação pessoal; descrição física; atividades de tempos livres/passatempos.	Completar um texto sobre si, seguindo instruções detalhadas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: 

Martin is interviewing some classmates for a school radio programme called "I study in a multicultural school".

Listen to the first part of the interview and **circle** the correct words to complete the sentences.

1. Right now, Daniel is chatting with his Portuguese **friends** / cousins / classmates.
2. Daniel is **12** / 11 / 10 years old.
3. He is from Portugal. Now he is living in **Portugal** / England / America.
4. His house is a **detached** / terraced / semi-detached house.
5. One of his favourite free time activities is riding a **book** / bike / horse.



Listen to the second part of the interview. Complete the sentences with the words from the box. There are three extra words.

family • popular • kind • clever
cousin • friend • food • patient

1. Daniel's teachers are very _____.
2. Bob is Daniel's special _____.
3. Bob is very _____ at school.
4. What Daniel really loves about Bob is that he's friendly and _____.
5. Daniel is making great memories, but he misses the Portuguese _____ and weather.



Listen to the description of Daniel's best friend. Tick (✓) the correct picture.

1. ☐2. ☐3. ☐

Good work! 😊

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

Mark: _____ Teacher: _____ Enc. Educação: _____



Martin is interviewing some classmates for a school radio programme called "I study in a multicultural school".

Listen to the first part of the interview and **circle** the correct words to complete the sentences.

1. Right now, Daniel is chatting with his Portuguese **friends** / cousins.
2. Daniel is **11** / 10 years old.
3. He is from Portugal. Now he is living in **Portugal** / England.
4. His house is a **detached** / terraced house.
5. One of his favourite free time activities is riding a **book** / bike.



Listen to the second part of the interview. Complete the sentences with the words from the box.

popular • kind • clever • friend • food

1. Daniel's teachers are very _____.
2. Bob is Daniel's special _____.
3. Bob is very _____ at school.
4. What Daniel really loves about Bob is that he's friendly and _____.
5. Daniel is making great memories, but he misses the Portuguese _____ and weather.



Listen to the description of Daniel's best friend. Tick (✓) the correct picture.

1. ☐2. ☐

Good work! 😊

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text about Sofya.

Hi! My name is Sofya, and I'm 11 years old, just like most of you. I'm from Ukraine, but I'm living in Canada with my aunt and uncle at the moment. Our flat is in a quiet neighbourhood in Toronto.

5 My favourite hobby is cooking, but I also love drawing cartoons in my notebook and writing.

Right now, I am with my best friend, Andriy. He is also from Ukraine. He is tall and slim, and he has got straight blond hair.

Andriy is reading a book in English about superheroes and listening to
10 music. I am on my phone using an app to learn new words. Learning English is so much fun! I can sing songs, watch cool videos, and even teach my Ukrainian friends. I'm starting this blog to practise writing in English!

My parents are coming to visit me next month and I'm very excited. I really miss them!

**A** Read the sentences and tick (✓) true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Sofya is now living in Canada with her parents. | ☐ | ☐ |
| 2. She likes drawing and writing. | ☐ | ☐ |
| 3. Andriy is Canadian. | ☐ | ☐ |
| 4. Andriy is reading and Sofya is learning English on an app. | ☐ | ☐ |
| 5. Learning English is fun because she can teach the language to her family. | ☐ | ☐ |

B Answer the questions about the text. Give complete answers.

1. What nationality is Sofya?

2. Where does Sofya live?

3. What does Andriy look like?

4. Why is Sofya starting a blog?

5. When are her parents coming to visit her?

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the speech bubbles with the missing nationalities.1. I'm Lorenzo.I'm from Italy, so
I'm _____.
I live in a detached
house.2. I'm Jean. I'm
from France, so
I'm _____.
I live in a flat.3. I'm Carol. I'm
from Ireland, so
I'm _____.
I live in a castle.4. I'm Penny. I'm
from England, so
I'm _____.
I live in a cottage.**B** Look at the pictures. Match the people from exercise A with the correct house.
Write *Lorenzo*, *Jean*, *Carol* or *Penny*.

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

C This is Sofyia's family. Match the correct family members with the descriptions.
Write *a-h*.

1. ☐ Sofyia's father is very tall. He has got short hair.
2. ☐ Sofyia's uncle is medium height. He is bald.
3. ☐ Her mother has got long blond hair and she is a bit fat.
4. ☐ Her cousin Olek is tall and he has got short dark hair.
5. ☐ Her grandmother is medium height. She has got short grey hair.

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

1. Olek and Sofya _____ cousins. They _____ (**not**) in the same country now.
2. Sofya _____ eleven years old.
3. She _____ (**not**) from Canada.
4. _____ they a happy family?

E Look at the pictures. Make sentences with the verb *have got* in the affirmative or negative. There is one example.

- she / long hair

She has got long hair.



1. they / glasses



2. he / black shirt



3. she / a watch

F Write questions and answers according to the pictures in exercise E. There is one example.

- she / short hair Has she got short hair ? No , she hasn't .
- 1. They / hats _____ ? _____ , _____ .
- 2. He / a beard _____ ? _____ , _____ .
- 3. She / many necklaces _____ ? _____ , _____ .

G Fill in the gaps with the present continuous of the verbs in brackets.

1. Susan _____ (**not watch**) TV. She _____ (**do**) her homework.
2. "Where _____ you _____ (**go**)?" "I _____ (**drive**) home."
3. "_____ Sofya _____ (**cook**)?" "No, she _____."
4. They _____ (**not play**) video games. They _____ (**swim**).

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Imagine you are doing your favourite free time activity right now.
Write a text about it (25-35 words).

Don't forget to mention:

- Your name; age; birthday; nationality;
- Your physical description and personality;
- What you are doing right now (favourite free time activity).



Good work!



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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text about Sofya.

Hi! My name is Sofya, and I'm 11 years old, just like most of you. I'm from Ukraine, but I'm living in Canada with my aunt and uncle at the moment. Our flat is in a quiet neighbourhood in Toronto.

5 My favourite hobby is cooking, but I also love drawing cartoons in my notebook and writing.

Right now, I am with my best friend, Andriy. He is also from Ukraine. He is tall and slim, and he has got straight blond hair.

Andriy is reading a book in English about superheroes and listening to
10 music. I am on my phone using an app to learn new words. Learning English is so much fun! I can sing songs, watch cool videos, and even teach my Ukrainian friends. I'm starting this blog to practise writing in English!

My parents are coming to visit me next month and I'm very excited. I really miss them!



A Read the sentences and tick (✓) true (T) or false (F).

1. Sofya is now living in Canada with her parents. (lines 2-3)
2. She likes drawing and writing. (lines 5-6)
3. Andriy is Canadian. (lines 7-8)
4. Andriy is reading and Sofya is learning English on an app. (lines 9-10)
5. Learning English is fun because she can teach the language to her family. (lines 10-12)

T F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Fill in the gaps about the blog post with ONE word.

1. Sofya is _____ (nationality).
2. She has got a _____ in Toronto.
3. Andriy is _____ (height) and slim, and he has got _____ blond hair.
4. Sofya is starting a blog to practise writing in _____.
5. Her parents are coming to visit her next _____.

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

A Choose the correct nationality from the box to complete the speech bubbles.

French • Irish • Italian • English

1. I'm Lorenzo.
I'm from Italy, so
I'm _____.
I live in a detached
house.

2. I'm Jean. I'm
from France, so
I'm _____.
I live in a flat.

3. I'm Carol. I'm
from Ireland, so
I'm _____.
I live in a castle.

4. I'm Penny. I'm
from England, so
I'm _____.
I live in a cottage.

B Match the people from exercise A with the correct house. Circle the correct option.



1. Penny / Lorenzo

2. Carol / Jean

3. Lorenzo / Penny

4. Penny / Carol

C This is Sofya's family. Match the correct family members with the descriptions. Circle the correct option.



1. Sofya's father is very tall. He has got short hair. **b) / e)**

2. Sofya's uncle is medium height. He is bald. **h) / e)**

3. Her mother has got long blond hair and she is a bit fat. **a) / g)**

4. Her cousin Olek is tall and he has got short dark hair. **d) / h)**

5. Her grandmother is medium height. She has got short grey hair. **c) / d)**

D Circle the correct form of the verb *to be* to complete the sentences.

- Olek and Sofya **are** / **is** cousins. They **aren't** / **isn't** in the same country now.
- Sofya **are** / **is** eleven years old.
- She **isn't** / **am** not from Canada.
- Is** / **Are** they a happy family?

E Look at the pictures. Complete the sentences with the verb *have got* in the affirmative (*have got* or *has got*) or negative (*haven't got* or *hasn't got*). There is one example.



- She has got long hair.



- They _____ glasses.



- He _____ a black shirt.



- She _____ a watch.

F Write questions and answers according to the pictures in exercise E. There is one example.

- she / short hair ☒ Has she got short hair ? No , she hasn't .
- 1. They / hats ☒ _____ ? _____ , _____ .
- 2. He / a beard ☒ _____ ? _____ , _____ .
- 3. She / many necklaces ☒ _____ ? _____ , _____ .

G Circle the correct present continuous form to complete the sentences.

- Susan **aren't watching** / **isn't watching** TV. She **doing** / **is doing** her homework.
- "Where **are you go** / **are you going**?" "I **driving** / **am driving** home."
- "Is Sofya **cook** / **is Sofya cooking**?" "No, she **is** / **isn't**."
- They **aren't playing** / **isn't playing** video games. They **is swimming** / **are swimming**.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Imagine you are doing your favourite free time activity right now. Complete the text.

Hi, everyone!

My name is . I'm years old
and my birthday is on . I'm
(nationality).

I'm (height) and (weight).
I have got hair and eyes.
I'm (personality).

Right now I'm
(free time activity you are doing now).



Good work!



Table of specifications (Unit 2)

Listening Test 2A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Atividades da rotina diária	A. Escolher a resposta certa.	6 x 7,5% = 45%	Resposta errada: 0 pontos
	Atividades da rotina diária As horas	B. Fazer corresponder as horas às atividades.	5 x 11% = 55%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 2A

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades da rotina diária	A. Completar as frases usando apenas uma palavra.	5 x 4% = 20%	5 x 8% = 40%	Resposta errada: 0 pontos
	As horas As disciplinas escolares	B. Responder a perguntas sobre o texto.	4 x 6% = 24%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			44%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Atividades da rotina diária As horas	A. Completar as frases com as atividades da rotina diária representadas na imagem e com as horas apresentadas.	12 x 0,5% = 6%	12 x 2% = 24%	Resposta errada: 0 pontos
	As disciplinas escolares Os locais na escola	B. Ler as pistas e associar às mesmas as disciplinas e os locais na escola da caixa.	10 x 1% = 10%	10 x 3% = 30%	Resposta errada: 0 pontos
	Present simple	C. Completar as frases com o <i>present simple</i> dos verbos entre parêntesis.	8 x 1% = 8%	8 x 2,5% = 20%	Resposta errada: 0 pontos
	Present simple Adverbs of frequency	D. Ordenar as frases colocando o <i>adverb of frequency</i> no local correto e conjugando o verbo no <i>present simple</i> .	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	Comparative	E. Analisar a informação da tabela e colocar os adjetivos das frases no grau comparativo de superioridade.	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	Superlative	F. Completar as frases usando os adjetivos entre parêntesis no grau superlativo.	4 x 1,5% = 6%	4 x 2% = 8%	Resposta errada: 0 pontos
Total:			36%	100%	

Table of specifications (Unit 2)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: A rotina diária; as horas; as disciplinas escolares favoritas.	Escrever um texto sobre a sua rotina diária.	20%	100%	Ver tabela abaixo.
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (25-35 palavras)	Escreve um texto com um mínimo de 25 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 2B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Atividades da rotina diária	A. Escolher a resposta certa.	6 x 7,5% = 45%	Resposta errada: 0 pontos
	Atividades da rotina diária As horas	B. Fazer corresponder as horas às atividades.	5 x 11% = 55%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 2B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades da rotina diária As horas As disciplinas escolares	A. Escolher a palavra correta para formar frases, de acordo com o texto.	5 x 4% = 20%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Fazer corresponder as perguntas às respostas corretas.	4 x 6% = 24%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			44%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Atividades da rotina diária As horas	A. Completar as frases com as atividades da rotina diária representadas na imagem e com as horas apresentadas.	12 x 0,5% = 6%	12 x 2% = 24%	Resposta errada: 0 pontos
	As disciplinas escolares Os locais na escola	B. Ler as pistas e associar às mesmas as disciplinas e os locais na escola da caixa.	5 x 2% = 10%	5 x 6% = 30%	Resposta errada: 0 pontos
	<i>Present simple</i>	C. Escolher a forma correta do <i>present simple</i> para completar as frases.	8 x 1% = 8%	8 x 2,5% = 20%	Resposta errada: 0 pontos
	<i>Present simple</i> <i>Adverbs of frequency</i>	D. Escolher a frase correta.	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Comparative</i>	E. Analisar a informação da tabela e colocar os adjetivos das frases no grau comparativo de superioridade.	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Superlative</i>	F. Escolher a forma correta dos adjetivos no grau superlativo.	4 x 1,5% = 6%	4 x 2% = 8%	Resposta errada: 0 pontos
Total:			36%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: A rotina diária; as horas; as disciplinas escolares favoritas.	Completar um texto sobre si, seguindo instruções detalhadas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: **Listen to a podcast. Tick (✓) the correct answer to the questions.**

1. Where does Lily work?

- a) ☐ At Disneyland Paris.
 b) ☐ At Walt Disney World Orlando.
 c) ☐ At Tokyo Disney Resort.

2. Where does she have breakfast?

- a) ☐ At the park.
 b) ☐ At home.
 c) ☐ At the café near the park.

3. How does she go to work?

- a) ☐ On foot.
 b) ☐ By car.
 c) ☐ By bus.

4. What does she do first at work?

- a) ☐ She greets the visitors.
 b) ☐ She puts on her princess costume.
 c) ☐ She goes to a parade.

5. What's her favourite part of the day?

- a) ☐ The last parade of the day.
 b) ☐ The breaks.
 c) ☐ Meeting the kids.

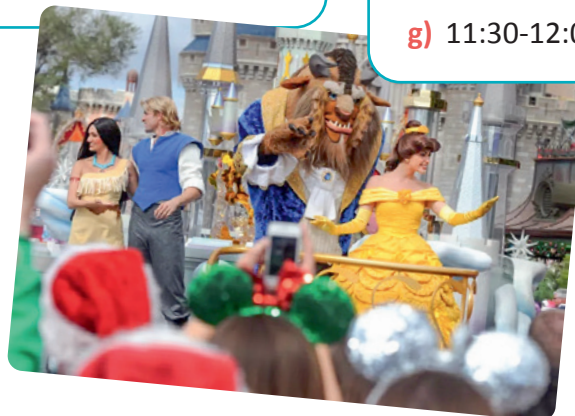
6. What does she do during the breaks?

- a) ☐ She chats with her colleagues or has a snack.
 b) ☐ She sleeps and has a snack.
 c) ☐ She goes home.

**Listen again. What do the following times refer to? Match the columns. There are two extra times.**

1. She wakes up. ☐
 2. She greets the visitors. ☐
 3. Her favourite parade takes place. ☐
 4. The morning break. ☐
 5. The afternoon break. ☐

- a) 11:00-11:30
 b) 9:30
 c) 4:00-5:30
 d) 7:10
 e) 6 a.m.
 f) 7:50
 g) 11:30-12:00



Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



Track 9

Listen to a podcast. Tick (✓) the correct answer to the questions.**1.** Where does Lily work?

- a) ☐ At Disneyland Paris.
b) ☐ At Walt Disney World Orlando.

2. Where does she have breakfast?

- a) ☐ At the park.
b) ☐ At home.

3. How does she go to work?

- a) ☐ On foot.
b) ☐ By bus.

4. What does she do first at work?

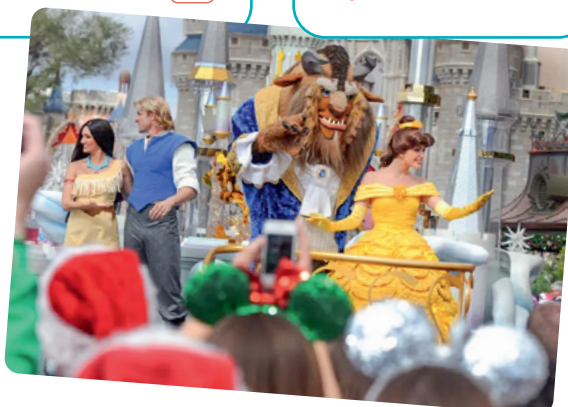
- a) ☐ She greets the visitors.
b) ☐ She puts on her princess costume.

5. What's her favourite part of the day?

- a) ☐ The breaks.
b) ☐ Meeting the kids.

6. What does she do during the breaks?

- a) ☐ She chats with her colleagues or has a snack.
b) ☐ She sleeps and has a snack.

**Listen again. What do the following times refer to? Match the columns.****1.** She wakes up. ☐**2.** She greets the visitors. ☐**3.** Her favourite parade takes place. ☐**4.** The morning break. ☐**5.** The afternoon break. ☐**a)** 11:00-11:30**b)** 9:30**c)** 4:00-5:30**d)** 7:10**e)** 6 a.m.

Good work! 😊

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

A day in the life of a young Olympian

Meet Zheng Haohao, the youngest athlete at the 2024 Paris Olympics. She is 11 years old and she was born in China. She is a talented skateboarder. Her English nickname is Lilibet.

- 5 She wakes up early, at 5:00 a.m. She starts her day with a healthy breakfast: oatmeal¹, fruit and juice. Then, she goes to the skatepark for her first training session. She practises for two hours.

- 10 After training, she goes to school. She studies maths, science, Chinese and English, just like other kids her age. Her favourite subject is PE. She is one of the fittest students in class.

In the afternoon, she has her second training session, working on advanced tricks and routines. Sometimes she also does yoga or goes to the gym after this session.

- 15 In the evening, she always has time to have fun. She enjoys traditional extracurricular activities like learning the piano and painting. When people ask her what she really likes besides² skateboarding she answers: “Oreos and candy... are life!”

Her day ends early. She goes to bed at 9:00 p.m. to rest for another busy day. Her dedication inspires young people everywhere!

**Vocabulary help**¹ oatmeal = aveia² besides = para além de**A Complete the sentences using only ONE word.**

1. Zheng is _____ years old.
2. Her day starts with a good _____ full of healthy food and a drink.
3. She has _____ training sessions a day.
4. She also has fun and she enjoys painting or playing the _____.
5. She always goes to _____ at nine p.m.

B Answer the questions. Give complete answers.

1. What time does Zheng wake up?

2. Which school subjects does she have?

3. Does she have a favourite subject?

4. What does she sometimes do after the afternoon training session?

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

Mark: _____ Teacher: _____ Enc. Educação: _____

- A** Complete the sentences with the missing daily routine activities/household chores and the times in full.



1. I g u at _____
_____.



2. I c my breakfast _____
at _____.



3. I g t _____
_____ at _____.



4. I d m _____
h _____ at _____.



5. I t m _____
b _____ at _____.



6. I h d _____
_____ at _____.

- B** Read the clues. Choose the places in a school and the school subjects from the box. There are three extra options.

Places
in a school

- This is where you have lunch. _____
- This is where you do PE. It's outdoors. _____
- This is where you chat with your friends during the breaks. It's indoors. _____
- This is where you have classes. _____
- This is where you borrow books. _____

School
subjects

- You learn to make calculations. _____
- You learn to speak the language of the USA. _____
- You learn about the past. _____
- You learn about the capitals and flags of different countries. _____
- You learn how to draw and paint. _____

playground
sports field
gym
assembly hall
canteen
classroom
library
maths
citizenship
history
geography
art
English

C Fill in the gaps with the present simple of the verbs in brackets.

1. Lilibet and her friends _____ (**go**) to a school in China.
2. She _____ (**do**) her homework after school, but she _____ (**not have**) too much time to study.
3. Her friends _____ (**study**) a lot because they _____ (**not want**) to get bad grades.
4. "When _____ you _____ (**help**) your mother with the chores?" "Every day."
5. "_____ Zheng _____ (**tidy**) her bedroom?" "Yes, she _____."

D Write sentences. There is one example.

- Her parents / have dinner / at 8 p.m. / always

Her parents always have dinner at 8 p.m.

1. We / go to bed / often / early

2. Sky and Zheng / on time / always / for the training sessions / be

3. Mary / rarely / have lunch / at home

E Look at the information from the table. Use the adjectives in brackets to compare these schools. There is one example.

	Sky Brown's school (USA)	Zheng Haohao's school (China)	
	85 classrooms and 1200 students	35 classrooms and 600 students	
	Students from 15 to 18 years old	Students from 6 to 14 years old	
	Old library	Modern library	

- Zheng's school is *smaller than* (small) Sky's school.
1. Sky Brown's school is _____ (**big**) Zheng Haohao's school.
 2. The students in Zheng's school are _____ (**young**) in Sky's school.
 3. The library in Zheng's school is _____ (**modern**) the library in Sky's school.

F Fill in the gaps with the superlative of the adjectives in brackets.

1. The playground in my school is _____ (**beautiful**) in the city. It's lovely!
2. These students are _____ (**happy**) students. They only have classes in the morning.
3. My classmate Sheila has _____ (**bad**) grades of all because she doesn't study.
4. Jack is _____ (**old**) in class. He turns 12 next month.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write a text with the title “A day in my life” (25-35 words).

Don’t forget to mention:

- your name; age; birthday;
- what you do in the morning;
- what your favourite subjects at school are;
- what you do in the evening.





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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

A day in the life of a young Olympian

Meet Zheng Haohao, the youngest athlete at the 2024 Paris Olympics. She is 11 years old and she was born in China. She is a talented skateboarder. Her English nickname is Lilibet.

- 5 She wakes up early, at 5:00 a.m. She starts her day with a healthy breakfast: oatmeal¹, fruit and juice. Then, she goes to the skatepark for her first training session. She practises for two hours.

- 10 After training, she goes to school. She studies maths, science, Chinese and English, just like other kids her age. Her favourite subject is PE. She is one of the fittest students in class.

In the afternoon, she has her second training session, working on advanced tricks and routines. Sometimes she also does yoga or goes to the gym after this session.

- 15 In the evening, she always has time to have fun. She enjoys traditional extracurricular activities like learning the piano and painting. When people ask her what she really likes besides² skateboarding she answers: “Oreos and candy... are life!”

Her day ends early. She goes to bed at 9:00 p.m. to rest for another busy day. Her dedication inspires young people everywhere!

**Vocabulary help**¹ oatmeal = aveia² besides = para além de**A Circle the correct word to complete the sentences.**

1. Zheng is **twelve** / **eleven** years old.
2. Her day starts with a good **breakfast** / **table** full of healthy food and a drink.
3. She has **two** / **three** training sessions a day.
4. She also has fun and she enjoys painting or playing the **football** / **piano**.
5. She always goes to **bed** / **school** at nine p.m.

B Match the questions with the answers.

1. What time does Zheng wake up? ☐
2. Which school subjects does she have? ☐
3. Does she have a favourite subject? ☐
4. What does she sometimes do after the afternoon training session? ☐

- a) Science, Chinese, English and PE.
- b) Yes, she does. It's PE.
- c) At 5 a.m.
- d) She does yoga or goes to the gym.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

- A** Complete the sentences with the daily routine activities or household chores from the box. Then **circle** the correct times.

cook • go to school • get up • do my homework
have dinner • tidy my bedroom



1. I _____
at **half past seven** /
a quarter past seven.



2. I _____ my
breakfast at **nine o'clock** /
a quarter to eight.



3. I _____
at **ten past eight** /
ten to eight.



4. I _____
at **a quarter past five** /
a quarter to six.



5. I _____
at **half past seven** /
a quarter past seven.



6. I _____
at **eight o'clock** /
seven o'clock.

- B** Read the clues. Choose the places in a school and the school subjects from the box.

Places in a school

1. This is where you have lunch. _____
2. This is where you have classes. _____
3. This is where you borrow books. _____

School subjects

4. You learn to make calculations. _____
5. You learn about the past. _____

canteen
classroom
maths
history
library

C Circle the correct verb form to complete the sentences.

1. Lilibet and her friends **goes / go** to a school in China.
2. She **do / does** her homework after school, but she **doesn't have / don't have** too much time to study.
3. Her friends **study / studies** a lot because they **doesn't want / don't want** to get bad grades.
4. "When **does you help / do you help** your mother with the chores?" "Every day."
5. "Does Zheng tidy / Do Zheng tidy her bedroom?" "Yes, she **doesn't / does**."

D Tick (✓) the correct sentence.

1. a) ☐ We often go to bed early.
b) ☐ We go often to bed early.
2. a) ☐ Sky and Zheng always are on time for the training sessions.
b) ☐ Sky and Zheng are always on time for the training sessions.
3. a) ☐ Mary rarely has lunch at home.
b) ☐ Mary has lunch at home rarely.

E Look at the information from the table. Circle the correct form of the adjectives to make correct sentences. There is one example.

	Sky Brown's school (USA)	Zheng Haohao's school (China)	
	85 classrooms and 1200 students	35 classrooms and 600 students	
	Students from 15 to 18 years old	Students from 6 to 14 years old	
	Old library	Modern library	

- Zheng's school is **smaller than / bigger than** Sky's school.
1. Sky Brown's school is **bigger than / big than** Zheng Haohao's school.
 2. The students in Zheng's school are **younger than / older than** in Sky's school.
 3. The library in Zheng's school is **modern than / more modern than** the library in Sky's school.

F Circle the correct superlative form of the adjectives to complete the sentences.

1. The playground in my school is the **most beautiful / the beautiful** in the city. It's lovely!
2. These students are **the happy / the happiest** students. They only have classes in the morning.
3. My classmate Sheila has **the bad / the worst** grades of all because she doesn't study.
4. Jack is **the oldest / the most old** in class. He turns 12 next month.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete a text with the title “A day in my life” (25-35 words).

My name is _____.

I’m _____ years old and my birthday is on _____.

I _____ at _____ (*time*), _____ and _____ (*what you do in the morning*). My classes start at _____ (*time*). My favourite subjects are _____ and _____.

In the evening I _____ (*what you do in the evening*).

I go to bed at _____ (*time*).



Good work!



Table of specifications (Unit 3)

Listening Test 3A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Locais na cidade e lojas Atividades para fazer na cidade	A. Assinalar os locais mencionados.	4 x 10% = 40%	Resposta errada: 0 pontos
	Locais na cidade e lojas Atividades para fazer na cidade	B. Completar as frases com as palavras em falta.	10 x 6% = 60%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 3A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Locais na cidade e lojas Atividades para fazer na cidade	A. Legendar imagens com expressões do texto.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Identificar se as frases são verdadeiras ou falsas e corrigir as falsas.	5 x 3% = 15%	5 x 7% = 35%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		C. Responder a perguntas sobre os textos.	5 x 4% = 20%	5 x 10% = 50%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			41%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Locais na cidade e lojas	A. Legendar as imagens.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Atividades para fazer na cidade	B. Ler as dicas e escolher a atividade da caixa correspondente.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Past simple – verb to be	C. Completar o texto com as formas corretas do verbo to be no past simple.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	Past simple – there + to be	D. Formar as frases com there + to be no past simple.	3 x 2% = 6%	3 x 6% = 18%	Resposta errada: 0 pontos
	Past simple – regular verbs (affirmative/negative)	E. Escolher a forma correta dos verbos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Past simple – regular verbs (all forms)	F. Completar o diálogo com o past simple dos verbos entre parêntesis.	8 x 1% = 8%	8 x 4% = 32%	Resposta errada: 0 pontos
Total:			39%	100%	

Table of specifications (Unit 3)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: Descrição de uma cidade e das atividades realizadas.	Escrever uma pequena <i>review</i> de uma visita a uma cidade.	20%	100%	<i>Ver tabela abaixo.</i>
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (25-35 palavras)	Escreve um texto com um mínimo de 25 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 3B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Locais na cidade e lojas Atividades para fazer na cidade	A. Assinalar os 4 locais mencionados.	4 x 10% = 40%	Resposta errada: 0 pontos
	Locais na cidade e lojas Atividades para fazer na cidade	B. Completar as frases com as palavras em falta fornecidas na caixa.	10 x 6% = 60%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 3B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Locais na cidade e lojas Atividades para fazer na cidade	A. Legendar imagens com expressões do texto.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Identificar se as frases são verdadeiras ou falsas.	5 x 3% = 15%	5 x 7% = 35%	Resposta errada: 0 pontos
		C. Escolher a resposta certa para responder às perguntas sobre o texto.	5 x 4% = 20%	5 x 10% = 50%	Resposta errada: 0 pontos
		Total:		41%	100%

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Locais na cidade e lojas	A. Escolher a opção correta para legendar as imagens.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Atividades para fazer na cidade	B. Ler as dicas e escolher a atividade da caixa correspondente.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past simple – verb to be</i>	C. Escolher as formas corretas do verbo <i>to be</i> no <i>past simple</i> para completar o texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Past simple – there + to be</i>	D. Escolher a frase correta.	3 x 2% = 6%	3 x 6% = 18%	Resposta errada: 0 pontos
	<i>Past simple – regular verbs (affirmative/negative)</i>	E. Escolher a forma correta dos verbos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Past simple – regular verbs (all forms)</i>	F. Escolher a forma correta dos verbos para completar o diálogo.	8 x 1% = 8%	8 x 4% = 32%	Resposta errada: 0 pontos
Total:			39%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: Descrição de uma cidade e das atividades realizadas.	Completar uma pequena <i>review</i> de uma visita a uma cidade, de acordo com as orientações fornecidas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

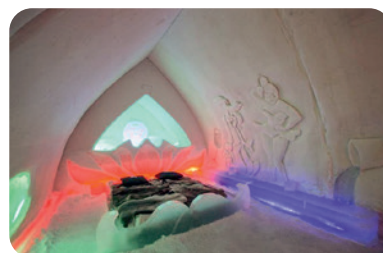
Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____



Listen and tick (✓) the places or activities Martin visited and tried.

Track 10

1. ☐2. ☐3. ☐4. ☐5. ☐6. ☐

Listen again. Fill in the gaps with the missing words.

1. Martin stayed in Lapland for _____ days in the month of _____.
2. In Rovaniemi, the biggest city, they walked along the busy _____.
3. There were lots of _____ and _____ for tourists.
4. What he really enjoyed in the city was the Arktikum _____.
5. They stayed in a _____ made of ice and enjoyed the _____ at a national _____.
6. Seeing the Northern Lights (aurora borealis) was the best moment! They _____ the beauty of those lights!



Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

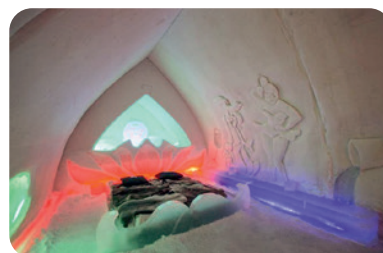
Teacher: _____

Enc. Educação: _____



Track 10

Listen and tick (✓) the four (4) places and activities Martin visited and tried.

1. ☐2. ☐3. ☐4. ☐5. ☐6. ☐

Listen again. Complete the sentences with the words from the box.

restaurants • admired • five • views • shops • streets
park • hotel • December • Museum

- Martin stayed in Lapland for _____ days in the month of _____.
- In Rovaniemi, the biggest city, they walked along the busy _____.
- There were lots of _____ and _____ for tourists.
- What he really enjoyed in the city was the Arktikum _____.
- They stayed in a _____ made of ice and enjoyed the _____ at a national _____.
- Seeing the Northern Lights (aurora borealis) was the best moment! They _____ the beauty of those lights!



Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Read the reviews.



Martha Thomson

**"Amazing Abu Dhabi Adventure – Fun for Everyone!"**

Last month, I visited Abu Dhabi with my family, and it was one of the best trips ever! The city is so cool, with big buildings, fun parks, and lots of exciting things to do. Here's what I loved the most:

Day 1: A Big, Beautiful Mosque

We visited the Sheikh Zayed Grand Mosque, and it was GIGANTIC! The white walls and shiny floors looked like a palace. There were pools that reflected the mosque – it was magical! Remember to wear nice, modest clothes when you visit.

Day 2: Art and Beach Fun

We visited the Louvre Abu Dhabi, a museum with really cool art. Later, we walked along the beach at the Corniche, and the water was so blue. You can even ride bikes there!

Day 3: Fast and Fun Rides

The best day was at Ferrari World. We tried the *Formula Rossa*, the fastest roller coaster¹ in the world! It was so exciting. There was also a kids' zone with fun car-themed games.

Day 4: Desert Adventures

The desert was amazing! There were camels and at night we tried yummy food and watched dancers under the stars. Don't worry – there are burgers and pizzas, too, if you want them!

Abu Dhabi is so much fun! You can learn new things, see cool places, and have exciting adventures. I loved every moment and can't wait to go back.

10/10 – Perfect for families!

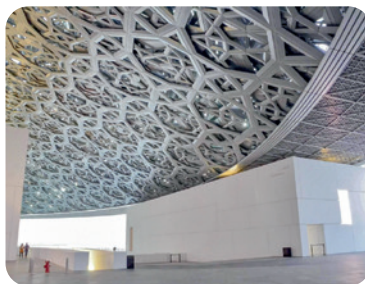
 **Glossary help**

¹ roller coaster = montanha-russa

A Label the pictures with the underlined phrases from the reviews.



1. _____



2. _____



3. _____

B Say if the sentences are true (T) or false (F). Correct the false ones.

1. The Sheikh Zayed Grand Mosque was very small.

T F
☐ ☐

2. There were pools that reflected the mosque.

☐ ☐

3. Martha visited a museum called the Louvre Abu Dhabi.

☐ ☐

4. There weren't any animals in the desert.

☐ ☐

5. The Formula Rossa was the slowest roller coaster in the world.

☐ ☐

C Answer the questions. Give complete answers.

1. Who was with Martha on this trip?

2. What did Martha visit on day 2?

3. Where was the best day?

4. Was there a kids' zone at Ferrari World?

5. Why was the desert amazing?

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Label the places in the city and shops.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Complete the tips from a travel guide. Use the things to do in a city from the box. There are two extra activities.

Admire the landmarks • Visit a museum • Walk along the streets • Try local food
Shop for clothes • Enjoy the view • Explore the parks

1. _____ – located in a city whose name means “cat” in Malaysia, it is filled with feline-themed objects, paintings, and cultural items.



2. _____ – the Grand Bazaar (Istanbul, Turkey) offers a unique shopping experience.



3. _____ – in Paris you’ll find the Eiffel Tower, the Louvre Museum, Notre Dame cathedral and many others.



4. _____ – from the top of the Empire State Building you can see all of New York City! It’s amazing!



5. _____ – black ice cream in Los Angeles (USA) is definitely something you can’t miss!



C Complete the text with the correct past simple form of the verb *to be*.

I ¹ _____ in Warner Bros World Abu Dhabi. It ² _____ amazing. Luckily, the weather ³ _____ (**not**) very hot. My friends and I ⁴ _____ quite excited to see the theme park. We ⁵ _____ (**not**) sure where to go first, but Batman: Knight Flight ⁶ _____ our first ride. Awesome!

⁷ _____ it an experience to repeat? Yes, it ⁸ _____. Definitely!



D Make sentences with *there + to be* in the past simple. There is one example.

- a huge shopping centre / in Abu Dhabi / There was a huge shopping centre in Abu Dhabi.
- 1. many zoos / in the city centre / _____
- 2. a Harry Potter museum / in Dubai / _____
- 3. beaches / in Abu Dhabi / _____

E Circle the correct verb form of the past simple.

1. They **explore** / **explored** / **explores** the parks in the city on their last trip to Paris.
2. We **didn't enjoy** / **didn't enjoyed** / **not enjoy** the view because it was foggy.
3. They **shopped** / **shop** / **shops** for clothes at the local market.
4. I **didn't used** / **didn't use** / **not use** public transport; I **walk** / **walked** / **walks** instead.
5. We **tries** / **tried** / **try** local food at a small restaurant.

F Complete the text with the correct past simple form of the regular verbs in brackets.

Emma: Hi, Jake! How was the semester break? How was your trip last weekend?

Jake: It was great! I ¹ _____ (**visit**) Paris with my family. And you? ² _____ you _____ (**travel**)?

Emma: Yes! To Rome. What ³ _____ you _____ (**like**) the most in Paris?

Jake: Well, we ⁴ _____ (**admire**) the Eiffel Tower and ⁵ _____ (**walk**) along the River Seine.

Emma: That sounds amazing! ⁶ _____ you _____ (**try**) any French food?

Jake: Yes, some delicious crepes. My mother didn't like the crepes that much...

Emma: Oh, the usual... my parents ⁷ _____ (**not want**) to try Italian lasagne... Can you believe that?

Jake: Really?! Did you enjoy Rome?

Emma: Yes, I ⁸ _____! It was great!

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: **Write a review about a city you visited (25-35 words).****Don't forget to:**

- create a title for your review (a sentence to motivate the reader);
- say where; when; who you went with;
- mention the places in the city you visited;
- mention the activities you did there.



Good work!

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Read the reviews.



Martha Thomson

**“Amazing Abu Dhabi Adventure – Fun for Everyone!”**

Last month, I visited Abu Dhabi with my family, and it was one of the best trips ever! The city is so cool, with big buildings, fun parks, and lots of exciting things to do. Here's what I loved the most:

Day 1: A Big, Beautiful Mosque

We visited the Sheikh Zayed Grand Mosque, and it was GIGANTIC! The white walls and shiny floors looked like a palace. There were pools that reflected the mosque – it was magical! Remember to wear nice, modest clothes when you visit.

Day 2: Art and Beach Fun

We visited the Louvre Abu Dhabi, a museum with really cool art. Later, we walked along the beach at the Corniche, and the water was so blue. You can even ride bikes there!

Day 3: Fast and Fun Rides

The best day was at Ferrari World. We tried the *Formula Rossa*, the fastest roller coaster¹ in the world! It was so exciting. There was also a kids' zone with fun car-themed games.

Day 4: Desert Adventures

The desert was amazing! There were camels and at night we tried yummy food and watched dancers under the stars. Don't worry – there are burgers and pizzas, too, if you want them!

Abu Dhabi is so much fun! You can learn new things, see cool places, and have exciting adventures. I loved every moment and can't wait to go back.

10/10 – Perfect for families!

 **vocabulary help**

¹ roller coaster = montanha-russa

A Label the pictures with the underlined phrases from the reviews.



1. _____



2. _____



3. _____

B Say if the sentences are true (T) or false (F).

1. The Sheikh Zayed Grand Mosque was very small.
2. There were pools that reflected the mosque.
3. Martha visited a museum called the Louvre Abu Dhabi.
4. There weren't any animals in the desert.
5. The Formula Rossa was the slowest roller coaster in the world.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Read the questions and tick (✓) the correct answer.

1. Who was with Martha on this trip?

a) ☐ Her family.
b) ☐ Her friends.
c) ☐ She was alone.
2. What did Martha visit on day 2?

a) ☐ She tried local food.
b) ☐ She visited a museum and the beach.
c) ☐ She walked along the streets.
3. Where was the best day?

a) ☐ At the *Corniche* beach.
b) ☐ At Ferrari World.
c) ☐ In the desert.
4. Was there a kids' zone at Ferrari World?

a) ☐ Yes, there was.
b) ☐ No, there wasn't.
c) ☐ Yes, there was, but it was closed.
5. Why was the desert amazing?

a) ☐ It was quite hot.
b) ☐ There was great food.
c) ☐ There were camels, yummy food and dancers.

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

A

Circle the correct word to label the places in the city and shops.



1. bookshop / shopping centre



2. library / clothes shop



3. sports shop / stadium



4. stadium / train station



5. town hall / fire station



6. train station / bridge

B

Complete the tips from a travel guide. Use the things to do in a city from the box.

Admire the landmarks • Visit a museum • Try local food
Shop for clothes • Enjoy the view

1. _____ – located in a city whose name means “cat” in Malaysia, it is filled with feline-themed objects, paintings, and cultural items.

2. _____ – the Grand Bazaar (Istanbul, Turkey) offers a unique shopping experience.

3. _____ – in Paris you’ll find the Eiffel Tower, the Louvre Museum, Notre Dame cathedral and many others.

4. _____ – from the top of the Empire State Building you can see all of New York City! It’s amazing!

5. _____ – black ice cream in Los Angeles (USA) is definitely something you can’t miss!



C Circle the correct past simple form of the verb *to be*.

I ¹ **were / was** in Warner Bros World Abu Dhabi. It ² **was / were** amazing. Luckily, the weather ³ **weren't / wasn't** very hot. My friends and I ⁴ **were / was** quite excited to see the theme park. We ⁵ **weren't / wasn't** sure where to go first, but Batman: Knight Flight ⁶ **was / were** our first ride. Awesome!

⁷ **Were / Was** it an experience to repeat? Yes, it ⁸ **was / were**. Definitely!



D Tick (✓) the correct sentence. There is one example.

- a) ☒ There was a huge shopping centre in Abu Dhabi.
- b) ☐ There were a huge shopping centre in Abu Dhabi.
- 1. a) ☐ There wasn't many zoos in the city centre.
- b) ☐ There were many zoos in the city centre.
- 2. a) ☐ There wasn't a Harry Potter museum in Dubai.
- b) ☐ There weren't a Harry Potter museum in Dubai.
- 3. a) ☐ Was there beaches in Abu Dhabi?
- b) ☐ Were there beaches in Abu Dhabi?

E Circle the correct verb form of the past simple.

1. They **explored / explores** the parks in the city on their last trip to Paris.
2. We **didn't enjoy / didn't enjoyed** the view because it was foggy.
3. They **shopped / shopped** for clothes at the local market.
4. I **didn't use / not used** public transport; I **walked / walks** instead.
5. We **tried / tried** local food at a small restaurant.

F Circle the correct past simple form of the regular verbs.

Emma: Hi, Jake! How was the semester break? How was your trip last weekend?

Jake: I ¹ **visited / visit** Paris with my family. And you? ² **Do you travel / Did you travel?**

Emma: Yes! To Rome. What ³ **did you like / did you liked** the most in Paris?

Jake: Well, we ⁴ **admire / admired** the Eiffel Tower and ⁵ **walks / walked** along the River Seine.

Emma: That sounds amazing! ⁶ **Did you try / Did you tried** any French food?

Jake: Yes, some delicious crepes. My mother didn't like the crepes that much...

Emma: My parents ⁷ **didn't wanted / didn't want** to try Italian lasagne...

Jake: Really?! Did you enjoy Rome?

Emma: Yes, I ⁸ **didn't / did!** It was great!

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

Mark: _____ Teacher: _____ Enc. Educação: _____

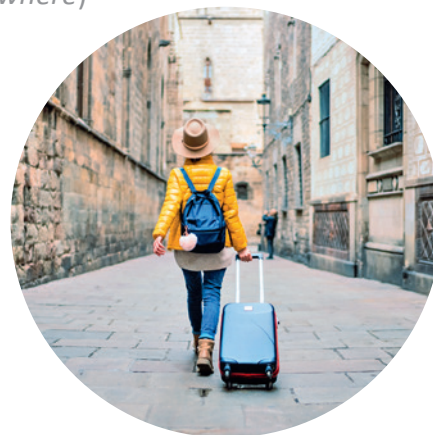
Complete the review about a city you visited (25-35 words).

Title: _____

_____ (when) I went to _____ (where)
with my _____ (who with).

We visited _____
and _____ (two places you visited).

We _____
_____ and _____
(two activities you did).



Good work!



Table of specifications (Unit 4)

Listening Test 4A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Férias e viagens Atividades de verão	A. Ouvir os anúncios e escolher a opção correta.	4 x 10% = 40%	Resposta errada: 0 pontos
		B. Completar as frases com as palavras da caixa.	6 x 10% = 60%	Resposta errada: 0 pontos
		Total:		

Progress Test 4A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Férias e viagens Atividades de verão	A. Escolher o nome correto para completar as frases.	5 x 2% = 10%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Responder a perguntas sobre o texto.	5 x 4% = 20%	5 x 12% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			30%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Férias e viagens	A. Organizar as palavras/expressões de acordo com a categoria correspondente.	8 x 2% = 16%	8 x 3% = 24%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Atividades de verão	B. Legendar as imagens.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Férias; viagens e atividades de verão	C. Escolher a opção correta para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Past simple – irregular verbs	D. Completar a tabela com o past simple dos verbos irregulares fornecidos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Past simple – irregular verbs (affirmative/negative)	E. Completar as frases com o past simple dos verbos fornecidos entre parêntesis.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Past simple – irregular verbs (interrogative)	F. Fazer perguntas e dar respostas de acordo com as imagens.	3 x 1% = 3%	3 x 2% = 6%	Resposta errada: 0 pontos
	Be going to (affirmative/negative)	G. Completar as frases com be going to, de acordo com a lista de atividades apresentada.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Be going to (interrogative)	H. Fazer perguntas e dar respostas de acordo com a lista de atividades do exercício anterior.	4 x 1% = 4%	4 x 2,5% = 10%	Resposta errada: 0 pontos
Total:			50%	100%	

Table of specifications (Unit 4)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: Descrição das últimas férias de verão.	Escrever <i>post</i> de <i>blogue</i> sobre as últimas férias de verão, de acordo com as orientações dadas.	20%	100%	Ver tabela abaixo.
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (25-35 palavras)	Escreve um texto com um mínimo de 25 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 4B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Férias e viagens Atividades de verão	A. Ouvir os anúncios e escolher a opção correta.	4 x 10% = 40%	Resposta errada: 0 pontos
		B. Completar as frases com as palavras da caixa.	6 x 10% = 60%	Resposta errada: 0 pontos
		Total:		

Progress Test 4B

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Férias e viagens Atividades de verão	A. Escolher o nome correto para completar as frases.	5 x 2% = 10%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Completar as respostas às perguntas sobre os textos com uma palavra.	5 x 4% = 20%	5 x 12% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			30%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Férias e viagens	A. Organizar as palavras/expressões de acordo com a categoria correspondente.	8 x 2% = 16%	8 x 3% = 24%	Resposta errada: 0 pontos
	Atividades de verão	B. Escolher a opção correta para legendar as imagens	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Férias; viagens e atividades de verão	C. Escolher a opção correta para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Past simple – irregular verbs	D. Escolher a forma correta do past simple dos verbos irregulares fornecidos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Past simple – irregular verbs (affirmative/negative)	E. Escolher a forma verbal correta da caixa para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Past simple – irregular verbs (interrogative)	F. Completar as perguntas e respostas de acordo com as imagens.	3 x 1% = 3%	3 x 2% = 6%	Resposta errada: 0 pontos
	Be going to (affirmative/negative)	G. Escolher a opção correta e completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Be going to (interrogative)	H. Fazer perguntas e completar respostas de acordo com a lista de atividades do exercício anterior.	4 x 1% = 4%	4 x 2,5% = 10%	Resposta errada: 0 pontos
Total:			50%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: Descrição das últimas férias de verão.	Completar um <i>post de blogue</i> sobre as últimas férias de verão, de acordo com as orientações dadas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



Track 11

Listen to four announcements. Tick (✓) the correct option for each one.

1.

- a) ☐ The bus to Oxford leaves in 5 minutes from platform 10.
b) ☐ The train to Oxford leaves in 5 minutes from platform 10.
c) ☐ The train to Oxford leaves in 10 minutes from platform 5.

2.

- a) ☐ Passengers need their passport and ticket to board Flight 372 to Paris.
b) ☐ Passengers need to go immediately to gate 372.
c) ☐ Flight 12 to Paris is now boarding.

3.

- a) ☐ Guests can leave the suitcases in the hotel room.
b) ☐ If guests arrive early, it's possible to leave their suitcases at the front desk.
c) ☐ Breakfast starts at 7 a.m. and finishes at 2 p.m.

4.

- a) ☐ In this City Tour Bus they are going to visit a castle and a theme park.
b) ☐ Passengers shouldn't leave their seats.
c) ☐ They can't take their camera with them.



Track 12

Listen to a tour guide. Complete the sentences with the words from the box. There are three extra words.

canoeing • surfing • Australia • sunbathing • cafés •
Pool • camera • taking photos • Malibu



1. Bondi Beach is in _____.
2. Many people visit Bondi Beach to go _____ because the waves are big.
3. The Bondi Icebergs _____ is next to the ocean and feels like you are in the sea.
4. Along the walking path, you can see people jogging, walking or _____.
5. There are many _____ near the beach where visitors can eat or drink.
6. Don't forget to take your _____ to remember your trip to Bondi Beach.

Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



Track 11

Listen to four announcements. Tick (✓) the correct option.

1.

- a) ☐ The train to Oxford leaves in 5 minutes from platform 10.
b) ☐ The train to Oxford leaves in 10 minutes from platform 5.

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- a) ☐ Passengers need their passport and ticket to board Flight 372 to Paris.
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- a) ☐ Guests can leave the suitcases in the hotel room.
b) ☐ If guests arrive early, it's possible to leave their suitcases at the front desk.

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- a) ☐ In this City Tour Bus they are going to visit a castle and a theme park.
b) ☐ Passengers shouldn't leave their seats.



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Listen to a tour guide. Complete the sentences with the words from the box.

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5. There are many _____ near the beach where visitors can eat or drink.
6. Don't forget to take your _____ to remember your trip to Bondi Beach.

Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Read the blog posts.

A life in a rucksack

**"A day in the mountains"**

Hi, I'm Liam and I'm 13! Last weekend, my family and I went on a rucksack trip to the mountains. We woke up early and packed everything we needed: snacks, water, a map and jackets. My rucksack was heavy, but I felt excited.

We hiked all morning. The air was fresh, and the trees were so tall. At lunchtime, we found a small lake. We sat on big rocks and ate sandwiches. The view was amazing.

In the afternoon, we reached the top of the mountain. My mom took a photo of me with my rucksack. It was the best day ever. I love going on adventures with my family. We're going to do it again next year!

**"Fun at the beach"**

Hi, I'm Emma! I'm 11 years old. Last Saturday, my family and I went to the beach with our rucksacks. We packed towels, sunscreen, water bottles and some snacks. My dad also brought a kite, which was so cool! When we got to the beach, I wore my swimsuit and ran to the water. My brother and I collected seashells¹ and put them in a small pocket in my rucksack.

Later, we tried paddleboarding. Then, we flew the kite. It went so high that we didn't see it the whole time! At the end of the day, we sat on a blanket² and watched the sunset. It was a perfect beach trip!

Vocabulary help

¹ seashells = conchas² blanket = cobertor**A** Write *Liam* or *Emma* to make correct sentences.

- _____ went to the mountains and _____ went to the beach.
- _____ had a heavy rucksack.
- _____ flew a kite and _____ ate some sandwiches.

B Answer the questions. Give complete answers.

- What did Liam take in his rucksack? _____
- Where did Liam sit to eat his sandwich? _____
- Who took a photo of Liam with his rucksack? _____
- Which activity did Emma and her family try before flying a kite? _____
- When did Emma watch the sunset? _____

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the words/expressions from the box under the correct category.go sightseeing • train • ticket • hang out with friends
campsite • passport • resort • plane

1. How to go	2. What to take	3. Where to stay	4. What to do
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B Label the summer activities.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C Circle the correct options to complete the sentences.

- We stayed in an expensive **hotel** / **helicopter** / **suitcase** in the Caribbean.
- Liam's mother had a wonderful **ticket** / **resort** / **camera** to take photos.
- I'm very good at **going to the beach** / **eating ice cream** / **paddleboarding**.
- Going to a water park** / **A resort** / **A helicopter** is my favourite summer activity.
- I prefer to travel by **underground** / **boat** / **rucksack** when I'm visiting a city!

D Fill in the gaps with the past simple of the irregular verbs.

1. go _____ 3. eat _____ 5. find _____
 2. have _____ 4. do _____ 6. write _____

E Complete the sentences with the past simple (affirmative and negative) of the verbs.

1. Liam and Emma _____ (spend) a great time with their families.
 2. They _____ (take) food in their rucksacks.
 3. The family _____ (not swim) in the pool – they prefer the sea!
 4. I _____ (forget) my passport, so I _____ (not go) abroad.

F Look at the pictures. Ask and answer. There is one example.

- he / go surfing Did he go surfing?
Yes, he did.
 1. they / take photos _____?
 _____?
 2. Liam / eat / soup _____?
 _____?
 3. Emma / fly a kite _____?
 _____?

G What is/isn't Emma going to do next summer? Look at her bucket list and complete the sentences. There is one example.

- Emma is going to buy a new swimsuit.
 1. She _____ different ice cream flavours.
 2. Emma and her family _____ to a deserted beach.
 3. She _____ with sharks.
 4. Emma and Sarah _____ big waves.
 5. Emma _____ all day.

**H Look at Emma's summer bucket list again. Ask and answer.**

1. Emma / buy a new swimsuit " _____ ?" " _____, _____."
 2. Emma and Sarah / surf big waves " _____ ?" " _____, _____."
 3. Emma / swim with sharks " _____ ?" " _____, _____."
 4. Emma and her family / go to a desert beach " _____ ?" " _____, _____."

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write a blog post about your last summer holidays (25-35 words).

Don't forget to mention:

- where you went and who with;
- how you went and where you stayed;
- what you took;
- what you did.



Good work!



Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Read the blog posts.

A life in a rucksack



"A day in the mountains"

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We hiked all morning. The air was fresh, and the trees were so tall. At lunchtime, we found a small lake. We sat on big rocks and ate sandwiches. The view was amazing.

In the afternoon, we reached the top of the mountain. My mom took a photo of me with my rucksack. It was the best day ever. I love going on adventures with my family. We're going to do it again next year!



"Fun at the beach"

Hi, I'm Emma! I'm 11 years old. Last Saturday, my family and I went to the beach with our rucksacks. We packed towels, sunscreen, water bottles and some snacks. My dad also brought a kite, which was so cool! When we got to the beach, I wore my swimsuit and ran to the water. My brother and I collected seashells¹ and put them in a small pocket in my rucksack.

Later, we tried paddleboarding. Then, we flew the kite. It went so high that we didn't see it the whole time! At the end of the day, we sat on a blanket² and watched the sunset. It was a perfect beach trip!

Vocabulary help

¹ seashells = conchas² blanket = cobertor**A** Write *Liam* or *Emma* to make correct sentences.

- _____ went to the mountains and _____ went to the beach.
- _____ had a heavy rucksack.
- _____ flew a kite and _____ ate some sandwiches.

B Read the questions and complete the answers with **ONE** word.

- What did Liam take on his rucksack? Liam took snacks, water, a _____ and jackets.
- Where did Liam sit to eat his sandwich? Liam sat on big _____.
- Who took Liam's photo with his rucksack? Liam's _____.
- Which activity did Emma try before flying a kite? She tried _____.
- When did Emma watch the sunset? At the end of the _____.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the words/expressions from the box under the correct category.go sightseeing • train • ticket • hang out with friends
campsite • passport • resort • plane

1. How to go	2. What to take	3. Where to stay	4. What to do
_____	_____	_____	_____
_____	_____	_____	_____

B Circle the correct summer activities to label the pictures.

1. sunbathing / hanging out with friends



2. going to a water park / going to the beach



3. going to a theme park / sunbathing



4. surfing / going to the swimming pool



5. going to the swimming pool / canoeing



6. canoeing / paddleboarding

C Circle the correct options to complete the sentences.

- We stayed in an expensive **hotel** / **suitcase** in the Caribbean.
- Liam's mother had a wonderful **ticket** / **camera** to take photos.
- I'm very good at **going to the beach** / **paddleboarding**.
- Going to a water park** / **A resort** is my favourite summer activity.
- I prefer to travel by **underground** / **boat** when I'm visiting a city!

D Circle the correct past simple form of the irregular verbs.

1. go: **went** / go / goes 3. eat: **ate** / eats / eat 5. find: **find** / found / finds
2. have: **has** / had / have 4. do: **does** / do / did 6. write: **write** / writes / wrote

E Complete the sentences with the correct verb forms from the box.

1. Liam and Emma _____ a great time with their families.
2. They _____ food in their rucksacks.
3. The family _____ in the pool – they prefer the sea!
4. I _____ my passport, so I _____ abroad.

took
didn't swim
forgot
spent
didn't go

F Look at the pictures. Ask and answer. There is one example.



- he / go surfing 1. they / take photos 2. Liam / eat / soup 3. Emma / fly a kite
Did he go surfing? _____ take Did _____? _____?
Yes, he did. photos? No, he _____. Yes, _____.
_____, they _____. _____

G Look at Emma bucket list. Then, circle and complete the sentences. There is one example.

- Emma is / isn't going to buy a new swimsuit.
1. She **isn't** / is going to _____ different ice cream flavours.
2. Emma and her family **are** / aren't going to _____ to a deserted beach.
3. She **isn't** / aren't going to _____ with sharks.
4. Emma and Sarah **are** / aren't going to _____ big waves.
5. Emma **is** / isn't going to _____ all day.



H Ask questions and complete the answers. There is one example.

- Emma / try different ice cream flavours
Is Emma going to try different ice cream flavours ?" "Yes, she is ."
1. Emma / buy a new swimsuit " _____ ?" "Yes, _____ ."
2. Emma and Sarah / surf big waves " _____ ?" "Yes, _____ ."
3. Emma / swim with sharks " _____ ?" "No, _____ ."
4. They / go to a desert beach " _____ ?" "No, _____ ."

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the blog post about your last summer holidays (25-35 words).

I went to _____
(where you went) with _____ (who you
went with). We went by _____ (how you went)
and stayed at a _____ (where you stayed). I took
my _____ (what you took).

We had a lot of fun. I _____, _____
and _____ (3 activities you did).



Good work!



Table of specifications

Extensive Reading Test – *Alice in Wonderland*

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão escrita Desenvolver a literacia, entendendo textos simplificados de leitura extensiva com vocabulário familiar.	Extensive Reading: <i>Alice in Wonderland</i>	A. Legendar imagens.	4 x 5% = 20%	Resposta errada: 0 pontos
		B. Ordenar eventos.	5 x 4% = 20%	Resposta errada: 0 pontos
		C. Fazer corresponder personagens a frases.	5 x 4% = 20%	Resposta errada: 0 pontos
		D. Corrigir frases falsas.	5 x 4% = 20%	Resposta errada: 0 pontos
		E. Escolher a opção correta.	5 x 2% = 10%	Resposta errada: 0 pontos
		F. Selecionar as palavras corretas.	5 x 2% = 10%	Resposta errada: 0 pontos
Total:			100%	

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Alice in Wonderland

A Label the pictures with the names of the characters from the box.

The White Rabbit • The Playing Cards • The Mad Hatter
The Queen Of Hearts • The Caterpillar • The King Of Hearts



1. _____



2. _____



3. _____



4. _____

B Order the events. Write numbers 1-6.

- ☐ The queen was mad at Alice because of the tarts.
- ☐ Alice found an animal that gave her something to make her big or small.
- ☐ Alice wanted to leave the hall, but the door was too small.
- ☐ Alice saw some gardeners painting roses.
- ☐ Alice went to a strange party.

C Who would say this? Match.

- 1. "Oh, no! I'm late!" ☐
- 2. "Now I'm too small..." ☐
- 3. "Take a bit of my mushroom." ☐
- 4. "It's always tea time!" ☐
- 5. "Cut off her head!" ☐

- a) Alice
- b) The Caterpillar
- c) The Mad Hatter
- d) The Queen of Hearts
- e) The White Rabbit

D These sentences from chapter 1 are wrong. Correct them.

- 1. Alice was with her mother. _____
- 2. Suddenly, a white cat ran past her. _____
- 3. The little bottle opened one of the doors. _____
- 4. There was a small cup of tea with the words "Drink me". _____
- 5. Inside the house she saw a small bottle on the bed. _____

E Tick (✓) the correct option to complete the sentences about chapters 2 and 3.

1. In the rabbit's house, Alice ate a small _____.
 a) ☐ biscuit
 b) ☐ cake
 c) ☐ tart
2. Alice found a giant _____ with a caterpillar on it.
 a) ☐ chocolate cake
 b) ☐ book
 c) ☐ mushroom
3. Alice found a house in the forest. There was a table in the _____.
 a) ☐ garden
 b) ☐ kitchen
 c) ☐ dining room
4. The Mad Hatter took a small _____ from his coat.
 a) ☐ watch
 b) ☐ tea cup
 c) ☐ bottle
5. At the Mad Hatter's house, it's always _____.
 a) ☐ midday.
 b) ☐ half past four.
 c) ☐ six o'clock.

F Which words are related to chapters 4 and 5?
 Tick (✓) the correct options.

- | | |
|---------------------------------------|---|
| 1. ☐ croquet | 5. ☐ princess |
| 2. ☐ football | 6. ☐ playing cards |
| 3. ☐ roses | 7. ☐ tarts |
| 4. ☐ flamingos | 8. ☐ biscuits |

Good work! 😊

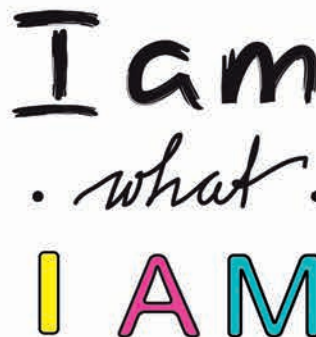
Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A podcast about you

A Answer these questions about you.

1. What's your name?
2. How old are you?
3. Where are you from?
4. Who do you live with?
5. What type of house do you live in?
6. What does your best friend look like?
7. What's your favourite free time activity? Why?



B Use the answers to the questions from exercise A to create a podcast about you. Then, present it in class. Don't forget to follow these guidelines:

1. Introduction

"Hi everyone, my name is... (*your name*), and I'm excited to share a little about myself today in the podcast... (*podcast's name – you should create a name for your podcast*)";

2. Personal details (age, nationality, hometown; family);

3. Type of house you live in;

4. Your best friend's physical description;

5. Free time activities;

6. Closing "Thank you for listening to my podcast. I hope you enjoyed learning about me!"

Language help

Introducing yourself

- Hi, my name is [name], and I'm [age] years old.
- I'm from [country], so I'm [nationality].

Talking about family

- I live with my [family members, e.g., parents, brother].
- My family is very [adjective, e.g. fun, friendly].

Talking about your house

- I live in a [type of house, e.g., flat, detached house]
- It has [number] rooms, and my favorite room is [room] because [reason].

Describing someone

- My best friend... [name] has got [adjective] [hair/eyes].
- He/She is [height, e.g., tall/short/medium height] and [build, e.g., slim/strong].
- One thing I admire about him/her is that he/she is [personality, e.g., kind].

Free time activities

- In my free time, I enjoy [activities, e.g., reading, playing football, cooking].
- I like it because it helps me to [relax, stay healthy, have fun].

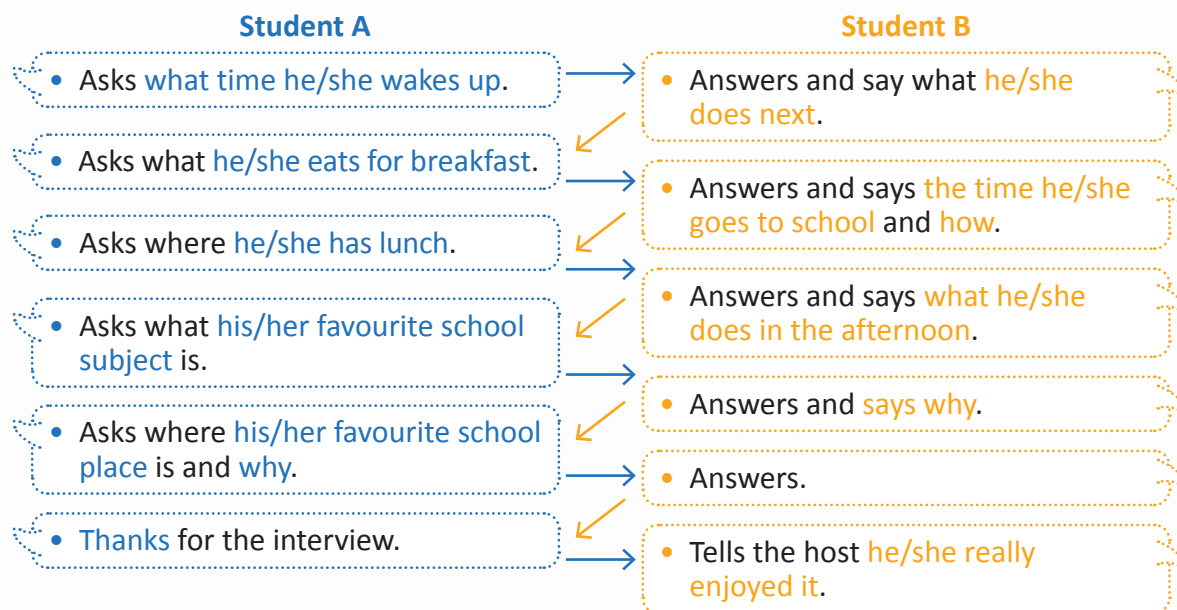
Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

An interview for the school radio

- A** You and your partner are going to prepare an interview for the school radio. Student A is the host and Student B is the guest. You can take turns.

Follow the guidelines below.



Language help

Host

Asking questions

- What time do you...?
- What do you eat...?
- Where do you have...? What's your favourite...? Why?
- Can you tell me about... your favourite school place/subject?

Polite expressions

- That's interesting!
- Thanks for sharing!

Guest

Answering questions

- I usually [verb], but sometimes I [verb]...
- After school, I like to [activity] because it helps me [relax/study...].
- My favorite subject/school place is [subject/school place] because [reason - it's cool; interesting/where I meet my friends...].

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Talking about last summer holidays

A Fill in the table with information about your last summer holidays.

Where you went	When and how you went	How long you stayed	Who you went with	What you did	What it was like (adjectives)

B Use the information from exercise A to do the following task.

Let's do a show-and-tell presentation using some photos from your last summer holidays. If you don't have them, do some research on the internet, print the pictures and bring them to class.

Tell the class about your last summer holidays while showing the photos.

Language help

- I went to... [the beach; Algarve...]
- I went in July/August/the first week of August... by car/plane...
- I stayed there for one/two weeks; the weekend...
- I went with my parents/family/friends/relatives...
- I went to the beach/went surfing/swam in the pool/hung out with friends...
- It was amazing/fantastic/a lot of fun...

Referring to the photos

- As you can see in this photo I went to...
- Here I am at [place – the beach, the pool...]
- This is a photo of [who/what]

Closing the presentation

- So, those were my holidays! I hope you enjoyed it!
- It was an unforgettable experience.
- Thank you for listening. Does anyone have any questions?

Produção oral

Descritores de desempenho

	Desenvolvimento temático – 25%	Fluência – 25%	Correção – 25%	Comunicação – 25%
N5 25%	• Apresenta informação relevante. • Tem um discurso claro e coerente.	• Comunica com espontaneidade/facilidade. • Faz pausas pontuais para planificar o discurso.	• Utiliza vocabulário adequado. • Pronuncia de forma clara.	• Domina as estruturas gramaticais simples, podendo cometer alguns erros em estruturas complexas. • Estabelece contacto visual com os/as colegas enquanto fala. • Demonstra à-vontade, segurança e confiança. • É expressivo/a.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta informação nem sempre relevante e nem sempre clara. • Tem um discurso nem sempre claro.	• Comunica com alguma facilidade. • Faz pausas para planificar/reformular o discurso.	• Utiliza vocabulário limitado. • Pronuncia de forma clara.	• Domina de forma elementar as estruturas gramaticais simples. • Nem sempre estabelece contacto visual com os/as colegas enquanto fala. • Demonstra pouco à-vontade, pouca segurança e confiança. • É pouco expressivo/a.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta informação pouco relevante e pouco clara. • Fala com frases isoladas.	• Comunica com muito pouca facilidade, o que impede frequentemente a compreensão. • Faz pausas e hesitações frequentes para planificar/reformular o discurso.	• Utiliza vocabulário muito limitado. • Pronuncia de forma pouco clara.	• Não domina as estruturas gramaticais simples, cometendo erros frequentes. • Não estabelece contacto visual com os/as colegas enquanto fala. • Demonstra muito pouco à-vontade, muito pouca segurança e confiança. • Tem muito pouca expressividade.

Oral Production Grid

N.º	Turma: Nome	Desenvolvimento temático	Fluência	Correção	Comunicação	Total
		25%	25%	25%	25%	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Interação oral

Descritores de desempenho

	Correção – 25%	Fluência – 25%	Entoação – 25%	Interação – 25%
N5 25%	- Mostra um bom domínio de estruturas essenciais e usa estruturas mais complexas. - Comete erros de forma esporádica, não impeditivos da comunicação. - Usa um leque de vocabulário variado e adequado para dar e trocar opiniões	- Produz frases relativamente longas ainda que com alguma hesitação. - Aborda o assunto de forma relevante apesar de alguma repetição. - Exprime-se com algum à-vontade. - Usa bastantes elementos de coesão.	- Exprime-se com pronúncia inteligível. - Usa a entoação geralmente adequada.	- Inicia, mantém e acaba uma conversa simples sobre o assunto e sabe reformular o discurso. - Troca informações relevantes com os pares e dá opinião. - Recupera aquilo que alguém disse, de modo a confirmar o entendimento mútuo.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Usa com correção estruturas gramaticais simples. - Comete alguns erros não impeditivos da comunicação. - Possui vocabulário suficiente para se exprimir.	- Produz frases que vão além de expressões curtas ainda que com alguma hesitação. - Aborda de forma geralmente relevante, mas podem ocorrer repetições. - Exprime-se com algum à-vontade ainda que com pausas para planejar. - Usa elementos básicos de coesão.	- É capaz de se exprimir, de uma forma geral, com pronúncia inteligível. - Demonstra algum controlo das características fonológicas da língua, tanto ao nível da palavra como da entoação frásica.	- Mantém uma conversa simples sobre o assunto, precisando de ajuda para reformular o discurso. - Dá opiniões ainda que com alguma hesitação e pouco envolvimento. - Faz perguntas aos pares e dá respostas de uma forma geralmente adequada.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Usa estruturas gramaticais simples e expressa-se com incorreções. - Possui um leque limitado de vocabulário para se exprimir	- Dá respostas muito curtas, com hesitações e pausas frequentes. - Repete informação. - Não usa elementos de coesão.	- Demonstra evidentes dificuldades em exprimir-se com uma pronúncia inteligível. - Possui um controlo limitado das características fonológicas da língua.	- Revela dificuldades em manter uma conversa simples. - Exprime-se e reage com evidentes dificuldades.

Oral Interaction Grid

N.º	Turma: Nome	Desenvolvimento temático	Fluência	Entoação	Interação	Total
		25%	25%	25%	25%	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

A Complete the table with the missing countries or nationalities.

Country	Nationality	Country	Nationality
1 _____	English	6 _____	American
Brazil	2 _____	Australia	7 _____
Canada	3 _____	France	8 _____
Portugal	4 _____	9 _____	Spanish
5 _____	Irish	10 _____	Mexican

B Circle the correct words to complete the physical descriptions of these Brawlers.

- Piper is **short** / **tall**. She has got **long** / **short** hair. She's wearing a **skirt** / **dress**.
- Melodie is **short** / **medium height**. She has got long **straight** / **curly** hair.
- Byron is **tall** / **short** and **slim** / **fat**. He has got **glasses** / **freckles** and a **moustache** / **beard**.
- Pam is **slim** / **fat**. She has got **big** / **small** eyes and **long** / **wavy** hair.

C Label the pictures with free time activities.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



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



Hello! My name ¹ _____ Miriam. I ² _____ English and I ³ _____ 11 years old. I ⁴ _____ a Brawl Stars fan. I love this game! My brother William ⁵ _____ also a fan of the game. My favourite character ⁶ _____ Poco, but my brother's favourite character ⁷ _____ (not) Poco. It ⁸ _____ Shade! Poco and Shade ⁹ _____ (not) very friendly, but they ¹⁰ _____ clever!

¹¹ _____ you also a Brawl Stars fan? Look at me wearing a Poco costume! ¹² _____ (not) it funny?

E Order the words to make sentences with the verb *have got* in the correct form. There is one example.

- Poco / a Mexican hat / have got Poco has got a Mexican hat.
- 1. short hair / Edgar / have got _____
- 2. glasses / not / have got / he _____
- 3. Edgar and Poco / big eyes / have got _____
- 4. they / have got / long hair / ? _____



F What are they doing? Complete with the present continuous of the verbs in brackets.



1. Emz _____
_____ (take) a selfie.



2. Melodie _____
_____ (sing).



3. They _____
_____ (run).



4. Poco _____
_____ (play) the guitar.

G Complete the sentences with the present continuous of the verbs in brackets.

1. Mike _____ (not play) Brawl stars now. He _____ (sleep).
2. Joan and Ruth _____ (not watch) TV. They _____ (swim).
3. Justin _____ (not read) a book. He _____ (draw).
4. "_____ Martha _____ (listen) to music?" "Yes, she _____."
5. "What _____ you and Peter _____ (do) at the moment?"
"We _____ (make) a Lego model."

Name: _____

No.: _____

Class: _____

Date: _____

- A** Complete the text with daily routine activities or household chores and the times. The pictures next to the gaps may help you.



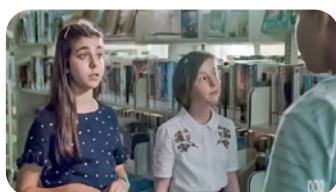
I'm Maudie Miller, a ten-year-old puzzle genius. I'm the creator of a detective agency in the Netflix series *InBESTigators*. I ¹ _____ at ² _____ and I ³ _____ . I always ⁴ _____ before leaving home. Then I ⁵ _____ with my friends Ezra and Ava. Classes start at ⁶ _____ . We always ⁷ _____ in the canteen. After school, I ⁸ _____ and then my friends and I are ready to solve a mystery. We always stay together until dinner time, at around ⁹ _____ . I ¹⁰ _____ for dinner. After dinner, I ¹¹ _____ and at ¹² _____ I ¹³ _____ .

- B** Label the *InBESTigators*' favourite school subjects.



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

- C** Where are they in school? Circle the correct option.



1. canteen / gym

2. library / assembly hall

3. sports field / classroom

- D** Complete the text with the present simple of the verbs in brackets.

Kyle is one of the detectives! He also ¹ _____ (have) a busy routine. Every day he ² _____ (wake up) early and ³ _____ (get) dressed. He ⁴ _____ (not eat) much for breakfast. He ⁵ _____ (brush) his teeth and off he ⁶ _____ (go). He and his friends always ⁷ _____ (go) to school together. They ⁸ _____ (not go) on foot – they ⁹ _____ (catch) the bus. He and his friends ¹⁰ _____ (investigate) crimes after school, but there's always time for football. When people ask him: "What ¹¹ _____ you (prefer)? Football or mystery?", he never ¹² _____ (know) what to answer! He ¹³ _____ (like) both!

E Rewrite the sentences. Use the adverb of frequency in brackets. There is one example.

- They go to school by bus. **(always)**

Ava always goes to school by bus

- Ava and Ezra eat cupcakes. **(often)**

Maudie _____

- Ezra plays football. **(sometimes)**

Maudie and Ava _____

- They are late for classes. **(never)**

Maudie _____

F Look at the picture and read the sentences. Circle the correct comparative form.



- Kyle is **taller than / shorter than** Ezra.
- Maudie's hair is **shorter than / longer than** Ava's hair.
- Maudie is **friendlier than / more friendly than** Ezra.
- Ezra's clothes are **more casual than / the more casual than** Ezra's clothes.

G Complete the sentences with the superlative of the adjectives in brackets.

- Maudie is _____ **(intelligent)** of them.
- Kyle is _____ **(tall)** and Maudie is _____ **(short)**.
- Kyle is _____ **(good)** at football, but he is _____ **(bad)** at maths.

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text messages and complete them with places in a city or shops. The first letter is given. Then match the messages with the pictures. Write 1-6.

1. Done! Meet you at the m _____ at 4 p.m. I love dinosaur exhibitions!

2. Great idea! Let's go to the c _____ s _____! I need a new pair of jeans!

3. What? You lost your wallet?! Go to the p _____ s _____ right away!

4. Ok! The train arrives at 5.30 p.m. Meet you at the t _____ s _____!

5. Don't go over the b _____! That road is dangerous!

6. WOW! Really?! There's a new l _____ in town!? Great – I love books!



B Circle the correct verb and unscramble the words to complete the sentences. There is one example.

• Visit / Shop a museum (MUMUSE) in Paris. The Louvre is very interesting!

1. In London don't forget to admire / try the _____ (LMARANDKS).

2. When I go to a new city centre, I always try / use the local _____ (ODFO).

3. WOW! You have to see this landscape! Hope you visit / enjoy the _____ (EWVI).

4. Explore / Walk along the _____ (SETTRES) in Rome. They're fantastic!

5. Shop / Admire for _____ (LHOTECS) in Dubai! The shopping centres are huge!

C Complete the dialogue with the past simple of the verb *to be* (*was/were; wasn't/weren't*).

Ryan: Where ¹ _____ you yesterday evening?

Monica: I ² _____ at the cinema with Carol.
Sonic the Hedgehog 3 was fantastic!

Ryan: Really? ³ _____ it better than the last one?
I'm sure it ⁴ _____ (**not**)!

Monica: Yes, it ⁵ _____. Definitely! And it ⁶ _____
filmed in London! My favourite city in the world!
I ⁷ _____ so excited!

Ryan: I bet you and Carol ⁸ _____ in the front row!

Monica: No, we ⁹ _____ (**not**) in the front row... there
were no seats! What a pity!
I ¹⁰ _____ (**not**) there on time to buy the tickets!



D Look at the pictures. Write questions and answers with *there + to be* in the past simple. There is one example.



- a sports event / a party

Was there a sports event?

No, there wasn't.

There was a party.



2. a train on the
street / police cars

_____?

_____, _____.

_____.



3. a nice restaurant

_____?

_____, _____.

_____.

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

1. Jim Carrey _____ (**play**) the villain Robotnik in the film *Sonic the Hedgehog*.
2. I _____ (**visit**) the city of London last summer and I _____ (**love**) it!
3. We _____ (**not explore**) all the parks, but we _____ (**admire**) incredible landmarks.
4. My family and I _____ (**not use**) public transport. We _____ (**rent**) a car.
5. "Where _____ you _____ (**taste**) the best food ever?" "In Lisbon!"
6. "_____ Luke _____ (**watch**) the film with you?" "No, he _____. He _____ (**stay**) at home. Luke _____ (**study**) for the test yesterday."
7. I _____ (**not prepare**) the English text about my favourite city.
That's why I _____ (**not receive**) a good mark!

Name: _____

No.: _____

Class: _____

Date: _____

- A** Look at a page of Alex's travel diary. Complete the text with the missing words/expressions. The first letter and the pictures may help you.

Dear diary,

Today was amazing! I woke up early and packed my ¹r_____  with my ²c_____ , passport, and a ³t_____  for the ⁴t_____ .

After breakfast, I took the ⁵u_____  to the centre of Lisbon. I took many photos and enjoyed the beautiful view of the city.

Later, I went to a small café to ⁶e_____ ⁱ_____ ^c_____ . It was very tasty.

In the afternoon, it was time to go sightseeing.

Before going back to my ⁷h_____ , I tried pastéis de Belém. They were sweet and delicious! I saw people riding ⁸b_____  near the river. The city was so lively!

Tomorrow, I'm going to the ⁹b_____  and ¹⁰h_____ o_____ w_____ f_____ .

I might also take a ¹¹b_____  to meet some friends who are staying in a nearby ¹²b_____ .

If I have time, I want to see the ¹³c_____  and the caravans there. I'll make sure to pack my ¹⁴l_____  properly for the next part of my trip.

"See" you tomorrow,

Alex

- B** Look at the objects. Label them with the correct summer activity.

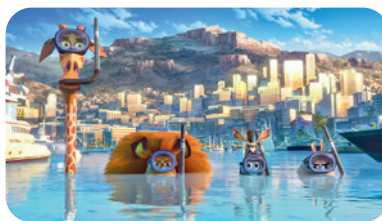


1. _____ 2. _____ 3. _____ 4. _____

- C** Which sentences are correct? Tick (✓) them.

1. ☐ I go to Madrid last summer holidays.
2. ☐ My parents went on an incredible trip to Madagascar.
3. ☐ We didn't ate ice cream yesterday.
4. ☐ My friend Thomas didn't write a travel journal while he was in Madagascar.

D Complete the sentences using the verbs *swim*, *fly* and *go* in the past simple.



1. They _____ to a water park.
2. They _____ in the sea.
3. They _____ to Rio de Janeiro.

E Fill in the gaps with the verbs in brackets in the past simple.

1. We _____ (run) in the park yesterday.
2. Jessie and I _____ (see) Cristiano Ronaldo in Madeira island, but we _____ (not meet) him. He was too busy.
3. My geography teacher _____ (not give) us a class yesterday. He _____ (drive) home earlier because he was sick.
4. I _____ (feel) very happy when I _____ (find) my passport! Luckily, I _____ (not forget) it at home!
5. "Where _____ you _____ (buy) your plane ticket?"
6. "_____ Mel and John _____ (spend) their holidays by the beach?"
"No, they _____. They _____ (spend) their holidays in the mountains."

F Make sentences with *be going to* and the underlined verbs.

1. We / travel / to Brazil / .

2. Josh / eat / typical Brazilian food / .

3. My friends / not sunbathe / next summer / .

4. Carol / not surf / this summer / .

5. your parents / spend / the summer abroad / ?

6. Jake / swim / in the pool / ?

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the sentences with the correct form of the verb *to be*

10 x 5% = 50%

1. My sister _____ a fan of the series *Wednesday*.
2. We _____ from Ireland. We _____ (not) English.
3. Bruno and Carlos _____ (not) at school. They _____ in the park.
4. "_____ you 11 years old?" "Yes, I _____."
5. "What nationality _____ Wednesday? _____ she English?" "No, she _____."

**B** Circle the form of the verb *have got* to make correct sentences.

10 x 5% = 50%

1. The twins **have got / has got / is** long hair. They **haven't got / hasn't got / has got** freckles.
2. Elisa **have got / are / has got** new trainers. They **haven't got / has got / hasn't got** many colours.
3. "**Have / Has / Is** he got a new car?" "Yes, he **has / hasn't / have**."
4. I **haven't got / haven't / hasn't got** glasses, but I **have got / has got / are** lots of hats.
5. "**Are / Have / Has** you got siblings?" "No, I **hasn't / haven't / have**."

Unit 1 Quick test – Verbs *to be* and *have got*

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct form of the verb *to be* to make correct sentences.

10 x 5% = 50%

1. My sister **is / are** a fan of the series *Wednesday*.
2. We **am / are** from Ireland. We **isn't / aren't** English.
3. Bruno and Carlos **aren't / isn't** at school. They **is / are** in the park.
4. "**Is / Are** you 11 years old?" "Yes, I **am not / am**."
5. "What nationality **are / is** Wednesday? **Is / Are** she English?" "No, she **is / isn't**."

**B** Circle the correct form of the verb *have got* to make correct sentences.

10 x 5% = 50%

1. The twins **have got / has got** long hair. They **haven't got / hasn't got** freckles.
2. Elisa **have got / has got** new trainers. They **haven't got / hasn't got** many colours.
3. "**Have / Has** he got a new car?" "Yes, he **hasn't / have**."
4. I **haven't got / hasn't got** glasses, but I **have got / has got** lots of hats.
5. "**Have / Has** you got siblings?" "No, I **hasn't / haven't**."

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make sentences in the present continuous.

10 x 5% = 50%

1. We / in the park / are walking / now / . _____
2. Jack / isn't playing / today / video games. / . _____
3. am doing / I / my homework / . _____
4. Are / travelling / your parents / ? _____
5. she / Is / hanging out / with friends / ? _____

B Complete the sentences with the present continuous of the verbs in brackets.

10 x 5% = 50%

1. We _____ (not ride) our bikes now. We _____ (have) a snack.
2. Carlos and Jude _____ (not learn) English. They _____ (study) Spanish.
3. They _____ (not read) superheroes books. They _____ (draw) superheroes.
4. "Where _____ you _____ (go)?" "I _____ (go) to the gym."
5. "_____ your brother _____ (watch) TV with you?" "No, he _____."

Quick test – Present continuous

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make sentences in the present continuous.

10 x 5% = 50%

1. **We** / in the park / are walking / now / . _____
2. **Jack** / isn't playing / today / video games. / . _____
3. am doing / I / my homework / . _____
4. **Are** / travelling / your parents / ? _____
5. she / **Is** / hanging out / with friends / ? _____

B Circle the correct form of the present continuous to make correct sentences.

10 x 5% = 50%

1. We **aren't riding** / **isn't riding** our bikes now. We **is having** / **are having** a snack.
2. Carlos and Jude **aren't learn** / **aren't learning** English. They **study** / **are studying** Spanish.
3. They **aren't reading** / **isn't reading** superheroes books. They **are drawing** / **is drawing**.
4. "Where **are you go** / **are you going**?" "I **am go** / **am going** to the gym."
5. "**Is your brother watch** / **Is your brother watching** TV with you?" "No, he **is** / **isn't**."

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the 3rd person singular (*he/she/it*) of the verbs.

10 x 5% = 50%

1. I go She _____
2. They watch Mary _____
3. We listen Paul _____
4. My friends play My friend _____
5. You sleep The cat _____
6. Cath and Tim do My sister _____
7. Pam and I study Carol _____
8. They dance My mother _____
9. The siblings tidy My brother _____
10. I arrive The teacher _____

B Complete the sentences using the verbs in brackets in the present simple.

5 x 10% = 50%

1. Billie Eilish _____ (**go**) to the studio by car. She _____ (**not travel**) by bus.
2. Billie and Finneas _____ (**sing**). They _____ (**not have**) a band.
3. Where _____ Billie and Finneas _____ (**meet**) their friends?



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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct 3rd person singular (*he/she/it*) of the verbs.

10 x 5% = 50%

1. She **go** / goes
2. Mary **watches** / watch
3. Paul **listen** / listens
4. My friend **play** / plays
5. The cat **sleeps** / sleep
6. My sister **dos** / does
7. Carol **studies** / study
8. My mother **dance** / dances
9. My brother **tidies** / tidy
10. The teacher **arrives** / arrive

B Circle the correct present simple form of the verbs.

5 x 10% = 50%

1. Billie Eilish **go** / goes to the studio by car. She **don't travel** / doesn't travel by bus.
2. Billie and Finneas **sings** / sing. They **don't have** / doesn't have a band.
3. "Where **do** Billie and Finneas meet / do Billie and Finneas meets their friends?"

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the comparative of superiority of the adjectives. There is one example.

10 x 5% = 50%

- old older (than)
- 1. big _____
- 2. beautiful _____
- 3. happy _____
- 4. intelligent _____
- 5. hard _____
- 6. difficult _____
- 7. easy _____
- 8. modern _____
- 9. fat _____
- 10. slim _____

B Complete the sentences with the superlative of the adjectives in brackets.

5 x 10% = 50%

1. Football is _____ (famous) sport in Portugal.
2. Cristiano Ronaldo is one of _____ (rich) sportsperson in the world.
3. Lamine Yamal is one of _____ (young) players.
4. For me, football is _____ (bad) sport. I prefer basketball.
5. Formula 1 is _____ (expensive) sport in the world.

Quick test – Comparative and superlative

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct comparative of superiority of the adjectives.

10 x 5% = 50%

- | | | | |
|----------------|--|--------------|--------------------------------------|
| 1. big | bigger than / biggest than | 6. difficult | more difficult than / difficult than |
| 2. beautiful | more beautiful than / beautiful than | 7. easy | easy than / easier than |
| 3. happy | happy than / happier than | 8. modern | more modern than / modern than |
| 4. intelligent | more intelligent than / intelligent than | 9. fat | fatter than / fater than |
| 5. hard | harder than / the harder | 10. slim | slimmer than / slimer than |

B Circle the correct superlative form of the adjectives.

5 x 10% = 50%

1. Football is the **more famous** / **the most famous** sport in Portugal.
2. Cristiano Ronaldo is one of **the richest** / **the most rich** sportsperson in the world.
3. Yamal is one of **the youngest** / **the younger** players.
4. For me, football is **the worst** / **the baddest** sport. I prefer basketball.
5. Formula 1 is **the most expensive** / **the more expensive** sport in the world.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

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

10 x 5% = 50%

- I _____ in London last week. The weather _____ (not) sunny, but it _____ great!
- Julie and I _____ together in Dublin. We _____ (not) alone. We _____ with our parents.
- "Where _____ you last weekend? _____ you in Lisbon?"
"No, I _____. I _____ in Germany, in Miniatur Wunderland."

B Complete the sentences with *there + to be* in the past simple.

10 x 5% = 50%

- _____ a train station, but _____ (not) a fire station.
- _____ (not) a pool, but _____ many lakes.
- _____ many restaurants, but _____ (not) a café.
- "_____ famous bridges?" "Yes, _____."
- "_____ a shopping centre?" "No, _____."



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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct form of the past simple of the verb *to be*.

10 x 5% = 50%

- I **was** / **were** in London last week. The weather **weren't** / **wasn't** sunny, but it **wasn't** / **was** great!
- Julie and I **was** / **were** together in Dublin. We **wasn't** / **weren't** alone. We **were** / **was** with our parents.
- "Where **was** / **were** you last weekend? **Was** / **Were** you in Lisbon?"
"No, I **was** / **wasn't**. I **was** / **were** in Germany, in Miniatur Wunderland."

B Circle the correct form of *there + to be*.

10 x 5% = 50%

- There was** / **There were** a train station, but **there wasn't** / **there weren't** a fire station.
- There weren't** / **There wasn't** a pool, but **there were** / **there was** many lakes.
- There were** / **There was** many restaurants, but **there weren't** / **there wasn't** a café.
- "**Were there** / **Was there** famous bridges?" "Yes, **there weren't** / **there were**."
- "**Were there** / **There was** a shopping centre?" "No, **there wasn't** / **there weren't**."

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make sentences. Put the underlined verb in the past simple. 5 x 10% = 50%

1. last week / We / visit / Big Ben in London _____
2. Marty / try the local food / in Bali _____
3. We / help / in Berlin / the tourists _____
4. I / the shopping centre / not enjoy _____
5. Our friends / the landmarks / not admire _____

B Complete the sentences with the verbs in brackets in the past simple. 10 x 5% = 50%

1. I _____ (**watch**) a Taylor Swift concert on TV last night. I really _____ (**enjoy**) it, but my mother _____ (**not like**) it.
2. We _____ (**not explore**) all the parks in London. We only _____ (**stay**) for 2 days. We _____ (**prefer**) to visit the Science Museum.
3. "Where _____ Louis _____ (**shop**) for his jeans?" "He _____ (**shop**) for online."
4. "_____ you _____ (**visit**) the city with your friends?" "No, I _____. I was with my siblings."

Quick test – Past simple – regular verbs

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Which sentence is correct? Tick (✓) the correct option. 5 x 10% = 50%

- | | |
|--|---|
| 1. a) ☐ We visited Big Ben last week. | b) ☐ We visit Big Ben last week. |
| 2. a) ☐ Marty tries local food in Bali in August. | b) ☐ Marty tried local food in Bali in August. |
| 3. a) ☐ We helped the tourists in Berlin. | b) ☐ We helps the tourists in Berlin. |
| 4. a) ☐ I not enjoyed the shopping centre. | b) ☐ I didn't enjoy the shopping centre. |
| 5. a) ☐ Our friends didn't admire the landmarks. | b) ☐ Our friends didn't admired the landmarks. |

B Circle the correct verb form to make correct sentences. 10 x 5% = 50%

1. I **watch / watched** a Taylor Swift concert on TV last night. I really **enjoys / enjoyed** it, but my mother **didn't like / didn't liked** it.
2. We **not explored / didn't explore** all the parks in London. We only **stay / stayed** for 2 days and we **prefer / preferred** to visit the Science Museum.
3. "Where **did Louis shop / did Louis shopped** for his jeans?" "He **shopped / shoped** online."
4. "**Did you visit / Did you visited** the city with your friends?" "No, I **didn't / did**. I was with my siblings."

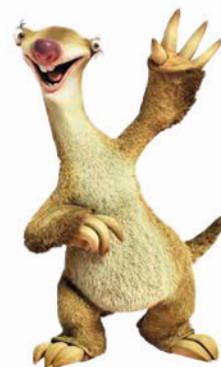
Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the correct past simple forms of the irregular verbs.

10 x 5% = 50%

- | | |
|---------------|----------------|
| 1. eat _____ | 6. read _____ |
| 2. feel _____ | 7. see _____ |
| 3. give _____ | 8. sing _____ |
| 4. go _____ | 9. sleep _____ |
| 5. have _____ | 10. swim _____ |

**B Use the verbs from exercise A in the past simple to complete the sentences.**

10 x 5% = 50%

- We _____ to the cinema to watch *Ice Age 6*. We _____ a great time!
- My sisters _____ **(not)** the film. They _____ sleepy, so they _____ the whole film!
- "Where _____ you _____ that tasty pizza?" "At Domino's Pizzeria."
- "_____ Louis _____ that famous song at the concert?"
"No! But he _____ autographs at the end!"
- Lucas and I _____ **(not)** in the pool. It was cold! We _____ a book at home!

Quick test – Past simple – irregular verbs

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct past simple form of the irregular verbs.

10 x 5% = 50%

- | | |
|-------------------------------|-----------------------------------|
| 1. <u>eat</u> : ate / eated | 6. <u>read</u> : readed / read |
| 2. <u>feel</u> : feels / felt | 7. <u>see</u> : seed / saw |
| 3. <u>give</u> : gives / gave | 8. <u>sing</u> : sang / sings |
| 4. <u>go</u> : went / goed | 9. <u>sleep</u> : slept / sleeped |
| 5. <u>have</u> : haved / had | 10. <u>swim</u> : swims / swam |

**B Circle the correct past simple form to complete the sentences.**

10 x 5% = 50%

- We **went** / swam to the cinema to watch *Ice Age 6*. We **sang** / had a great time!
- My sisters **didn't go** / didn't see the film. They **felt** / saw sleepy, so they **slept** / saw the whole film!
- "Where **did you eat** / did you give that tasty pizza?" "At Domino's Pizzeria."
- "**Did Louis have** / Did Louis sing that famous song at the concert?"
"No! But he **slept** / gave autographs at the end!"
- Lucas and I **didn't swim** / didn't eat in the pool. It was cold! We **read** / felt a book at home!

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make correct sentences.

5 x 10% = 50%

1. John / play tennis / is going to _____
2. travel to Ibiza / Martin and Paul / aren't going to _____
3. surf big waves / are going to / my friends and I _____
4. they / aren't going to / meet at the beach _____
5. try paddleboarding / Joan / is going to _____

B Fill in the blanks with *be going to* and the verbs in brackets.

5 x 10% = 50%

1. I _____ (fly) to Paris. I love the series *Emily in Paris*!
2. We _____ (meet) our cousins next summer, but we _____ (not stay) for too long!
3. "What _____ you _____ (do) next summer?"
"I _____ (go) to the beach."

Quick test – Be going to

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make correct sentences. Start with the underlined part.

5 x 10% = 50%

1. John / play tennis / is going to _____
2. travel to Ibiza / Martin and Paul / aren't going to _____
3. surf big waves / are going to / my friends and I _____
4. they / aren't going to / meet at the beach _____
5. try paddleboarding / Joan / is going to _____

B Circle the correct verb form to make correct sentences.

5 x 10% = 50%

1. I am going to fly / is going to fly to Paris. I love the series *Emily in Paris*!
2. We are going to meet / are going meet our cousins next summer, but we isn't going to stay / aren't going to stay for too long!
3. "What are you going to do / you are going to do next summer?"
"I am going to go / is going to go to the beach."

Prova Extraordinária de Avaliação – Inglês 6.º ano

Nota:

Como material de escrita, os alunos apenas podem usar caneta ou esferográfica de tinta azul ou preta.

As respostas são redigidas no próprio enunciado da prova.

Os alunos podem usar folha de rascunho, a fornecer pelo estabelecimento de ensino.

Não é permitida a consulta de dicionários.**Não é permitido o uso de corretor.****Duração:**

A prova tem a duração de 90 minutos.

Estrutura da Prova e Cotações

Prova Extraordinária de Avaliação

I – LISTENING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Descrição física Disciplinas escolares Família Comida	A. Fazer corresponder as imagens às descrições.	4 x 1% = 4%	Resposta errada: 0 pontos
		B. Decidir se as afirmações são verdadeiras ou falsas.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Escolher a palavra correta para completar o texto.	10 x 1% = 10%	Resposta errada: 0 pontos
		Total:		22%

II – READING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Descrição física Família Rotina diária	A. Decidir se as frases são verdadeiras ou falsas.	5 x 2% = 10%	Resposta errada: 0 pontos
		B. Fazer a ligação entre colunas com informação sobre o texto.	4 x 1% = 4%	Resposta errada: 0 pontos
		C. Responder a perguntas sobre o texto.	4 x 3,5% = 14%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
	Total:		28%	

III – LANGUAGE				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Descrição física	A. Completar um texto.	5 x 1% = 5%	Resposta errada: 0 pontos
	Rotina diária	B. Escolher a opção correta para legendar imagens.	5 x 1% = 5%	Resposta errada: 0 pontos
	Espaços da escola	C. Legendar uma imagem.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Present continuous</i>	D. Selecionar a opção correta para completar um texto.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Present simple</i>	E. Escrever frases afirmativas e negativas.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Past simple</i> (verbos regulares)	F. Completar frases.	5 x 1% = 5%	Resposta errada: 0 pontos
Total:			30%	

IV – WRITING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Produção escrita Escrever um pequeno texto.	Tema: Rotina diária.	Escrever um texto sobre a sua rotina diária.	20%	Ver tabela na página seguinte.
Total:			20%	

Writing Assessment Criteria

Critérios	Descritor	Cotações
Género / Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.	5%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.	3%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado.	1%
Extensão (25-35 palavras)	Escreve um texto com um mínimo de 25 palavras sobre a temática apresentada.	5%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%

Name:

No.:

Class:

Date:

Mark:

Teacher:

Enc. Educação:

I – Listening



A Listen and match the people with their descriptions. Write **1-4**.

Track 13



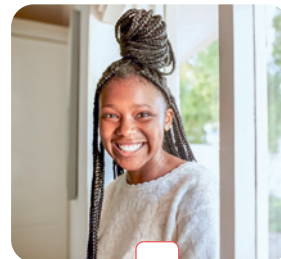
Oksana, 12 (Ukraine)



Mateus, 11 (Brazil)



João, 10 (Portugal)



Amina, 12 (Angola)



B Listen to Mateus and Amina again. Are the sentences true (T) or false (F)?

Track 14

1. Mateus plays football with his parents every afternoon.
2. His favourite subject is physical education.
3. Amina dances and plays video games with her cousins.
4. She loves cooking *funge*, a traditional Angolan dish.

T

F



C Listen to João and Oksana again. **Circle** the correct option to complete the texts.

Track 15



Hi! I'm João. I enjoy ¹ **buying / reading** adventure books and ² **colouring / drawing** pictures of animals. On Sundays, I go to the ³ **park / stadium** with my ⁴ **father / brother** to ⁵ **ride my bike / play football**.

Hello, again! I'm Oksana. I love ⁶ **painting / skating** and making crafts. In winter, I go ⁷ **skiing / ice skating** with my ⁸ **parents / friends**.

My favourite food is *borscht*, a ⁹ **salad / soup** my ¹⁰ **mother / grandmother** makes.



II – Reading

Read the text.

Hi! My name is Betty Flood, from the film *My Freaky Family*. I'm 12 years old and I feel different. I'm not like the rest of my family, because they have got magical powers, but I can't do magic.

Every day I wake up, have breakfast with my family and I go to school like the other kids my age. I've got a best friend – her name is Abie. My school is big and modern and there is a great sports field outside. My favourite subject is music. In my free time, I love playing the violin. My father and I sometimes play together!

I've got a big family! My mother is Aneska and my father is Nerlin. I've got two sisters. Their names are Morbid and Silent, and they are very similar because they are twins! They have got long straight grey hair and beautiful green eyes. I've also got two brothers. My older brother is Winchflat. He is tall, he has got short brown hair and blue eyes. He is very kind and his favourite free time activity is reading. My family is different, but I love it!



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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Betty is eleven years old. | ☐ | ☐ |
| 2. Betty has got magical powers. | ☐ | ☐ |
| 3. Abie is Betty's best friend. | ☐ | ☐ |
| 4. Betty has breakfast with her friends. | ☐ | ☐ |
| 5. Betty's mother is Aneska. | ☐ | ☐ |

B Match the columns to make true sentences.

- | | |
|-------------------|--------------------------|
| 1. Betty's school | ☐ |
| 2. Nerlin | ☐ |
| 3. Morbid | ☐ |
| 4. Winchflat | ☐ |

- | |
|-----------------------|
| a) plays the violin. |
| b) has got long hair. |
| c) loves reading. |
| d) is big and modern. |

C Answer the questions with complete sentences.

1. What is Betty's favourite subject?

2. Does Betty play a musical instrument?

3. How many brothers and sisters has Betty got?

4. What does Winchflat look like?

II – Language

A Complete the text with words from the box.

nose • beard • glasses • hair • tall

Nerlin Flood is Betty's father. He is ¹ _____ and slim. He has got short brown ² _____. He wears ³ _____ to see better. He hasn't got a moustache, but he has got a ⁴ _____. He has got a big ⁵ _____.



B Tick (✓) the correct option to label the daily routine activities.



1. a) ☐ Get dressed.
b) ☐ Have a shower.
c) ☐ Wake up.



2. a) ☐ Get up.
b) ☐ Go to bed.
c) ☐ Have dinner.



3. a) ☐ Watch TV.
b) ☐ Do the homework.
c) ☐ Have classes.

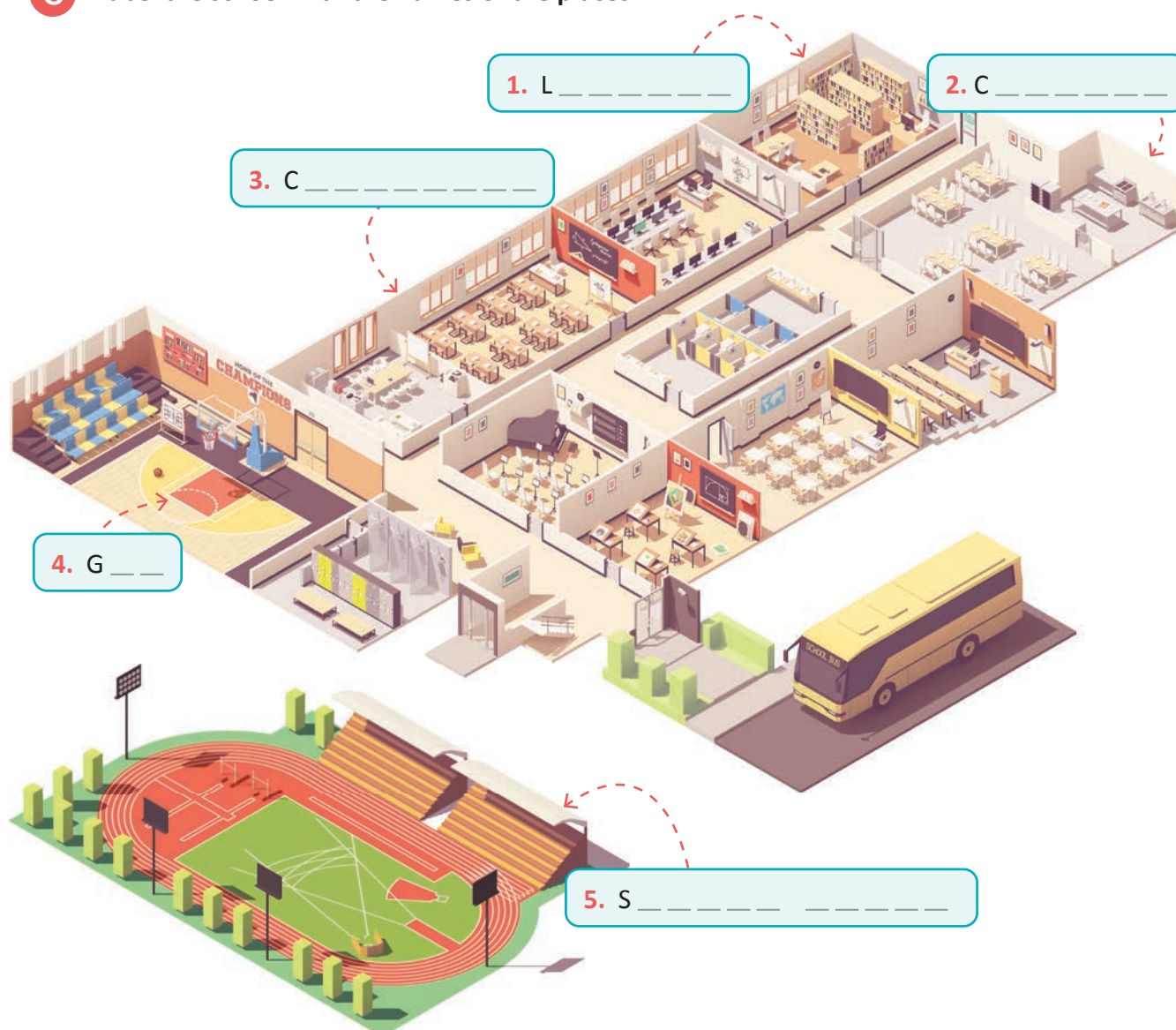


4. a) ☐ Have breakfast.
b) ☐ Have a snack.
c) ☐ Have lunch.



5. a) ☐ Go to bed.
b) ☐ Have a shower.
c) ☐ Watch TV.

C Label the school with the names of the places.



D Circle the correct option to complete the text with the present continuous.

Betty's family is at home at the moment.

Betty ¹ **is playing / are playing** the violin while her parents
² **are cooking / are cook** dinner.

Is Betty's brother ³ **read / reading** a book? Yes, he ⁴ **are / is**.

What about you? What ⁵ **are you doing / is you doing** now?



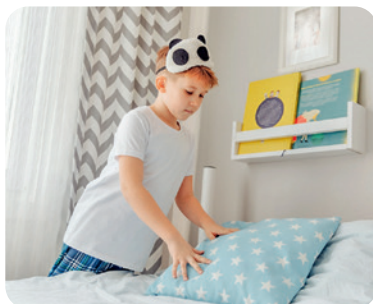
- E** Look at the pictures and write affirmative or negative sentences in the present simple. There is one example.



- She / wake up / early
She wakes up early.



1. They / not go / to school
by car



2. He / make the bed /
everyday



3. We / set / the table



4. She / not like / maths



5. I / have / lunch at home

- F** Complete the sentences with the past simple form of the regular verbs in brackets. There is one example.

- She watched (watch) the film *My Freaky Family*.
1. My family and I _____ (visit) Canada last year.
 2. Aneska _____ (not cook) dinner yesterday.
 3. Betty _____ (brush) her teeth in the morning.
 4. We _____ (try) a new recipe last night.
 5. _____ my sisters _____ (listen) to music in the afternoon?

IV – Writing

A Write a text (25-35 words) about your daily routine.
You can mention:

- what you do in the morning;
- what you do in the afternoon;
- what you do in the evening.

Answer key and listening scripts

DIAGNOSTIC TESTS, pages 209-213

Diagnostic listening test, page 209

Listening scripts

1.

Harry: Wow, Peter! I love your Halloween costume!

Peter: You know I want to be a journalist, Harry!
That's my dream job!

Harry: Really? But you're always talking about how much you love being a football player...

Peter: Yes, that's true, but that's only my favourite hobby. And look at you! You look like a real singer!

2.

Jenny: Let's play: Guess who my favourite singer is!

Mark: OK, let me start! Mine has got short hair and a beard.

Jenny: Has your favourite singer got a moustache, Mark?

Mark: Yes, and he has also got glasses!

Jenny: Got it! It's...

3.

Toby: Hi, Jenny! I know you have a totally new bedroom.

Jenny: Yes, it's amazing!

Toby: I can't wait to see it! Tell me about it.

Jenny: Well, you know I love animals – my bed is my favourite pet.

Toby: Oh, is it a cat?

Jenny: No, it's a dog! There are lots of pillows on the bed and next to it there are two bedside tables with lamps. I also love plants and flowers, so I have some near the window. There's also a painting above the bed and a pink and grey rug on the floor. Come with me tomorrow after school – I'm sure you'll love it!

4.

Joan: May I come in? Sorry, I'm late, Mrs. Wilson.

Teacher: Come in! Why are you late, Joan?

Joan: Well, the alarm clock didn't ring! I usually wake up at 7.30 (half past seven)...

Teacher: But... do you know what time is it?
Classes start at 8.30 (half past eight) and it's 8.45 (a quarter to nine).

Joan: I know! I'm very sorry!

Answer key

A. (4 x 25% = 100%)

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

Diagnostic test – Complete structure, pages 210-212

Reading

A. (5 x 4% = 20% / 5 x 11% = 55%)

1. Santos | 2. Brazilian | 3. 10 (ten) (years old) |

4. September | 5. 6 (year 6)

B. (6 x 2% = 12% / 6 x 7,5% = 45%)

1. London (UK) | 2. seven | 3. on 30th September |

4. by bus... by car | 5. his cousin's house

Language

A. (8 x 1% = 8% / 8 x 3% = 24%)

1. hair | 2. eyes | 3. wakes up | 4. skirt | 5. shoes |

6. breakfast | 7. reads | 8. parents

B. (8 x 2% = 16% / 8 x 3% = 24%)

1. cereal | 2. juice | 3. butter | 4. egg | 5. coffee |

6. bread | 7. cheese | 8. fruit

C. (4 x 3% = 12% / 4 x 7% = 28%)

1. My friends are late for school. | 2. Ryan does his homework before dinner. | 3. They don't go to school by bike. | 4. Where do they meet?

D. (6 x 2% = 12% / 6 x 4% = 24%)

1. are playing | 2. is swimming | 3. is dancing | 4. are having | 5. is watching | 6. am listening

Writing

(20% / 100%)

(Sugestão de resposta)

Hello, my name is Miguel and my surname is Silva. I'm Portuguese. I'm 11 years old and my birthday is on 11th December. I live with my parents and my sister. My favourite free time activities are playing video games and watching TV.

Diagnostic test – Multiple choice, page 213

A. 10 x 10% = 100%

1. a) | 2. c) | 3. c) | 4. a) | 5. c) | 6. a) | 7. c) | 8. b) |

9. a) | 10. b)

Listening test 1A/B, pages 218-219

Listening scripts

A.

Martin: Hi! Sorry to interrupt... I'm interviewing some of the new students for the school radio. Are you interested in participating?

Daniel: Sure! I am chatting online with my cousins back in Lisbon. They are asking me questions about my life here, and I am telling them about my school and friends. But I can talk with them later...

Martin: Great! Can you tell us a bit about you and your life here?

Daniel: Of course! So, first, my name is Daniel Pereira, and I am 11 years old. I am from Lisbon,

in Portugal, but now I am living in England, in a terraced house in Manchester. My family and I moved here six months ago, and I am studying in a new school. In my free time, I like playing football with my new friends and riding a bike. Later today, we are playing at the park, and it is so much fun!

B.

Martin: That sounds great! How about English?

Daniel: I am learning a lot of new things. My teachers are very kind, and they are helping me learn new words. At first, it's hard but now learning English is getting easier.

Martin: Have you got many friends?

Daniel: Yes, I have. I've got many new friends here in London, but I've got a very special one: Bob! He's always helping me and he's quite popular at school... he's handsome and very tall. Girls love his short curly hair and his sporty style! But what I really like about him is that he's friendly and clever!

Martin: So, are you enjoying this experience?

Daniel: Yes, I am... Living in a different country is exciting. Sometimes I miss my home. I really miss the Portuguese food and weather... But I am learning a lot and making great memories.

Martin: Thanks a lot, Daniel and welcome to our country! And... you know what? I really want to go to Portugal; try the food and enjoy the weather you're talking about!

C.

Martin: Have you got many friends?

Daniel: Yes, I have. I've got many new friends here in London, but I've got a very special one: Bob! He's always helping me and he's quite popular at school... he's handsome and very tall. Girls love his short curly hair and his sporty style! But what I really like about him is that he's friendly and clever!

Listening test 1A/B, pages 218-219

Answer key

A. $5 \times 8\% = 40\%$

1. cousins | 2. 11 | 3. England | 4. terraced | 5. bike

B. $5 \times 9\% = 45\%$

1. kind | 2. friend | 3. popular | 4. clever | 5. food

C. 15%

1.

Progress Test 1A, pages 220-223

Reading

A. $(5 \times 3\% = 15\% / 5 \times 8\% = 40\%)$

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

B. $(5 \times 5\% = 25\% / 5 \times 12\% = 60\%)$

1. Sofya is Ukrainian.

2. She lives in a flat in Toronto.

3. Andriy is tall and slim and he has got straight blond hair.

4. Sofya is starting a blog to practise writing in English.

5. Her parents are coming to visit her next month.

Language

A. $(4 \times 1 = 4\% / 4 \times 2\% = 8\%)$

1. Italian | 2. French | 3. Irish | English

B. $(4 \times 1\% = 4\% / 4 \times 2\% = 8\%)$

1. Penny | 2. Jean | 3. Lorenzo | 4. Carol

C. $(5 \times 2\% = 10\% / 5 \times 3\% = 15\%)$

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

D. $(5 \times 1 = 5\% / 5 \times 3\% = 15\%)$

1. are... aren't | 2. is | 3. isn't | 4. Are

E. $(3 \times 1\% = 3\% / 3 \times 4\% = 12\%)$

1. They haven't got glasses.

2. He has got a black shirt.

3. She hasn't got a watch.

F. $(6 \times 1\% = 6\% / 6 \times 3\% = 18\%)$

1. "Have they got hats?" "No, they haven't."

2. "Has he got a beard?" "Yes, he has."

3. "Has she got many necklaces?" "Yes, she has."

G. $(8 \times 1\% = 8\% / 8 \times 3\% = 24\%)$

1. isn't watching... is doing | 2. are... going... am

driving | 3. Is... cooking... isn't | 4. aren't playing... are swimming

Writing (20% / 100%)

(Suggested answer)

Hi, everyone!

My name is Lara. I'm 11 years old and my birthday is on 10th April. I'm Portuguese.

I'm short and thin I have got curly brown hair and brown eyes. I'm friendly.

I'm chatting on the phone with my friend Maria.

Progress test 1B, pages 224-227

Reading

A. $(5 \times 2\% = 10\% / 5 \times 8\% = 40\%)$

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

B. $(6 \times 5\% = 30\% / 6 \times 10\% = 60\%)$

1. Ukrainian | 2. flat | 3. tall... straight | 4. English |

5. month

Language

A. $(4 \times 1 = 4\% / 4 \times 2\% = 8\%)$

1. Italian | 2. French | 3. Irish | English

B. $(4 \times 1\% = 4\% / 4 \times 2\% = 8\%)$

1. Penny | 2. Jean | 3. Lorenzo | 4. Carol

C. ($5 \times 2\% = 10\%$ / $5 \times 3\% = 15\%$)

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

D. ($5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$)

1. are... aren't | 2. Is | 3. isn't | 4. Are

E. ($3 \times 1\% = 3\%$ / $3 \times 4\% = 12\%$)

1. They haven't got glasses.

2. He has got a black shirt.

3. She hasn't got a watch.

F. ($6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$)

1. "Have they got hats?" "No, they haven't."

2. "Has he got a beard?" "Yes, he has."

3. "Has she got many necklaces?" "Yes, she has."

G. ($8 \times 1\% = 8\%$ / $8 \times 3\% = 24\%$)

1. isn't watching... is doing | 2. are you going...
am driving | 3. Is Sofya cooking... isn't | 4. aren't
playing... are swimming

Writing (20% / 100%)

(Suggested answer)

Hi, everyone!

My name is **Lara**. I'm **11** years old and my birthday is on **10th April**. I'm **Portuguese**.

I'm **short** and **thin** I have got **curly brown** hair and **brown** eyes. I'm **friendly**.

I'm **chatting on the phone with my friend Maria**.

Listening tests 2A/B, pages 231-232

Listening scripts

A./B.

Host: Hello, everyone! Welcome to Young Adventurers, the podcast for curious kids. Today, we have a special guest. Meet Lily, a young woman who works as a real-life Disney character at Disneyland Paris. Hi, Lily!

Lily: Hi! I'm so excited to be here.

Host: Lily, can you tell us what it's like to work at Disneyland?

Lily: Sure! It's a dream come true. Every day, I wear different costumes. It's hard work, but it's so much fun.

Host: That sounds magical! What's a typical day like for you?

Lily: Well, I wake up early every morning, at around 6 a.m. I have breakfast at home and I always go to the park by bus. First, my costume and make-up should be perfect. Then, I go to the park and get ready for the day. I start by greeting visitors at 9:30 a.m. I often join the parades, too! My favourite parade takes place every day at around 7:10 p.m.

Host: Do you have a favourite part of the day?

Lily: Oh, yes! I love meeting kids. They get so excited when they see their favourite character. I always take pictures with them.

Host: That's great. Do you have time for breaks?

Lily: Definitely. We always have breaks to rest.

The morning break is from 11:00 to 11:30 and the afternoon break is longer: from 4 p.m. to 5:30 p.m. During breaks, I often chat with my colleagues or have a snack. It's like being part of a big family.

Host: Wow, Lily, your job sounds so wonderful.

Lily: Thank you! And remember, magic is everywhere if you look for it.

Host: That's it for today's episode of Young Adventurers. See you next time, and don't forget to find the magic in your life!

Listening test 2A, page 231

A. ($6 \times 7,5\% = 45\%$)

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

B. ($5 \times 11\% = 55\%$)

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

Listening test 2B, page 232

A. ($6 \times 7,5\% = 45\%$)

1. a) | 2. b) | 3. b) | 4. a) | 5. b) | 6. a)

B. ($5 \times 11\% = 55\%$)

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

Progress test 2A, pages 233-236

Reading

A. ($5 \times 4\% = 20\%$ / $5 \times 8\% = 40\%$)

1. eleven | 2. breakfast | 3. two | 4. piano | 5. bed

B. ($4 \times 6\% = 24\%$ / $4 \times 15\% = 60\%$)

1. Zheng wakes up at 5:00 a.m.

2. She has maths, science, Chinese, English and PE.

3. Yes, she does. (It's PE.)

4. She sometimes does yoga or goes to the gym after the afternoon training session.

Language

A. ($12 \times 0,5\% = 6\%$ / $12 \times 2\% = 24\%$)

1. get up... half past seven | 2. cook... a quarter to eight | 3. go to school... ten past eight | 4. do my homework... a quarter to six | 5. tidy my bedroom... a quarter past seven | have dinner... eight p.m.

B. ($10 \times 1\% = 10\%$ / $10 \times 3\% = 30\%$)

1. canteen | 2. sports field | 3. assembly hall |

4. classroom | 5. library | 6. maths | 7. English |

8. history | 9. geography | 10. art

C. ($8 \times 1\% = 8\%$ / $8 \times 2,5\% = 20\%$)

1. go | 2. does... doesn't have | 3. study... don't want |

4. do... help | 5. Does... tidy... does

D. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

1. We often go to bed early. | 2. Sky and Zheng are always on time for the training sessions. | 3. Mary rarely has lunch at home.

E. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

1. bigger than | 2. younger than | 3. more modern than

F. ($4 \times 1,5\% = 6\%$ / $4 \times 2\% = 8\%$)

1. the most beautiful | 2. the happiest | 3. the worst | 4. the oldest

Writing (20% / 100%)

(Suggested answer)

My name is Miguel. I'm 11 years old and my birthday is on 6th October.

I get up at 7.30 a.m., have breakfast and then I get dressed. My classes start at 8.30. My favourite subjects are English and history.

In the evening, I set the table and have dinner. I go to bed at 10 p.m.

Progress Test 2B, pages 237-240

Reading

A. ($5 \times 4\% = 20\%$ / $5 \times 8\% = 40\%$)

1. eleven | 2. breakfast | 3. two | 4. piano | 5. bed

B. ($4 \times 6\% = 24\%$ / $4 \times 15\% = 60\%$)

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

Language

A. ($12 \times 0,5\% = 6\%$ / $12 \times 2\% = 24\%$)

1. get up... half past seven | 2. cook... a quarter to eight | 3. go to school... ten past eight | 4. do my homework... a quarter to six | 5. tidy my bedroom... a quarter past seven | have dinner... eight p.m.

B. ($5 \times 2\% = 10\%$ / $5 \times 6\% = 30\%$)

1. canteen | 2. classroom | 3. library | 4. maths | 5. history

C. ($8 \times 1\% = 8\%$ / $8 \times 2,5\% = 20\%$)

1. go | 2. does... doesn't have | 3. study... don't want | 4. do you help | 5. Does Zheng tidy... does

D. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

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

E. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

1. bigger than | 2. younger than | 3. more modern than

F. ($4 \times 1,5\% = 6\%$ / $4 \times 2\% = 8\%$)

1. the most beautiful | 2. the happiest | 3. the worst | 4. the oldest

Writing (20% / 100%)

(Suggested answer)

My name is Miguel. I'm 11 years old and my birthday is on 6th October.

I get up at 7.30 a.m., have breakfast and then I get dressed. My classes start at 8.30. My favourite

subjects are English and history.

In the evening, I set the table and have dinner. I go to bed at 10 p.m.

Listening tests 3A/B, pages 244-245

Listening scripts

A./B.

I'm Martin. Today I'm going to tell you all about my adventure in Lapland, in northern Finland. That's it! Lapland! Santa Claus's official home! I was there for 5 days with my parents last December and it was fantastic!

We stayed in Rovaniemi, the biggest city. We walked along the busy streets. It was cold, but sunny! There were shops and lots of restaurants for tourists, but what I really enjoyed in this city was the Arktikum museum, a science and history museum about Arctic life and Lapland's culture. We were very lucky – there were still two rooms available in the SnowHotel. Everything there was made of ice – can you imagine? The beds, the walls, the tables, even the glasses were made of ice! Absolutely incredible!

Santa Claus village is awesome! Oh, you don't believe in Santa Claus anymore! Who cares?! This theme park is magical anyway and it's open all year round!

There was also some time to enjoy the views at a national park and we even visited a reindeer farm. After that we participated in a sleigh ride competition. We interacted with reindeer and huskies. Huskies are lovely dogs! We didn't visit the ski resort or the indigenous Sami people. There wasn't time for that! Maybe next time!

To finish... the best moment of the whole trip! The Northern Lights, also called aurora borealis! We admired the beauty of these lights. That's something I will never forget!

Listening test 3A/3B, pages 244-245

A. ($4 \times 10\% = 40\%$)

1, 2, 5, 6

B. ($10 \times 6\% = 60\%$)

1. five... December | 2. streets | 3. shops... restaurants | 4. Museum | 5. hotel... views... park | 6. admired

Progress test 3A, pages 246-250

Reading

A. ($3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$)

1. Ferrari World | 2. Louvre Abu Dhabi | 3. The Corniche

B. ($5 \times 3\% = 15\%$ / $5 \times 7\% = 35\%$)

1. False. The Sheikh Zayed Grand Mosque was gigantic. | 2. True | 3. True | 4. False. There were camels in the desert. | 5. False. The Formula Rossa was the fastest rollercoaster in the world.

C. (5 x 4% = 20% / 5 x 10% = 50%)

1. Martha was with her family on this trip. |
2. Martha visited the Louvre Abu Dhabi museum and the *Corniche* beach. | 3. The best day was at Ferrari World. | 4. Yes, there was. | 5. The desert was amazing, because there were camels, yummy food and dancers under the stars.

Language

A. (6 x 1% = 6% / 6 x 2% = 12%)

1. bookshop | 2. clothes shops | 3. sports shop |
4. stadium | 5. fire station | 6. train station

B. (5 x 1% = 5% / 5 x 2% = 10%)

1. Visit a museum | 2. Shop for clothes | 3. admire the landmarks | 4. Enjoy the view | 5. Try local food

C. (8 x 1% = 8% / 8 x 2 = 16%)

1. was | 2. was | 3. wasn't | 4. were | 5. weren't |
6. was | 7. Was | 8. was

D. (3 x 2% = 6% / 3 x 6% = 18%)

1. There were many zoos in the city centre. | 2. There wasn't a Harry Potter museum in Dubai. | 3. Were there beaches in Abu Dhabi?

E. (6 x 1% = 6% / 6 x 2% = 12%)

1. explored | 2. didn't enjoy | 3. shopped | 4. didn't use... walked | 5. tried

F. (8 x 1% = 8% / 8 x 4% = 32%)

1. visited | 2. Did ... travel | 3. did... like | 4. admired |
5. walked | 6. Did... try | 7. didn't want | 8. did

Writing (20% / 100%)

(Suggested answer)

"São Miguel – an island to remember"

Last summer I went to São Miguel (Azores) with my parents.

We walked along the streets in Ponta Delgada and explored the Terra Nostra garden. We tried "cozido", a typical dish, in Furnas.

Progress test 3B, pages 251-255

Reading

A. (3 x 2% = 6% / 3 x 5% = 15%)

1. Ferrari World | 2. Louvre Abu Dhabi | 3. The *Corniche*

B. (5 x 3% = 15% / 5 x 7% = 35%)

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

C. (5 x 4% = 20% / 5 x 10% = 50%)

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

Language

A. (6 x 1% = 6% / 6 x 2% = 12%)

1. bookshop | 2. clothes shops | 3. sports shop |
4. stadium | 5. fire station | 6. train station

B. (5 x 1% = 5% / 5 x 2% = 10%)

1. Visit a museum | 2. Shop for clothes | 3. Admire the landmarks | 4. Enjoy the view | 5. Try local food

C. (8 x 1% = 8% / 8 x 2% = 16%)

1. was | 2. was | 3. wasn't | 4. were | 5. weren't |
6. was | 7. Was | 8. was

D. (3 x 2% = 6% / 3 x 6% = 18%)

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

E. (6 x 1% = 6% / 6 x 2% = 12%)

1. explored | 2. didn't enjoy | 3. shopped | 4. didn't use... walked | 5. tried

F. (8 x 1% = 8% / 8 x 4% = 32%)

1. visited | 2. Did you travel | 3. did you like |
4. admired | 5. walked | 6. Did you try | 7. didn't want |
8. Did

Writing (20% / 100%)

(Suggested answer)

"São Miguel – an island to remember"

Last summer I went to São Miguel (Azores) with my parents.

We walked along the streets in Ponta Delgada and explored the Terra Nostra garden. We tried "cozido", a typical dish, in Furnas.

Listening tests 4A/B, pages 259-260

Listening scripts

A.

Announcement 1

"Attention, please! The train to Oxford leaves in ten minutes from platform 5. Passengers, please go to platform 5 now. Thank you!"

Announcement 2

"Good morning, passengers. Flight 372 to Paris is now boarding at Gate 12. Please have your passport and ticket ready. Thank you!"

Announcement 3

"Welcome to the Sunny Beach Hotel! Check-in starts at 2 p.m. You can leave your suitcases at the front desk if you arrive early. Breakfast is served from 7 to 10 in the morning. We hope you enjoy your stay!"

Announcement 4

"Good afternoon, everyone! Welcome to the City Tour Bus. We are going to visit the old castle, the central park, and the art museum. Please stay in your seat while the bus is moving. Feel free to take photos, but be careful with your cameras. The tour finishes at 4 p.m. Thank you!"

B.

Hello, everyone! Welcome to Bondi Beach, one of the most famous beaches in the world, in Sydney, Australia. Look at the golden sand and the bright blue ocean. Isn't it beautiful?

Bondi Beach is perfect for swimming, surfing, or just relaxing. The waves here are big, so many people come to surf.

Over there, you can see the Bondi Icebergs Pool. It's a swimming pool right next to the ocean. You can swim there and feel like you are in the sea. Isn't that cool? Behind the beach, there's a walking path. You can see people jogging, walking, or taking photos there.

There are also lots of cafés and shops near the beach. You can try fresh seafood, ice cream, or buy a souvenir to remember your trip.

Please remember to stay safe. And don't forget your sunscreen – it's very sunny here!

Now, you have one hour to explore and enjoy Bondi Beach. Take your camera for future memories! Have fun!

Listening test 4A, page 259

A. (4 x 10% = 40%)

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

B. (6 x 10% = 60%)

1. Australia | 2. surfing | 3. Pool | 4. taking photos | 5. cafés | 6. camera

Listening test 4B, page 260

A. (4 x 10% = 40%)

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

B. (6 x 10% = 60%)

1. Australia | 2. surfing | 3. Pool | 4. taking photos | 5. cafés | 6. camera

Progress test 4A, pages 261-264

Reading

A. (5 x 2% = 10% / 5 x 8% = 40%)

1. Liam... Emma | 2. Liam | 3. Emma... Liam

B. (5 x 4% = 20% / 5 x 12% = 60%)

1. Liam took snacks, water, a map and jackets.

2. Liam sat on big rocks.

3. Liam's mother took him a photo.

4. They tried paddleboarding.

5. She watched the sunset at the end of the day.

Language

A. (8 x 2% = 16% / 8 x 3% = 24%)

1. train... plane | 2. ticket... passport | 3. campsite... resort | 4. hang out with friends... go sightseeing

B. (6 x 1% = 6% / 6 x 3% = 18%)

1. sunbathing | 2. going to the beach | 3. going to a theme park | 4. surfing | 5. going to the swimming pool | 6. canoeing

C. (5 x 1% = 5% / 5 x 2% = 10%)

1. hotel | 2. camera | 3. paddleboarding | 4. Going to a water park | 5. underground

D. (6 x 1% = 6% / 6 x 2% = 12%)

1. went | 2. had | 3. ate | 4. did | 5. found | 6. wrote

E. (5 x 1% = 5% / 5 x 2% = 10%)

1. spent | 2. took | 3. didn't swim | 4. forgot... didn't go

F. (3 x 1% = 3% / 3 x 2% = 6%)

1. "Did they take photos?" "Yes, they did." | 2. "Did Liam eat soup?" "No, he didn't." | 3. "Did Emma fly a kite?" "Yes, she did."

G. (5 x 1% = 5% / 5 x 2% = 10%)

1. is going to try | 2. aren't going to go | 3. isn't going to swim | 4. are going to surf | 5. is going to sunbathe all day

H. (4 x 1% = 4% / 4 x 2,5% = 10%)

1. "Is Emma going to buy a new swimsuit?" "Yes, she is." | 2. "Are Emma and Sarah going to surf big waves?" "Yes, they are." | 3. "Is Emma going to swim with sharks?" "No, she isn't." | 4. "Are Emma and her family going to go to a deserted beach?" "No, they aren't."

Writing (20% / 100%)

(Suggested answer)

I went to Portimão (Algarve) with my parents. We went by caravan and stayed at a campsite. I took my rucksack.

We had a lot of fun. I sunbathed at the beach, swam in the sea and ate ice creams.

Progress test 4B, pages 265-268

Reading

A. (5 x 2% = 10% / 5 x 8% = 40%)

1. Liam... Emma | 2. Liam | 3. Emma... Liam

B. (5 x 4% = 20% / 5 x 12% = 60%)

1. map | 2. rocks | 3. mother | 4. paddleboarding | 5. day

Language

A. (8 x 2% = 16% / 8 x 3% = 24%)

1. train... plane | 2. ticket... passport | 3. campsite... resort | 4. hang out with friends... go sightseeing

B. (6 x 1% = 6% / 6 x 3% = 18%)

1. sunbathing | 2. going to the beach | 3. going to a theme park | 4. surfing | 5. going to the swimming pool | 6. canoeing

C. (5 x 1% = 5% / 5 x 2% = 10%)

1. hotel | 2. camera | 3. paddleboarding | 4. Going to a water park | 5. underground

D. (6 x 1% = 6% / 6 x 2% = 12%)

1. went | 2. had | 3. ate | 4. did | 5. found | 6. wrote

E. (5 x 1% = 5% / 5 x 2% = 10%)

1. spent | 2. took | 3. didn't swim | 4. forgot... didn't go

F. (3 x 1% = 3% / 3 x 2% = 6%)

1. "Did they take photos?" "Yes, they did." | 2. "Did Liam eat soup?" "No, he didn't." | 3. "Did Emma fly a kite?" "Yes, she did."

G. (5 x 1% = 5% / 5 x 2% = 10%)

1. is going to try | 2. aren't going to go | 3. isn't going to swim | 4. are going to surf | 5. is going to sunbathe all day

H. (4 x 1% = 4% / 4 x 2.5% = 10%)

1. "Is Emma going to buy a new swimsuit?" "Yes, she is." | 2. "Are Emma and Sarah going to surf big waves?" "Yes, they are." | 3. "Is Emma going to swim with sharks?" "No, she isn't." | 4. "Are they going to go to a deserted beach?" "No, they aren't."

Writing (20% / 100%)

(Suggested answer)

I went to **Portimão (Algarve)** with my parents. We went **by caravan** and stayed at a **campsite**. I took my **rucksack**.

We had a lot of fun. I **sunbathed at the beach**, **swam in the sea** and **ate ice creams**.

Extensive Reading test, pages 269-271

A. 1. The White Rabbit | 2. The Mad Hatter | 3. The Caterpillar | 4. The Queen of Hearts

B. 5 – 2 – 1 – 4 – 3

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

D. 1. sister | 2. rabbit | 3. key | 4. bottle | 5. table

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

F. 1, 2, 3, 4, 5, 7

GET READY FOR THE TESTS

Get ready for the test Unit 1, pages 279-280

A. 1. England | 2. Brazilian | 3. Canadian | 4. Portuguese | 5. Ireland | 6. America/the USA | 7. Australian | 8. French | 9. Spain | 10. Mexico

B. 1. short... long... dress | 2. medium height... straight | 3. tall... slim... glasses... beard | 4. fat... big... long

C. 1. playing video games | 2. listening to music | 3. reading | 4. cooking | 5. drawing | 6. riding a bike

D. 1. is | 2. am | 3. am | 4. am | 5. is | 6. is | 7. isn't | 8. is | 9. aren't | 10. are | 11. Are | 12. isn't

E. 1. Edgar has got short hair. | 2. He hasn't got glasses. | 3. Edgar and Poco have got big eyes. | 4. Have they got long hair?

F. 1. is taking | 2. is singing | 3. are running | 4. is playing

G. 1. isn't playing... is sleeping | 2. aren't watching... are swimming | 3. isn't reading... is drawing | 4. Is... listening... is | 5. are... doing... are making

Get ready for the test Unit 2, pages 281-282

A. 1. get up | 2. half past seven | 3. have breakfast | 4. make my bed | 5. go to school | 6. twenty past eight | 7. have lunch | 8. do my homework/study | 9. a quarter past seven | 10. set the table | 11. have a shower | 12. nine p.m. | 13. go to bed

B. 1. science | 2. maths | 3. PE (physical education) | 4. history

C. 1. gym | 2. library | 3. classroom

D. 1. has | 2. wakes up | 3. gets | 4. doesn't eat | 5. brushes | 6. goes | 7. go | 8. don't go | 9. catch | 10. investigate | 11. do... prefer | 12. knows | 13. likes

E. 1. Maudie often eats cupcakes. | 2. Maudie and Ava sometimes play football. | 3. They are never late for classes.

F. 1. taller than | 2. shorter than | 3. friendlier than | 4. more casual than

G. 1. the most intelligent | 2. the tallest... the shortest | 3. the best... the worst

H. 1. taller than | 2. shorter than | 3. friendlier than | 4. more casual than

I. 1. the most intelligent | 2. the tallest... the shortest | 3. the best... the worst

Get ready for the test – Unit 3, pages 283-284

A. 1. museum | 2. clothes shop | 3. police station | 4. train station | 5. bridge | 6. library

2 – 1 – 6

3 – 5 – 4

B. 1. Admire... landmarks | 2. try... food | 3. enjoy... view | 4. Walk... streets | 5. Shop... clothes

C. 1. were | 2. was | 3. Was | 4. wasn't | 5. was | 6. was | 7. was | 8. were | 9. weren't | 10. wasn't

D. 1. "Was there a train on the street?" "No, there wasn't. There were police cars." | 2. "Was there a nice restaurant?" "Yes, there was."

E. 1. played | 2. visited... loved | 3. didn't explore... admired | 4. didn't use... rented | 5. did... taste | 6. Did... watch... didn't... stayed... studied | 7. didn't prepare... didn't receive

Get ready for the test – Unit 4, pages 285-286

A. 1. rucksack | 2. camera | 3. ticket | 4. train | 5. underground | 6. eat ice cream | 7. hotel | 8. bikes | 9. beach | 10. hang out with friends | 11. bus | 12. bungalow | 13. campsite | 14. suitcase

B. surfing | 2. canoeing | 3. going to a water park | 4. going to the beach

C. 2 | 4

D. 1. went | 2. swam | 3. flew

E. 1. ran | 2. saw... didn't meet | 3. didn't give... drove | 4. felt... found... didn't forget | 5. did... buy | 6. Did... spend... didn't... spent

F. 1. We are going to travel to Brazil. | **2.** Josh is going to eat typical Brazilian food. | **3.** My friends aren't going to sunbathe next summer. | **4.** Carol isn't going to surf this summer. | **5.** Are your parents going to spend the summer abroad? | **6.** Is Jake going to swim in the pool?

QUICK TESTS

Quick tests Unit 1

Verbs to be and have got – A/B, page 287

A. 1. Is | **2.** are... aren't | **3.** aren't... are | **4.** Are... am | **5.** is... Is... isn't

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

Present continuous – A/B, page 288

A. 1. We are walking in the park now. | **2.** Jack isn't playing video games today. | **3.** I am doing my homework. | **4.** Are your parents travelling? | **5.** Is she hanging out with friends?

B. 1. aren't riding... are having | **2.** aren't learning... are studying | **3.** aren't reading... are drawing | **4.** are you going... am going | **5.** Is your mother watching... isn't

Quick tests Unit 2

Present simple – A/B, page 289

A. 1. goes | **2.** watches | **3.** listens | **4.** plays | **5.** sleeps | **6.** does | **7.** studies | **8.** dances | **9.** tidies | **10.** arrives

B. 1. goes... doesn't travel | **2.** sing... don't have | **3.** do Billie and Finneas meet

Comparative and superlative – A/B, page 290

A. 1. bigger than | **2.** more beautiful than | **3.** happier than | **4.** more intelligent than | **5.** harder than | **6.** more difficult than | **7.** easier than | **8.** more modern than | **9.** fatter than | **10.** slimmer than

B. 1. the most famous | **2.** the richest | **3.** the youngest | **4.** the worst | **5.** the most expensive

Quick tests Unit 3

Past simple – verb to be / there + to be – A/B, page 291

A. 1. was... wasn't... was | **2.** were... weren't... were | **3.** were... Were... wasn't... was

B. 1. There was... there wasn't | **2.** There wasn't... there were | **3.** There were... there wasn't | **4.** Were there... there were | **5.** Was there... there wasn't

Past simple – regular verbs – A, page 292

A. 1. We visited Big Ben in London last week. | **2.** Marty tried local food in Bali. | **3.** We helped the tourists in Berlin. | **4.** I didn't enjoy the shopping centre. | **5.** Our friends didn't admire the landmarks.

B. 1. watched... enjoyed... didn't like | **2.** didn't explore... stayed... preferred | **3.** did... shop... shopped | **4.** Did... visit... didn't

Past simple – regular verbs – B, page 292

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

B. 1. watched... enjoyed... didn't like | **2.** didn't explore... stayed... preferred | **3.** did Louis shop... shopped | **4.** Did you visit... didn't

Quick tests Unit 4

Past simple – irregular verbs – A/B, page 293

A. 1. ate | **2.** felt | **3.** gave | **4.** went | **5.** had | **6.** read | **7.** saw | **8.** sang | **9.** slept | **10.** swam

B. 1. went... had | **2.** didn't see... felt... slept | **3.** did you eat | **4.** Did Louis sing... gave | **5.** didn't swim... read

Be going to – A/B, page 294

A. 1. John is going to play tennis. | **2.** Martin and Paul aren't going to travel to Ibiza. | **3.** My friends and I are going to surf big waves. | **4.** They aren't going to meet at the beach. | **5.** Joan is going to try paddleboarding.

B. 1. am going to fly | **2.** are going to meet... aren't going to stay | **3.** are you going to do... am going to go

PROVA EXTRAORDINÁRIA DE AVALIAÇÃO, pages 295-303

I – Listening

Listening script

A.

1. Hello. I have got curly black hair and brown eyes. I'm tall for my age and I always wear my favourite yellow football jersey.

2. Hi. I have got dark brown skin and braids in my hair. I'm not very tall, but I'm skinny.

3. Hi, everyone. I'm tall and thin. I have got wavy red hair, green eyes and freckles. I wear glasses.

4. Hi. I have got long blond hair, and I always wear two braids. I have got small blue eyes. I'm medium height.

B.

Hello, again, I'm Mateus. I play football every afternoon with my friends and I love going to the beach with my family at weekends. My favourite subject is PE.

Hi, guys. I'm Amina. I enjoy singing and dancing with my cousins. I often help my mother cooking – I love it! My special dish is funge, a traditional Angolan dish. My favourite subject in school is science.

C.

Hi! I'm João. I enjoy reading adventure books and drawing pictures of animals. On Sundays, I go to the park with my father to ride my bike.

Hello, again! I'm Oksana. I love painting and making crafts. In winter, I go ice skating with my friends. My favourite food is borscht, a soup my grandmother makes.

I – Listening

A. (4 x 1 = 4%)

4 – 1 – 3 – 2

B. (4 x 2 = 8%)

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

C. (10 x 1 = 10%)

1. reading | 2. drawing | 3. park | 4. father | 5. ride my bike | 6. painting | 7. ice skating | 8. friends | 9. soup | 10. grandmother

II – Reading

A. (5 x 2 = 10%)

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

B. (4 x 1 = 4%)

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

C. (4 x 3,5 = 14%)

1. Betty's favourite subject is music. | 2. Yes, she does. | 3. She has two sisters and two brothers. | 4. Winchflat is tall, he has got short brown hair and blue eyes.

III – Language

A. (5 x 1 = 5%)

1. tall | 2. hair | 3. glasses | 4. beard | 5. nose

B. (5 x 1 = 5%)

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

C. (5 x 1 = 5%)

1. library | 2. canteen | 4. gym | 3. classroom | 5. sports field

D. (5 x 1 = 5%)

1. is playing | 2. are cooking | 3. reading | 4. is | 5. are you doing

E. (5 x 1 = 5%)

1. They don't go to school by car. | 2. He makes the bed every day. | 3. We set the table. | 4. She doesn't like maths. | 5. I have lunch at home.

F. (5 x 1 = 5%)

1. visited | 2. didn't cook | 3. brushed | 4. tried | 5. Did... listen

IV – Writing

20%

(Suggested answer)

In the morning I wake up, have breakfast and go to school. In the afternoon I do my homework and watch TV. In the evening I have dinner with my family. I go to bed at 10 p.m.

READY, SET, GO! 6th

INGLÊS

Inclusion

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

Inclusion

Vocabulary Worksheets C

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Countries and nationalities

C

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

A Find 10 nationalities in the word search (↓ →). Then complete the table.

(Encontra 10 nacionalidades na sopa de letras e completa a tabela.)

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

Countries	Nationalities
1. England	<u>E</u>
2. Spain	<u>S</u>
3. Italy	<u>I</u>
4. Australia	<u>A</u>
5. Germany	<u>G</u>
6. The USA	<u>A</u>
7. Japan	<u>J</u>
8. France	<u>F</u>
9. Wales	<u>W</u>
10. Ukraine	<u>U</u>

B Complete the sentences with the correct nationalities. (Rodeia a opção correta.)1. Super Mario is from Italy. He is **Brazilian / Italian**.2. Perry the Platypus is from Australia. He is **Australian / Austrian**.3. Ladybug is from France. She is **Welsh / French**.4. Wreck-It Ralph and Princess Vanellope are from the USA. They are **American / British**.**C And you? Answer the questions about yourself. (E tu? Responde às perguntas sobre ti.)**1. Where are you from? I'm from2. What nationality are you? I'm

Types of houses

C

Name: _____

No.: _____

Class: _____

Date: _____

A Write the missing vowels. (Escreve as vogais em falta.)

semi-detached house • detached house • cottage
terraced house • block of flats • castle



1. d _ t _ ch _ d
h _ _ s _



2. c _ stl _



3. bl _ ck _ f fl _ ts



4. s _ m _ -d _ t _ ch _ d
h _ _ s _



5. t _ rr _ c _ d
h _ _ s _



6. c _ tt _ g _

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

1. A big old construction with stone walls and towers is a **cottage** / castle.
2. A house in a line of houses is a **terraced house** / detached house.
3. A rural house is a **block of flats** / cottage.
4. A house that does not share any walls with other homes is a **detached house** / flat.
5. A house that shares one wall with another home is a **terraced house** / semi-detached house.
6. A large building that has many apartments is a **block of flats** / castle.

C And you? Answer the question. (E tu? Responde à pergunta.)

What type of house do you live in?

I live in a

Physical description / Personality

C

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

- A** Look at the picture and read the texts. Write the correct name in each description. (Observe a imagem e lê os textos.)

Escreva o nome correto em cada descrição.)

Disney
PERCY JACKSON
AND THE OLYMPIANS

1. _____ is **medium height** 

and slim. He/She's got **curly** ,
red hair and **blue eyes**. He/She's got
freckles .

2. _____ is **tall**  and **thin**.

His/Her eyes are **brown**, and he/she's got
curly , **brown hair**.

3. _____ is **short**  and **slim**.

His/Her **hair** is **long, frizzy** and black, and
he/she is wearing **braids** .



Annabeth

Percy Jackson

Grover

- B** Write the words in the box in the correct column. There is one example.

(Escreva as palavras da caixa na coluna correta. Segue o exemplo.)

relaxed • **short** • **responsible** • **curly** • **shy** • **handsome**
(descontraído/a) (curto) (responsável) (encaracolado) (tímido/a) (bonito)
serious • **wavy** • **clever** • **freckles** • **friendly** • **braids** • **brave**
(sério) (ondulado) (inteligente) (sardas) (amistoso/a) (tranças) (corajoso/a)

Physical features	Personality
short	

- C** Circle the correct words to describe Poseidon.

(Agora rodeia as palavras corretas para descrever Poseidon.)



Poseidon is the god of the sea. He is ¹ **ugly** / **handsome** (*general appearance*). He's got ² **brown** / **blue** eyes like his son Percy and ³ **long** / **short**, ⁴ **red** / **black** hair. He's got a ⁵ **braid** / **beard** and a ⁶ **hair** / **moustache** (*facial hair*). He is powerful and immortal.

Free time activities

C

Name: _____

No.: _____

Class: _____

Date: _____

- A** Label the pictures with the correct free time activities. Use the expressions in the box. There is one example.

(Legenda as imagens com as atividades de tempos livres corretas. Usa as expressões da caixa. Segue o exemplo.)

riding a bike • reading • ~~playing video games~~ • listening to music



• playing video games



1. _____



2. _____



3. _____

- B** Read the sentences and match them with the pictures. There is one example.

(Lê as frases e liga-as às imagens. Segue o exemplo.)

1. Jean goes **running** every morning with her dad. d)

2. Anna likes **singing** at a karaoke bar.

3. I love **drawing**. I practise sketching every day.

4. My cousins often **play video games** with me.



a)



b)



c)



d)

- C** Circle the correct option. Look at the pictures. There is one example.

(Rodeia a opção correta. Observa as imagens. Segue o exemplo.)

• Michael can play the piano / sing . Amazing!

5. **Running** / **Cooking**  is my favourite hobby. Especially desserts!

6. Max never plays football. He prefers **swimming** / **skating**  – he loves the sea.

7. Ella loves **dancing** / **riding a bike**  to the sound of Taylor Swift songs.

Name: No.: Class: Date:

(Completa as palavras cruzadas com atividades diárias.)



1



6

1.	g			t			b								
2.	h		v			b				k					t
3.	g				o		s			o		l			
4.	d			m			h								
5.	g		t			p									
6.	h		v			a		s		o				r	



2



3



4



5

(Rodeia a opção correta. Segue o exemplo.)



(Observa a agenda do TJ e assinala as horas corretas. Segue o exemplo.)

- a) half past three b) ☒ three o'clock

- a)** (a) quarter to **b)** (a) quarter past

- a) to six b) past six

6:25 p.m. - play Fortnite with Cole

Household chores

C

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

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

(Legenda as imagens com as expressões da caixa. Observa o exemplo.)

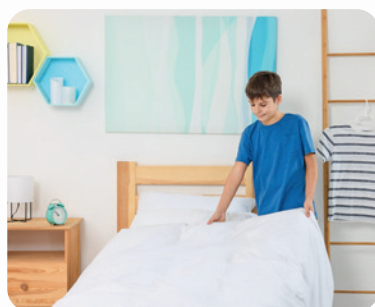
set the table • tidy the bedroom • make the bed
do the washing up • ~~take the rubbish out~~

• take the rubbish out

1. _____



2. _____



3. _____



4. _____

B Circle the correct option to complete the text. There is one example.

(Rodeia a opção correta para completares o texto. Segue o exemplo.)

Hello! I'm Jon Arbuckle, Garfield's owner. My life is very difficult because I do everything around the house and Garfield does NOTHING. I wake up very early and I set / cook breakfast and ¹ **set the table** / **make the table**. Then I ² **take my bed** / **make my bed** and ³ **tidy my room** / **make my room** before going to work. After work, I cook lasagne for dinner and ⁴ **do the washing up** / **do the cooking up**. Once a week I ⁵ **take the rubbish out** / **take the rubbish in**. I ⁶ **go to work** / **go to bed** at 11.00 p.m.



Places in a school

C

Name: _____

No.: _____

Class: _____

Date: _____

A Label the pictures with the places in school. Complete the words with the missing vowels.

(Legenda as imagens dos locais da escola. Completa as palavras com as vogais em falta.)



1. m _ s _ c r _ _ m



2. cl _ ssr _ _ m



3. c _ nt _ _ n



4. c _ rr _ d _ r



5. l _ b



6. sp _rts f _ _ ld

B Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

Ahmet's new school is big and modern. There are about 30 **classrooms** / toilets .There is a ¹ **library** / canteen  where he usually has lunch with his new friends.There is also a big ² **gym** / playground  with big trees and lots of space to run and playand a big ³ **sports field** / corridor  where they can play outdoor sports like footballor field hockey. But his favourite place at school is the ⁴ **lab** / **library**  because he can read books, use the computer and study there. Ahmet loves his new school!**C Complete the sentences with the school places from the box. There is one example.**

(Completa as frases com os locais da escola da caixa. Observa o exemplo.)

computer room • ~~gym~~ • classroom • teachers' room

- You can do indoor sports in the gym.

1. Your teachers spend¹ their breaks in the _____.

2. You have ICT classes in the _____.

3. You have classes in the _____.

 **Vocabulary help**¹ spend = passam

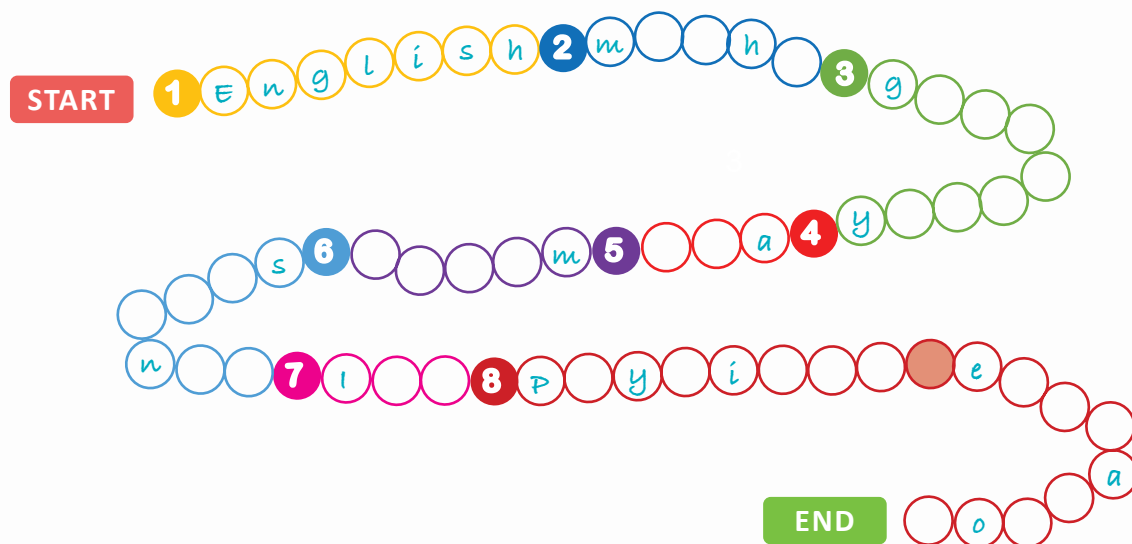
School subjects

C

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

A Complete the word snake puzzle with school subjects. The first letter is given.

(Completa o puzzle com as disciplinas da escola. Segue o exemplo.)

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

(Rodeia a opção correta. Segue o exemplo.)

- **Science / Geography** is Tom's favourite subject. He loves learning about plants and animals.
- 1. I love **science / maths** because I like numbers and solving problems.
- 2. We have **ICT / PE** lessons in the computer room.
- 3. In **geography / English**, you learn about countries, their capitals and flags.

Places in the city and shops

C

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 10 places in the city and shops in the word cloud. Then write them. There is one example. (Encontra 10 locais da cidade e lojas na nuvem de palavras. Depois escreve-os. Segue o exemplo.)



fire station

- B** Match the places in the city with the definitions. There is one example.

(Faz corresponder os locais da cidade às definições. Segue o exemplo.)

1. bank

b)

2. police station

☐

3. town hall

☐

4. museum

☐

a) A place with collections of important objects from history, art or science.



b) A place for depositing money.



c) A building for the administration of a town.



d) The place where police officers work and help people.



- C** Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

Hi! My name is Mel. I love reading. I usually borrow books from the library, but sometimes my mum and I go to the shoe shop / bookshop and she buys me a book .

My mum works at the ¹ hospital / school. She is a nurse .

I'm not very good at sports, but I like going to the ² stadium / library on Sunday mornings and see the football  team play.

I want to be a firefighter  like my Uncle Tom. He works at the ³ police station / fire station in New Haven. On Sundays we take the train  from the ⁴ train station / shopping centre and we visit Uncle Tom and his family.

Things to do in the city

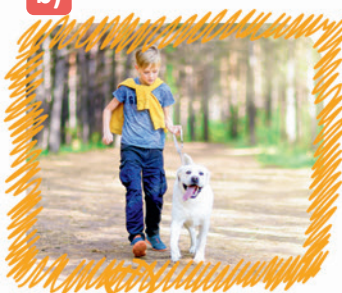
C

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

- A** What are Justin's plans for the weekend? Match the expressions with the pictures. There is one example. (Quais são os planos do Justin para o fim de semana? Faz corresponder as expressões às imagens. Observa o exemplo.)



a) 

b) 

c) 

d) 

1. go to the cinema ☒ **d)**

2. see a football match ☐

3. listen to music at a concert ☐

4. walk the dog ☐

- B** Circle the correct option to complete the text. There is one example. (Rodeia a opção correta para completares o texto. Segue o exemplo.)

THINGS TO DO IN LISBON

You can **walk** / **visit** the National Museum of Ancient Art or ¹ **explore** / **shop** the Gulbenkian garden. Then ² **walk** / **enjoy** along the Baixa streets and ³ **visit** / **buy** some souvenirs.

At lunch time, ⁴ **walk** / **try** the famous grilled sardines or one of the 1001 different codfish dishes.

After lunch, you can take the *eléctrico* and ⁵ **try** / **enjoy** the view of the city from São Jorge castle.



Holidays and travelling

C

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

A Circle the correct words/expressions to complete the sentences.

(Rodeia as palavras/expressões corretas para completares as frases.)

1. This is Maia Kealoha. She is a young Hawaiian actress and she plays Lilo in *Lilo & Stitch*. In Hawaii, Maia and her family always **go sightseeing / go to the beach** because they love the ocean .
2. When she goes to Hollywood, she always travels by **plane / ticket** . She always stays in a **tent / hotel** . It's more comfortable!
3. Maia never forgets her **rucksack / camera**. She has everything she needs in there , including her camera  to **take photos / try the local food**.



B Circle the correct option. There is one example.

(Seleciona a opção correta. Segue o exemplo.)

MY HAWAIIAN HOLIDAY

I went to Hawaii last summer. My family bought a **camera / ticket** , and we packed our ¹ **backpacks / suitcases**  . I took my ² **camera / mobile phone**  and my ³ **ticket / passport** . We travelled by ⁴ **plane / train** .

I took great ⁵ **souvenirs / photos**  at Waikiki beach and ate lots of ⁶ **ice cream / pizza** .

My favourite part was going on a ⁷ **boat / helicopter**  tour and having a panoramic view of the island. I really enjoyed it. Hawaii is the perfect place for a *Lilo & Stitch* fan like me!



Summer activities

C

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

A Match the summer activities with the correct descriptions. There is one example.

(Faz corresponder as atividades de verão às descrições corretas. Segue o exemplo.)

1. going to the beach

b)

2. going to the swimming pool

☐

3. going to the theme park

☐

4. surfing

☐

5. canoeing

☐

6. paddleboarding

☐

a) riding waves on a



b) building



c) travelling in a



d) riding a



e) swimming in a



f) standing on a _____ and paddling the water

**B What did the Lynns do last summer? Look at the pictures and circle the correct summer activity. There is one example.**

(O que fizeram os Lynn no verão passado? Observa as imagens e seleciona a atividade de verão correta. Segue o exemplo.)

• The Lynns tried canoeing / paddleboarding.

1. They liked going to the swimming pool / beach.

2. Ezra always applied sunscreen before sunbathing / canoeing.

3. The boys wanted to go sunbathing / surfing, so they had classes.

4. The Lynn family went to the theme park / water park.

5. Ezra loved going to the theme park / water park.

Verb to be

C

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

Hi! I am / is Bart. I ¹ are / am 9 years old and I study at Springfield Middle School.

Maggie and Lisa ² are / is my sisters. Maggie ³ am / is a baby, and Lisa ⁴ is / are a good student. My parents ⁵ is / are Homer and Marge Simpson. Our family is from the USA – we ⁶ is / are American.

**B** Read the information about Bart and Milhouse. Circle the correct option. There is one example.

(Lê a informação sobre o Bart e o Milhouse. Rodeia a opção certa. Segue o exemplo.)



	Bart	Milhouse
Surname	Simpson	Van Houten
Age	9	
Country	The USA	

- Milhouse's surname is / isn't Van Houten
- 1. Bart's surname is / isn't Simpson.
- 2. Milhouse is / isn't British.
- 3. Bart and Milhouse are / aren't from the U.S.A.
- 4. They are / aren't 10 years old.

C Put the words in order to make questions.

(Ordena as palavras para construíres perguntas.)

1. a nurse / ~~Is~~ / Aunt Patty / ? Is
2. British / ~~Am~~ / I / ? Am
3. Marge and Selma / twins / ~~Are~~ / ? Are

D Match the questions and answers.

(Faz corresponder as perguntas às respostas.)

1. Are the Simpsons from Springfield? ☐
2. Is Bart six years old? ☐
3. Are you an adult? ☐

- a) No, I'm not.
- b) Yes, they are.
- c) No, he isn't.

Verb *have got*

C

Name: _____

No.: _____

Class: _____

Date: _____

A Look at the pictures and **circle** the correct verb option.

(Observe as imagens e rodeie a opção correta.)

- Meilin **has got** / **hasn't got** straight hair.
- 1. Miriam **hasn't got** / **haven't got** short curly hair.
- 2. They **has got** / **have got** fair skin.
- 3. Miriam **hasn't got** / **has got** braces.
- 4. Meilin **have got** / **has got** glasses.
- 5. They **haven't got** / **hasn't got** curly hair.

**B** Match the questions and answers.

(Faz corresponder as perguntas às respostas.)

1. "Has Ming Lee got a daughter?" ☐
2. "Have Meilin's parents got other children?" ☐
3. "Has Ming Lee got blue eyes?" ☐
4. "Have Ming and Meilin got straight hair?" ☐

- a) "Yes, they have."
- b) "No, they haven't."
- c) "No, she hasn't."
- d) "Yes, she has."

**C** **Circle** the correct option to complete the sentences. There is one example.

(Rodeie a opção correta para completares as frases. Segue o exemplo.)

- I'm medium height, I **have got** / **has got** brown skin and brown eyes. I wear glasses.
- 1. I **has got** / **have got** big eyebrows* like my mother.
- 2. My mum **has got** / **have got** beautiful brown eyes, but she **haven't got** / **hasn't got** wavy hair.
- 3. But I **have got** / **have I got** straight hair? No, I **hasn't** / **haven't**. Mine is wavy and dark brown.
- 4. I **has got** / **have got** bangs**.

Vocabulary help

* eyebrows = sobrancelhas

** bangs = franja



Present continuous

C

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

A Write the **-ing** form of the following verbs. There is one example.(Escreva a **-ing** form dos seguintes verbos. Segue o exemplo.)

- play playing 2. ride _____ 4. watch _____
- 1. have _____ 3. run _____ 5. listen _____

**DON'T
FORGET!**am/is/are + verb
+ **-ing****B** Rewrite the sentences in the negative form. There is one example.

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

- Bart **is** studying for the English test. Bart isn't studying for the English test.
- 1. Lisa **is** reading a book. _____
- 2. The Simpsons **are** having dinner together. _____
- 3. Maggie and Lisa **are** singing a song. _____
- 4. Marge **is** baking a cake. _____

C Circle the correct option to complete the questions. Then complete the short answers. There is one example.

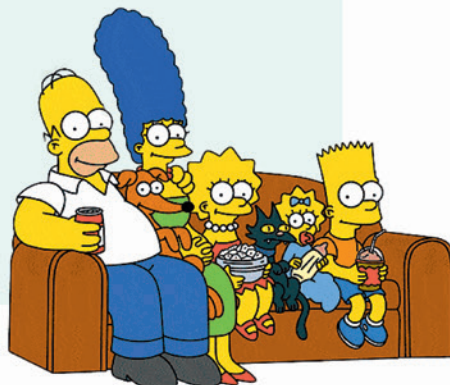
(Rodeia a opção correta para completares as perguntas. Depois completa as respostas curtas. Segue o exemplo.)

- "Is / Are Bart skateboarding?" "Yes, he is."
- 1. "Is / Are Lisa reading a magazine?" "No, she _____."
- 2. "Are Marge and Maggie play / playing the guitar?" "No, they _____."
- 3. "Is / Are you finishing this exercise?" "Yes, I _____."

D Circle the correct verb form to complete the text. There is one example.

(Rodeia a forma verbal correta para completares o texto. Segue o exemplo.)

- It's Saturday night. The Simpsons are watching / is watching TV.
- 1. Bart **is drink** / **is drinking** a smoothie.
- 2. Maggie **is holding** / **are holding** a baby bottle next to him.
- 3. Lisa **is is eating** / **are eating** popcorn.
- 4. Marge and Homer **are smile** / **are smiling**.
- 5. **Is / Are** their pets **sit** / **sitting** on the sofa?
Yes, they **are** / **aren't**. Isn't that funny?
- 6. And you? What **is** / **are** you **do** / **doing** now?



Present simple

C

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

A Circle the correct form of the verbs. There is one example.

(Rodeia as formas corretas dos verbos. Segue o exemplo.)

- Dipper Pines **go** / **goes** to Eggbert Elementary with his sister.
- 1. He **wear** / **wears** a blue cap.
- 2. They **live** / **lives** in Piedmont, California with their parents.
- 3. Mabel **try** / **tries** three different colours of clothes before going to school.

GRAVITY FALLS**B** Write the sentences in the negative form. There is one example.

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

- Mountain lions **live** in Asia. Mountain lions don't live in Asia.
- 1. The sun **rises** in the west. _____
- 2. Giraffes **have** short legs. _____

DON'T FORGET!
don't/doesn't + verb
C Circle the correct form of the verbs. Then complete the short answers with the words in the box. There is one example.

(Rodeia a forma correta dos verbos. Depois, completa as respostas curtas com as palavras da caixa. Segue o exemplo.)

- "Do / Does you **watch** / **watches** cartoons every day?" "Yes, I do."
- 1. "Do / Does Mabel **have** / **has** cereal for breakfast?" "No, she _____."
- 2. "Do / Does the Pines **lives** / **live** in California?" "No, they _____."
- 3. "Do / Does Dipper **go** / **goes** to school by bus?" "Yes, he _____."

doesn't
don't
~~do~~
does

D Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

- 1. Soos **appear** / **appears** in *Gravity Falls*. Do / Does you know / knows him?
- 2. Soos **get up** / **gets up** very early.
- 3. He **go** / **goes** to work and he **eat** / **eats** his meals there because he **don't cook** / **doesn't cook**.
- 4. After work, he **solve** / **solves** mysteries with his friends Dipper and Mabel.



Adverbs of frequency

C

Name: _____

No.: _____

Class: _____

Date: _____

A Look at Wendy's schedule and **circle** the correct option.

(Observe a agenda da Wendy e rodeia a opção correta.)

1. Wendy **rarely** / **usually** wakes up early.
2. She **sometimes** / **always** has piano lessons.
3. She **never** / **always** has lunch at home.
4. Wendy **rarely** / **often** goes to the cinema.

	M	T	W	T	F	S	S
Wake up early	✓	✓	✓	✓	✓	✓	✗
Have piano lessons	✓	✗	✓	✗	✓	✗	✗
Have lunch at home	✓	✓	✓	✓	✓	✓	✓
Go to the cinema	✗	✗	✗	✗	✓	✗	✗



B Three of the following sentences are correct. Tick (✓) them.

(Três das seguintes frases estão corretas. Assinala-as com um ✓.)

1. ☐ Grunkle Stan **often** goes to work by bus.
2. ☐ Mabel and Dipper **have usually** lunch in the school canteen.
3. ☐ Wendy **is never** late for school.
4. ☐ My best friend and I **rarely** walk to school.

DON'T FORGET!

adverb + verb

verb to be + adverb

C Say how often you do these things. Complete the sentences with the adverbs of frequency from the box.

(Diz com que frequência fazes estas coisas. Completa frases com os adverbs of frequency da caixa.)

1. I _____ eat vegetables
2. I _____ do my homework
3. I _____ eat chocolate
4. I _____ play video games

never (*nunca*)
 rarely (*raramente*)
 sometimes (*às vezes*)
 often (*frequentemente*)
 usually (*habitualmente*)
 always (*sempre*)

Adjective degrees

C

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the table with the missing adjectives. There is one example.

(Completa a tabela com os adjetivos que faltam. Segue o exemplo.)

Adjective	Comparative	Superlative
fast	<u>faster than</u>	<u>the fastest</u>
big	1 _____	2 _____
happy	3 _____	4 _____
generous	5 _____	6 _____
good	7 _____	8 _____

DON'T**FORGET!****B** Circle the correct comparative form. There is one example.

(Rodeia o grau comparativo do adjetivo correto. Segue o exemplo.)

- Odie is thinner / more thin than Garfield.
- Garfield says lasagne is **more good** / **better** than pizza.
 - He is **more chubby** / **chubbier** than Odie.
 - Jon is **more nice** / **nicer** than Garfield.
 - Cats are **most disobedient** / **more disobedient** than dogs.

Comparative	Superlative
quicker er than	the quickest
hot ter than	the hot test
fun nier than	the fun niest
safer er than	the saf est
more beautiful than	the most beautiful
better than	the best
worse than	the worst

C Look at the pictures and complete the sentences with the adjectives in the box.

There is one example. (Observa as imagens e completa as frases com os adjetivos da caixa. Segue o exemplo.)



Odie



Vic



Garfield

- Odie is the slimmest of the three.
- Vic is _____ of them.
 - Garfield is _____ of all.

the tallest
~~the slimmest~~
 the grumpiest*

Vocabulary help

*the grumpiest =
o mais rabugento

Modal verb *should*

C

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

A Look at the pictures and complete the sentences with *should/shouldn't*. There is one example.(Observa as imagens e completa as frases com *should/shouldn't*. Segue o exemplo.)

- You should do your homework.



- You _____ raise your hand to speak.



- You _____ use your mobile phone in class.



- You _____ speak in the library.

B Complete Garfield's house rules. Circle the correct option. There is one example.

(Completa as regras da casa que o Garfield precisa de respeitar. Rodeia a opção correta. Segue o exemplo.)

1



Garfield...

House rules

- You **should** / shouldn't eat Jon's food.
- You **should** / **shouldn't** exercise more.
- You **should** / **shouldn't** be rude to Odie.
- You **should** / **shouldn't** play tricks on the postman.

2



4



5

**C** And you? Write something you should / shouldn't do to be a better person.

(E tu? Escreve algo que deves/não deves fazer para te tornares uma pessoa melhor.)

- I should _____
- I shouldn't _____

be a good friend

(ser um bom amigo)

be late for school

(chegar atrasado à escola)

eat vegetables

(comer legumes)

eat junk food

(comer comida rápida)

Past simple – verb *to be*

C

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

A Circle the correct option. There is one example.

(Rodeia a opção certa. Segue o exemplo.)

- Rúben Amorim **was** / **were** Sporting Lisbon's coach.

- He **was** / **were** born in 1985.
- Sporting Lisbon's fans **was** / **were** sad to see him leave the team.
- We **was** / **were** at the football stadium last Friday.

DON'T FORGET!I/he/she/it + **was**
we/you/they + **were****B** Look at the pictures and circle *wasn't* or *weren't*.(Observa as imagens e rodeia *wasn't* ou *weren't*.)

- We **wasn't** / **weren't** in Paris last summer.



- He **wasn't** / **weren't** at a restaurant last Sunday.



- You **wasn't** / **weren't** at the stadium yesterday.



- I **wasn't** / **weren't** at home this morning.

C Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- Rúben Amorim **was** / **were** a football player, but now he is a football coach.
- Last weekend, Rúben and his family **was** / **were** in London.
- The Amorim family's children **was** / **were** very happy to ride the London Eye.
- They **wasn't** / **weren't** able to visit the London Bridge this time, maybe next time!
- Was** / **Were** it a good day? Yes, it **was** / **were**. It **was** / **were** fantastic!

Past simple – *there + to be*

C

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

We visited Scotland last year – it was fantastic!

- **There was** / **There were** a big castle in Edinburgh.
- 1. **There was** / **There were** lochs everywhere!
- 2. **There wasn't** / **There weren't** any pubs open late.
- 3. **There was** / **There were** four cities on our tour.
- 4. **There wasn't** / **There weren't** a long wait to visit the National Museum of Scotland.
- 5. My dad says **there was** / **there were** a monster in Loch Ness.

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

(Faz corresponder as perguntas às respostas. Segue o exemplo.)

- | | |
|---|--|
| 1. Were there any musicians playing on the streets? ✓ | ☒ c) |
| 2. Was there a driver waiting at the airport? ✗ | ☐ |
| 3. Was there fruit in the hotel room? ✓ | ☐ |
| 4. Were there any music festivals in Edinburgh? ✗ | ☐ |

- a) No, there weren't.
- b) No, there wasn't.
- c) Yes, there were.
- d) Yes, there was.

C Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. "Hi, Tom! How was your trip to Edinburgh?"
"Hi, Alice! It was great. **There was** / **There were** lots of things to see. **There was** / **There were** a big castle. It was amazing!"
2. "Wow! **There was** / **Were there** a lot of people?"
"Yes, **there was** / **there were** lots of tourists.
But **there was** / **there wasn't** any rain, so it was nice."



Past simple – regular verbs

C

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct form of the past simple. There is one example.(Rodeia a forma correta do *past simple*. Segue o exemplo.)

- Kate McCulley **travels** / **travelled** in Southeast Asia for 6 months.
- 1. She **explored** / **explores** many countries.
- 2. Her parents **stays** / **stayed** at home, in Boston, USA.
- 3. In 2010 she **starts** / **started** her blog, "Adventurous Kate".

B Look at Kate's agenda. Complete the sentences. Use the *past simple*. There are two examples.(Observa a agenda da Kate. Completa as frases. Usa o *past simple*. Segue os exemplos.)

- Kate tried ☒ local food.
- She didn't dance ☒ Flamenco.
- 1. She visited ☒ the Picasso Museum.
- 2. She walked ☒ along La Rambla.
- 3. She visited ☒ Sagrada Familia.
- 4. She watched ☒ the Magic Fountain show.

**C** Complete the questions and short answers. There is one example.

(Completa as perguntas e respostas curtas. Segue o exemplo.)

- " Did Kate enjoy (enjoy) travelling in Asia? ☒ " Yes, she did.
- 1. " _____ she _____ (try) Asian food? ☒ " _____, she _____.
- 2. " _____ her friends _____ (miss) her? ☒ " _____, they _____.

DON'T FORGET!

- ☒ verb + **-ed**
- ☒ **didn't** + verb
- ☒ **did** + subject + verb

D Circle the correct form of the past simple. There is one example.(Rodeia a forma correta do *past simple*. Segue o exemplo.)

- Last week I **visit** / **visited** my grandmother in San Francisco, California.
- 1. She **invited** / **invite** me and my family to spend a few days with her.
- 2. We **decides** / **decided** to take a ferry boat to Alcatraz Island, the prison island.
- 3. We **tried** / **try** some delicious Chinese food, but my sister **didn't like** / **didn't liked** it.
- 4. We **walked** / **walk** across the Golden Gate bridge.
- 5. Do I **like** / **Did I like** San Francisco Museum of Art? Yes, I **did** / **liked**. I **love** / **loved** it!



Past simple – irregular verbs

C

Name: _____

No.: _____

Class: _____

Date: _____

- A Match the infinitive forms of the verbs with their past simple forms. There are two examples.** (Liga as formas infinitivas dos verbos às suas formas do *past simple*. Segue os exemplos.)

1. buy

b)

2. eat

e)

3. fly

4. go

5. ride

6. spend

7. take

8. write

a) went

b) bought

c) took

d) wrote

e) ate

f) spent

g) flew

h) rode

- B Complete the sentences with the past simple forms from the box. There is one example.** (Completa as frases com a forma correta do *past simple* que encontras na caixa. Segue o exemplo.)

wrote • ate • bought • flew • rode • spent • ~~went~~

- Samuel went (go) to New Zealand last summer.
- 1. He _____ (buy) a ticket and _____ (fly) to Wellington.
- 2. Sam _____ (ride) on a tourist bus and visited some famous landmarks.
- 3. He _____ (eat) fish and kūmara, a type of sweet potato.
- 4. He _____ (spend) a day at the beach, on Waiheke Island.
- 5. Before going back, Samuel _____ (write) postcards to his friends. What amazing holidays!



- C Tick (✓) the correct option. There is one example.** (Assinala a opção correta. Segue o exemplo.)

- Where did you spend your holidays?
a) ☐ did... spent b) ☒ did... spend
- 1. I _____ abroad on my holidays.
a) ☐ didn't went b) ☐ didn't go
- 2. _____ Sam _____ many sea lions?
a) ☐ Did... see b) ☐ Did... saw
- 3. Sam's friends _____ his postcards.
a) ☐ didn't get b) ☐ didn't got



Be going to

C

Name: _____

No.: _____

Class: _____

Date: _____

A Write *am*, *is* or *are* to complete the sentences about future plans. There is one example.(Escreve *am*, *is* ou *are* para completares as frases sobre planos futuros. Segue o exemplo.)

- Ariana Grande is going to travel to Penang Island, in Malaysia.
- Ethan Slater _____ going to explore Fort Cornwallis, a British historic fort.
 - They _____ going to visit the Peranakan Mansion to learn about Malaysian culture.
 - Her mum _____ going to tour the Tropical Spice Garden to learn about local spices and herbs.

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

(Faz corresponder as perguntas às respostas. Segue o exemplo.)



- Are you going to try Nasi Lemak? ☒ c)
- Are they going to surf on Batu Ferringhi Beach? ☐
- Is her brother going to shop at Batu Ferringhi night market? ☐
- Is she going to like Malaysia? ☐

- No, he isn't.
- Yes, she is.
- Yes, I am.
- Yes, they are.

C Circle the correct option. There is one example.

(Rodeia a opção correta. Observa o exemplo.)

- My family and I are going to fly / am going to fly to Kuala Lumpur next summer.
- My mum am going to buy / is going to buy the tickets.
 - We are going to travel / aren't going to travel in June because I have school.
 - I is going to learn / am going to learn some words in their language.
 - Are we going to have / Is we going to have fun?
Yes, we am going to enjoy / are going to enjoy ourselves!



Table of specifications (Unit 1)

Progress Test 1C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Países e nacionalidades Tipos de casa Descrição física e personalidade Atividades de tempos livres	A. Identificar se as frases são verdadeiras ou falsas.	5 x 2% = 10%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Escolher a palavra correta para completar frases, de acordo com o texto.	6 x 5% = 30%	6 x 10% = 60%	Resposta errada: 0 pontos
Total:			40%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As nacionalidades	A. Completar os balões de fala com as nacionalidades da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Os tipos de casa	B. Escolher o nome correspondente à casa da imagem fornecida.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	A descrição física/membros da família	C. Observar a imagem e fazer corresponder a descrição física ao membro da família correto.	5 x 2% = 10%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>to be</i>	D. Escolher a forma correta do verbo <i>to be</i> para completar as frases.	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (afirmativa/negativa)	E. Legendar as imagens com a forma correta do verbo <i>have got</i> .	3 x 1% = 3%	3 x 4% = 12%	Resposta errada: 0 pontos
	Verbo <i>have got</i> (interrogativa)	F. Completar as perguntas e respostas de acordo com as imagens do exercício anterior.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Present continuous</i> (afirmativa; negativa; interrogativa)	G. Escolher a forma correta do <i>present continuous</i> para completar as frases.	8 x 1% = 8%	8 x 3% = 24%	Resposta errada: 0 pontos
Total:			40%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto	Tema: A identificação pessoal; descrição física; atividades de tempos livres/passatempos.	Completar um texto sobre si, seguindo instruções detalhadas, com o auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text about Sofya.

Hi! My name is Sofya, and I'm 11 years old, just like most of you. I'm from Ukraine, but I'm living in Canada with my aunt and uncle at the moment. Our flat is in a quiet neighbourhood¹ in Toronto.

5 My favourite hobby is cooking , but I also love drawing  cartoons in my notebook and writing .

Right now, I am with my best friend, Andriy. He is also from Ukraine. He is tall   and slim  , and he has got straight  blond hair.

10 Andriy is reading a book in English about superheroes and listening to music . I am on my phone using an app to learn new words. Learning English is so much fun! I can sing songs , watch cool videos, and even teach my Ukrainian friends. I'm starting this blog to practise writing in English!

15 My parents are coming to visit me next month and I'm very excited. I really miss them!



Vocabulary help

¹neighbourhood = bairro

A Read the sentences and tick (✓) true (T) or false (F).

1. Sofya is now living in Canada with her **parents**. (lines 2-3)
2. She likes **drawing and writing**. (lines 5-6)
3. Andriy is **Canadian**. (lines 7-8)
4. **Andriy is reading** and **Sofya is learning English on an app**. (lines 10-11)
5. Learning English is fun, because she can teach the language to her **family**. (lines 11-13)

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Circle the correct options to complete the sentences about the text.

1. Sofya is **Ukrainian** / **Canadian**.
2. She has got a **detached house** / **flat** in Toronto.
3. Andriy is **short** / **tall** and slim, and he has got **straight** / **curly** blond hair.
4. Sofya is starting a blog to practise writing in **English** / **French**.
5. Her parents are coming to visit her next **year** / **month**.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the speech bubbles with the correct nationalities from the box.

French • Irish • Italian • English

1. I'm Lorenzo.I'm from **Italy**, so
I'm _____.
I live in a detached
house.2. I'm Jean. I'm
from **France**, so
I'm _____.
I live in a flat.3. I'm Carol. I'm
from **Ireland**, so
I'm _____.
I live in a castle.4. I'm Penny. I'm
from **England**, so
I'm _____.
I live in a cottage.**B** Look at the pictures. Match the people from exercise A with the correct house.
Circle the correct option.

1. Penny / Lorenzo

2. Carol / Jean

3. Lorenzo / Penny

4. Penny / Carol

C This is Sofya's family. Match the correct family members with the descriptions.
Circle the correct option.1. Sofya's father is very tall. He has got short hair. **b) / e)**2. Sofya's uncle is medium height. He is bald. **c) / d)**3. Her mother has got long blond hair and she is a bit fat. **a) / b)**4. Her cousin Olek is tall and he has got short dark hair. **d) / e)**5. Her grandmother is medium height. She has got short grey hair. **c) / d)**

D Circle the correct form of the verb *to be* to complete the sentences.

- Olek and Sofyia **are** / **is** cousins. They **aren't** / **isn't** in the same country now.
- Sofyia **are** / **is** eleven years old.
- She **isn't** / **am** not from Canada.
- Is** / **Are** they a happy family?

DON'T FORGET!

to be = ser/estar
 + am/is/are
 - am not/isn't/aren't
 ? Am/Is/Are... + subject + ...?

E Look at the pictures. Complete the sentences with the verb *have got* in the affirmative (*have got* or *has got*) or negative (*haven't got* or *hasn't got*). There is one example.



- She has got long hair.



1. They _____ glasses.



2. He _____ a black shirt.



3. She _____ a watch.

F Write questions and answers according to the pictures in exercise E. There is one example.

- she / short hair ☒ Has she got short hair? No, she hasn't.
1. they / hats ☒ Have they _____?
 No, _____.
2. he / a beard ☒ Has _____?
 _____, he _____.
3. she / many necklaces ☒ _____?
 _____, _____ has.

DON'T FORGET!

have got = ter
 + have got/has got
 - haven't got/hasn't got
 ? Have/Has + subject + got...?

G Circle the the correct present continuous form to complete the sentences.

- Susan **watching** / **isn't watching** TV. She **doing** / **is doing** her homework.
- "Where **are you going** / **are you go**?" "I **driving** / **am driving** home."
- "**Am Sofyia cooking** / **Is Sofyia cooking**?" "No, she **is** / **isn't**."
- They **aren't playing** / **isn't playing** video games.
 They **is swimming** / **are swimming**.

DON'T FORGET!

Present continuous
 am/is/are + -ing form

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Imagine you are doing your favourite free time activity right now.
Complete the text.

The **Vocabulary help** box will help you.

**Vocabulary help**

- **Nationalities:** Portuguese; Brazilian; Ukrainian; Angolan; Spanish...
- **Height:** tall; short; medium height...
- **Weight:** thin; slim; fat...
- **Hair:** straight; curly; long; short...
- **Eyes:** brown; green...
- **Personality:** friendly; shy; clever; pessimistic...
- **Free time activities:** playing video games/football/basketball; riding a bike; chatting with my friend...

Hi, everyone!

My name is _____. I'm _____ years old and my birthday
is on _____. I'm _____ (*nationality – nacionalidade*).

I'm _____ (*height – altura*) and _____ (*weight – peso*).

I have got _____ hair and _____ eyes. I'm _____
(*personality – personalidade*).

Right now I'm _____ (*free time activity
you are doing now – passatempo que estás a fazer*).

Good work!



Table of specifications

Progress Test 2C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades da rotina diária As horas As disciplinas escolares	A. Escolher a palavra correta para formar frases, de acordo com o texto.	5 x 4% = 20%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Escolher a resposta correta para as perguntas, de acordo com o texto.	4 x 6% = 24%	4 x 15% = 60%	Resposta errada: 0 pontos
Total:			44%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Atividades da rotina diária As horas	A. Escolher as atividades da rotina diária/ tarefas domésticas e horas, de acordo com o apresentado nas imagens.	6 x 1% = 6%	6 x 4% = 24%	Resposta errada: 0 pontos
	As disciplinas escolares Os locais na escola	B. Ler as pistas e escolher as disciplinas e os locais na escola correspondentes.	5 x 2% = 10%	5 x 5% = 25%	Resposta errada: 0 pontos
	Present simple	C. Escolher a forma correta do present simple para completar as frases.	8 x 1% = 8%	8 x 2,5% = 20%	Resposta errada: 0 pontos
	Present simple Adverbs of frequency	D. Escolher a frase correta.	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	Comparative	E. Analisar a informação da tabela e escolher a forma correta do grau comparativo de superioridade dos adjetivos.	3 x 1% = 3%	3 x 3% = 9%	Resposta errada: 0 pontos
	Superlative	F. Escolher a forma correta dos adjetivos no grau superlativo.	4 x 1,5% = 6%	4 x 2% = 8%	Resposta errada: 0 pontos
Total:			36%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Responder a perguntas sobre a sua rotina diária/ disciplinas escolares favoritas.	Tema: A rotina diária; as horas; as disciplinas escolares favoritas.	Responder a perguntas sobre a sua rotina diária, com o auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: 0,5 pontos
Total:			20%	100%	

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

A day in the life of a young Olympian

Meet Zheng Haohao, the youngest athlete at the 2024 Paris Olympics. She is 11 years old and she was born in China. She is a talented skateboarder. Her English nickname is Lilibet.

5 She wakes up early, at 5:00 a.m. She starts her day with a healthy breakfast: oatmeal¹, fruit and juice. Then, she goes to the skatepark for her first training session. She practises for two hours.

10 After training, she goes to school. She studies maths, science, Chinese and English, just like other kids her age. Her favourite subject is PE. She is one of the fittest students in class.

In the afternoon, she has her second training session, working on advanced tricks and routines. Sometimes she also does yoga or goes to the gym after this session.

15 In the evening, she always has time to have fun. She enjoys traditional extracurricular activities like learning the piano and painting. When people ask her what she really likes besides² skateboarding she answers: “Oreos and candy... are life!”

Her day ends early. She goes to bed at 9:00 p.m. to rest for another busy day. Her dedication inspires young people everywhere!

**Vocabulary help**¹ oatmeal = aveia² besides = para além de**A Circle the correct word to complete the sentences.**

1. Zheng is **twelve** / **eleven** years old. (line 2)
2. Her day starts with a good **breakfast** / **table** full of healthy food. (lines 4-5)
3. She has **two** / **three** training sessions a day. (lines 6 and 11)
4. She enjoys painting or playing the **football** / **piano**. (lines 13-14)
5. She always goes to **bed** / **school** at nine p.m. (line 16)

B Read the questions and tick (✓) the correct answer.

1. What time does Zheng wake up?
a) ☐ At 5 a.m. b) ☐ At 6 a.m.
2. Which school subjects does she have?
a) ☐ Science, English and PE. b) ☐ Science, Chinese and PE.
3. Does she have a favourite subject?
a) ☐ Yes, she does. It's PE. b) ☐ Yes, she does. It's science.
4. What does she sometimes do after the afternoon training session?
a) ☐ She does yoga or goes to the gym. b) ☐ She does yoga or does her homework.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct daily routine activities or household chores.1. I **cook / get up** at half past seven.2. I **tidy / cook** my breakfast at quarter to eight.3. I **brush my teeth / go to school** at ten past eight.4. I **study / play video games** at a quarter to six.5. I **set the table / tidy my bedroom** at a quarter past seven.6. I **have dinner / make my bed** at eight o'clock.**B** Read the clues. Circle the places in a school and the school subjects.Places
in a school

1. This is where you eat lunch.

canteen



/ library



2. This is where you have classes.

playground



/ classroom



3. This is where you borrow books.

library



/ canteen

School
subjects

4. You learn to make calculations.

history



/ maths



5. You learn about the past.

science



/ history

**C** Circle the correct verb form to complete the sentences.1. Lilibet and her friends **goes / go** to a school in China.2. She **do / does** her homework after school, but she **doesn't have / don't have** too much time to study.3. Her friends **study / studies** a lot because they **doesn't want / don't want** to get bad grades.4. "When **do you help / does you help** your mother with the chores?" "Every day."5. "Does Zheng **tidies / Does Zheng tidy** her bedroom?" "Yes, she **doesn't / does.**"**DON'T
FORGET!****Present simple**

+ He/She/It + verb + -s/-es

- Subject + **don't/doesn't** (he/she/it) + verb (infinitive)

? Do/Does + subject + verb (infinitive)

D Tick (✓) the correct sentence.

1. a) ☐ We often go to bed early.
b) ☐ We go often to bed early.
2. a) ☐ Sky and Zheng always are on time for the training sessions.
b) ☐ Sky and Zheng are always on time for the training sessions.
3. a) ☐ Mary rarely has lunch at home.
b) ☐ Mary has lunch at home rarely.

DON'T FORGET!

Adverbs of frequency (position)
Subject + adverb of frequency + **main verb**
Subject + verb **to be** + adverb of frequency

E Look at the information from the table. Circle the correct form of the adjectives to make correct sentences. There is one example.

Sky Brown's school (USA)	Zheng Haohao's school (China)
85 classrooms and 1200 students	35 classrooms and 600 students
Students from 15 to 18 years old	Students from 6 to 14 years old
Old library	Modern library

- Zheng's school is **smaller than** / **bigger than** Sky's school.

1. Sky Brown's school is **bigger than** / **big than** Zheng Haohao's school.
2. The students in Zheng's school are **younger than** / **older than** in Sky's school.
3. The library in Zheng's school is **modern than** / **more modern than** the library in Sky's school.

DON'T FORGET!

Comparativo
• 1 syllable adjectives + **-er** + **than**
• Long adjectives: **more** + adjective + **than**

F Circle the correct superlative form of the adjectives to complete the sentences.

1. The playground in my school is the **most beautiful** / **the beautiful** in the city. It has lots of green spaces.
2. The students here are **the happy** / **the happiest** students. They only have classes in the morning.
3. My classmate Sheila has **the bad** / **the worst** grades of all because she doesn't study.
4. Jack is **the oldest** / **the most old** in class. He turns 12 next month.

DON'T FORGET!

Superlativo
• 1 syllable adjectives: **the** + adjective + **-est**
• Long adjectives: **the most** + adjective
• Irregular: **good** = **the best**; **bad** = **the worst**

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Answer the questions about a day in your life.

The **Vocabulary help** box below will help you.

Vocabulary help

1. have breakfast; get dressed; brush my teeth; ...
2. at 8 o'clock; at 8.30 a.m.; ...
3. English; maths, PE; ...
4. do homework; watch TV, have dinner; ...
5. at 10 p.m.; at half past ten p.m.; at midnight; ...



1. What is the first thing you do in the morning? (*Qual foi a primeira coisa que fizeste de manhã?*)

2. What time do your classes start? (*A que horas começam as tuas aulas?*)

3. What are your favourite subjects? (*Quais são as tuas disciplinas favoritas?*)

4. What do you do in the evening? (*O que fazes à noite?*)

5. What time do you go to bed? (*A que horas vais para a cama?*)



Table of specifications

Progress Test 3C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Locais na cidade e lojas Atividades para fazer na cidade	A. Legendar imagens com expressões do texto.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Escolher a palavra correta para completar as frases, de acordo com o texto.	5 x 3% = 15%	5 x 7% = 35%	Resposta errada: 0 pontos
		C. Escolher a resposta certa para responder às perguntas sobre o texto.	5 x 4% = 20%	5 x 10% = 50%	Resposta errada: 0 pontos
Total:			41%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Locais na cidade e lojas	A. Escolher a opção correta para legendar as imagens.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Atividades para fazer na cidade	B. Escolher a atividade correta.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	Past simple – verb to be	C. Escolher as formas corretas do verbo to be no past simple para completar o texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	Past simple – there + to be	D. Escolher a frase correta.	3 x 2% = 6%	3 x 6% = 18%	Resposta errada: 0 pontos
	Past simple – regular verbs (affirmative/negative)	E. Escolher a forma correta dos verbos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	Past simple – regular verbs (all forms)	F. Escolher a forma correta dos verbos para completar o diálogo.	8 x 1% = 8%	8 x 4% = 32%	Resposta errada: 0 pontos
Total:			39%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Responder a perguntas sobre uma visita a uma cidade.	Tema: Locais na cidade; lojas; atividades na cidade.	Responder a perguntas sobre uma visita passada a uma cidade, com o auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Read the reviews.



Martha Thomson

**"Amazing Abu Dhabi Adventure – Fun for Everyone!"**

Last month, I visited Abu Dhabi with my family, and it was one of the best trips ever! The city is so cool, with big buildings, fun parks, and lots of exciting things to do. Here's what I loved the most:

Day 1: A Big, Beautiful Mosque

We visited the Sheikh Zayed Grand Mosque, and it was GIGANTIC! The white walls and shiny floors looked like a palace. There were pools that reflected the mosque – it was magical! Remember to wear nice, modest clothes when you visit.

Day 2: Art and Beach Fun

We visited the Louvre Abu Dhabi, a museum with really cool art. Later, we walked along the beach at the Corniche, and the water was so blue. You can even ride bikes there!

Day 3: Fast and Fun Rides

The best day was at Ferrari World. We tried the *Formula Rossa*, the fastest roller coaster¹ in the world! It was so exciting. There was also a kids' zone with fun car-themed games.

Day 4: Desert Adventures

The desert was amazing! There were camels and at night we tried yummy food and watched dancers under the stars. Don't worry – there are burgers and pizzas, too, if you want them!

Abu Dhabi is so much fun! You can learn new things, see cool places, and have exciting adventures. I loved every moment and can't wait to go back.

10/10 – Perfect for families!

 **vocabulary help**

¹ roller coaster = montanha-russa

A Label the pictures with the underlined phrases from the reviews.



1. _____



2. _____



3. _____

B Circle the correct options to make correct sentences.

1. The Sheikh Zayed Grand Mosque was **small** / **gigantic**.
2. There were **pools** / **windows** that reflected the mosque.
3. Martha visited a museum called the **Louvre Abu Dhabi** / **Ferrari World**.
4. **There weren't** / **There were** any animals in the desert.
5. The Formula Rossa was the **slowest** / **fastest** roller coaster in the world.

C Read the questions and tick (✓) the correct answer.

1. Who was with Martha on this trip?
 a) ☐ Her family. b) ☐ Her friends.
2. What did Martha visit on day 2?
 a) ☐ Tried local food. b) ☐ Visited a museum and the beach.
3. Where was the best day?
 a) ☐ At the *Corniche* beach. b) ☐ At Ferrari World.
4. Was there a kids' zone at Ferrari World?
 a) ☐ Yes, there was. b) ☐ No, there wasn't.
5. Why was the desert amazing?
 a) ☐ There was great food. b) ☐ There were camels, yummy food and dancers.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct word to label the places in the city and shops.1. bookshop  /
shopping centre 2. library  /
clothes shop 3. sports shop  /
stadium 4. stadium  /
train station 5. town hall  /
fire station 6. train station  /
bridge **B** Complete the tips from a travel guide with the correct things to do in a city.
Circle the correct option.

1. Visit a museum / Explore the parks – located in a city whose name means “cat” in Malaysia, it is filled with feline-themed objects, paintings, and cultural items.
2. Admire the landmarks / Shop for clothes – the Grand Bazaar (Istanbul, Turkey) offers a unique shopping experience.
3. Try local food / Admire the landmarks – in Paris you’ll find the Eiffel Tower, the Louvre Museum, Notre Dame cathedral and many others.
4. Enjoy the view / Walk along the streets – from the top of the Empire State Building you can see all of New York City! It’s amazing!
5. Try local food / Use public transport – black ice cream in Los Angeles (USA) is definitely something you can’t miss!



C Circle the correct the past simple form of the verb *to be*.

I ¹ **were / was** in Warner Bros World Abu Dhabi. It ² **was / were** amazing. Luckily, the weather ³ **weren't / wasn't** very hot. My friends and I ⁴ **were / was** quite excited to see the theme park. We ⁵ **weren't / wasn't** sure where to go first, but Batman: Knight Flight ⁶ **was / were** our first ride. Awesome!

⁷ **Was / Were** it an experience to repeat? Yes, it ⁸ **were / was**. Definitely!



DON'T FORGET!

Past simple – verb *to be*

Afirmativa: I/he/she/it **was**; you/we/they **were**

Negativa: I/he/she/it **wasn't**; you/we/they **weren't**

Interrogativa: **Was** I/he/she/it...? ; **Were** you/we/they...?

D Tick (✓) the correct sentence. There is one example.

- a) ☒ There was a huge shopping centre in Abu Dhabi.
- b) ☐ There were a huge shopping centre in Abu Dhabi.
- 1. a) ☐ There wasn't many zoos in the city centre.
- b) ☐ There were many zoos in the city centre.
- 2. a) ☐ There wasn't a Harry Potter museum in Dubai.
- b) ☐ There weren't a Harry Potter museum in Dubai.
- 3. a) ☐ Was there beaches in Abu Dhabi?
- b) ☐ Were there beaches in Abu Dhabi?

E Circle the correct verb form of the past simple.

1. They **explored / explores** the parks in the city on their last trip to Paris.
2. We **didn't enjoy / didn't enjoyed** the view because it was foggy.
3. They **shopped / shoped** for clothes at the local market.
4. I **didn't use / not used** public transport; I **walked / walks** instead.
5. We **tried / tryed** local food at a small restaurant.

DON'T FORGET!

Past simple – regular verbs

Afirmativa: verb + -ed

F Circle the correct past simple form of the regular verbs.

Emma: Hi, Jake! How was the semester break? How was your trip last weekend?

Jake: It was great! I ¹ **visited** / **visit** Paris with my family. And you? ² **Do you travel** / **Did you travel**?

Emma: Yes! To Rome. What ³ **did you like** / **did you liked** the most in Paris?

Jake: Well, we ⁴ **admire** / **admired** the Eiffel Tower and ⁵ **walks** / **walked** along the River Seine.

Emma: That sounds amazing! ⁶ **Did you try** / **Did you tried** any French food?

Jake: Yes, some delicious crepes. My mother didn't like the crepes that much...

Emma: Oh, the usual... my parents ⁷ **didn't wanted** / **didn't want** to try Italian lasagne... Can you believe that?

Jake: Really?! Did you enjoy Rome?

Emma: Yes, I ⁸ **didn't** / **did**! It was great!

**DON'T
FORGET!**

Past simple – verbos regulares

Negativa: Sujeito + *didn't* + verbo no infinitivo

Interrogativa: *Did* + sujeito + verbo no infinitivo

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Answer the questions about the last city you visited.

The  **Vocabulary help** box below will help you.

 Vocabulary help

2. last week/weekend/summer/year...
3. my parents/my friends
4. visited museums; walked along the streets; tried local food...



1. Where did you go? (*Onde foste?*)

I went to

2. When was the trip? (*Quando foi a viagem?*)

The trip was

3. Who was with you? (*Quem estava contigo?*)

My

was/were with me.

4. What did you do? (*O que fizeste?*)

I visited

Good work!



Table of specifications

Progress Test 4C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Férias e viagens Atividades de verão	A. Escolher o nome correto para completar as frases.	5 x 2% = 10%	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Completar as respostas às perguntas sobre os textos com uma palavra.	5 x 4% = 20%	5 x 12% = 60%	Resposta errada: 0 pontos
Total:			30%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Férias e viagens	A. Organizar as palavras/expressões de acordo com a categoria correspondente.	8 x 2% = 16%	8 x 3% = 24%	Resposta errada: 0 pontos
	Atividades de verão	B. Escolher a opção correta para legendar as imagens.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Férias; viagens e atividades de verão	C. Escolher a opção correta para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past simple – irregular verbs</i>	D. Escolher a forma correta do <i>past simple</i> dos verbos irregulares fornecidos.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Past simple – irregular verbs (affirmative/negative)</i>	E. Escolher a forma verbal correta para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past simple – irregular verbs (interrogative)</i>	F. Completar as perguntas e respostas de acordo com as imagens.	3 x 1% = 3%	3 x 2% = 6%	Resposta errada: 0 pontos
	<i>Be going to (affirmative/negative)</i>	G. Escolher a opção correta e completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Be going to (interrogative)</i>	H. Fazer perguntas e completar respostas de acordo com a lista de atividades do exercício anterior.	4 x 1% = 4%	4 x 2,5% = 10%	Resposta errada: 0 pontos
Total:			50%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: Descrição das últimas férias de verão.	Completar um <i>post</i> de blogue sobre as últimas férias de verão, de acordo com as orientações dadas e com a ajuda do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the blog posts.

A life in a rucksack



"A day in the mountains"

Hi, I'm Liam and I'm 13! Last weekend, my family and I went on a rucksack trip to the mountains. We woke up early and packed everything we needed: snacks, water, a map and jackets. My rucksack was heavy, but I felt excited.

- 5 We hiked all morning. The air was fresh, and the trees were so tall. At lunchtime, we found a small lake. We sat on big rocks and ate sandwiches. The view was amazing. In the afternoon, we reached the top of the mountain. My mom took a photo of me with my rucksack. It was the best day ever. I love going on adventures with my family. We're going to do it again next year!



"Fun at the beach"

Hi, I'm Emma! I'm 11 years old. Last Saturday, my family and I went to the beach with our rucksacks. We packed towels, sunscreen, water bottles and some snacks. My dad also brought a kite, which was so cool! When we got to the beach, I wore my swimsuit and ran to the water. My brother

- 15 and I collected seashells¹ and put them in a small pocket in my rucksack.

Later, we tried paddleboarding. Then, we flew the kite. It went so high that we didn't see it the whole time! At the end of the day, we sat on a blanket² and watched the sunset. It was a perfect beach trip!

Vocabulary help

¹ seashells = conchas² blanket = cobertor

VERBS

IN THE TEXT

Verbs (infinitive + past simple): **go** – went (*ir*); **wake up** – woke up (*acordar*); **feel** – felt (*sentir*); **find** – found (*encontrar*); **sit** – sat (*sentar*); **eat** – ate (*comer*); **take** – took (*tirar*); **bring** – brought (*trazer*); **get** – got (*alcançar*); **wear** – wore (*usar*); **fly** – flew (*voar*)

A Write **Liam** or **Emma** to make correct sentences.

1. _____ went to the mountains  and _____ went to the beach .
2. _____ had a heavy rucksack .
3. _____ flew a kite  and _____ ate some sandwiches .

B Complete the answers to the questions with **ONE word**.

1. What did Liam take in his rucksack? Snacks, water, a _____ and jackets. (line 4)
2. Where did Liam sit to eat his sandwich? Liam sat on big _____. (line 6)
3. Who took a photo of Liam with his rucksack? Liam's _____. (lines 7-8)
4. Which activity did Emma try before flying a kite? She tried _____. (line 16)
5. When did Emma watch the sunset? At the end of the _____. (line 17)

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the words/phrases from the box under the correct category.

go sightseeing  • train  • ticket  • hang out with friends 
 campsite  • passport  • resort  • plane 

1. How to go (Como ir)	2. What to take (O que levar)	3. Where to stay (Onde ficar)	4. What to do (O que fazer)
_____	_____	_____	_____
_____	_____	_____	_____

B Circle the correct summer activities to label the pictures.

1. sunbathing / hanging out with friends



2. going to a water park / going to the beach



3. going to a theme park / sunbathing



4. surfing / going to the swimming pool



5. going to the swimming pool / canoeing



6. canoeing / paddleboarding

C Circle the correct options to complete the sentences.

- We stayed in an expensive **hotel** / **suitcase** in the Caribbean.
- Liam's mother had a wonderful **ticket** / **camera** to take photos.
- I'm very good at **going to the beach** / **paddleboarding**.
- Going to a water park** / **A resort** is my favourite summer activity.
- I prefer to travel by **underground** / **boat** when I'm visiting a city!

D Circle the correct past simple form of the irregular verbs.

- | | |
|----------------------------|--------------------------------|
| 1. go: went / go | 4. do: does / did |
| 2. have: had / have | 5. find: find / found |
| 3. eat: ate / eat | 6. write: write / wrote |

DON'T FORGET!

Past simple – irregular verbs

Afirmativa: memorizar a lista

Negativa: Sujeito + **didn't** + verbo no infinitivo

Interrogativa: **Did** + sujeito + verbo no infinitivo

E Circle the correct past simple verb form to complete the sentences.

- Liam and Emma **spent** / **spended** a great time with their families.
- They **taked** / **took** food in their rucksacks.
- The family **didn't swim** / **not swim** in the pool – they prefer the sea!
- I **forgot** / **forget** my passport, so I **didn't went** / **didn't go** abroad.

F Look at the pictures. Ask and answer. There is one example.



- | | | | |
|---|--|--|--|
| • <u>Did</u> he go surfing?
Yes, he <u>did</u> . | 1. _____ they take photos?
Yes, they _____. | 2. _____ Liam eat soup?
No, he _____. | 3. _____ Emma fly a kite?
Yes, she _____. |
|---|--|--|--|

G What is or isn't Emma going to do next summer? Look at her bucket list. Then, circle and complete the sentences. There is one example.

- Emma is / isn't going to buy a new swimsuit.
- She **isn't** / is going to _____ different ice cream flavours.
 - Emma and her family **are** / **aren't** going to _____ to a deserted beach.
 - She **isn't** / **aren't** going to _____ with sharks.
 - Emma and Sarah **are** / **aren't** going to _____ big waves.
 - Emma **is** / **isn't** going to _____ all day.



DON'T FORGET!

Be going to

Afirmativa: Sujeito + am/is/are + **going to** + verbo no infinitivo

Negativa: Sujeito + am not / isn't / aren't + **going to** + verbo no infinitivo

H Look at Emma's summer bucket list again. Ask questions. There is one example.

- Emma / try different ice cream flavours / ?

"*Is Emma going to try different ice cream flavours* _____?" "Yes, she is."

1. Emma / buy a new swimsuit / ?

"_____?" "Yes, she is."

2. Emma and Sarah / surf big waves / ?

"_____?" "Yes, she is."

3. Emma / swim with sharks / ?

"_____?" "No, she isn't."

4. Emma and her family / go to a desert beach / ?

"_____?" "No, they aren't."

**DON'T
FORGET!**

Be going to

Interrogativa: Am/Is/Are + sujeito + **going to** + verbo no infinitivo



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

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the blog post about your last summer holidays.

The  **Vocabulary help** box below will help you.

I went to _____

(where you went – onde foste) with _____

_____ (who you went with – com quem foste).

We went by _____ (how you went – como foste)

and stayed at a _____ (where you stayed – onde

ficaste). I took my _____ (what you took – o que levaste).

I had a lot of fun. I _____, _____ and _____

_____ (three activities you did – três atividades que fizeste).

 **Vocabulary help****Means of transport
(Meios de transporte)**

- **bike** = bicicleta
- **boat** = barco
- **bus** = autocarro
- **car** = carro
- **lorry** = camião
- **motorbike** = mota
- **plane** = avião
- **ship** = navio
- **taxi** = táxi
- **train** = comboio
- **underground** = metro

Accommodation (Alojamento)

- **bungalow** = bangalô
- **campsite** = parque de campismo
- **caravan** = caravana
- **hotel** = hotel
- **resort** = estância balnear
- **tent** = tenda
- **youth hostel** = pousada da juventude

**Things to take
(Coisas a levar)**

- **camera** = máquina fotográfica
- **passport** = passaporte
- **rucksack** = mochila
- **suitcase** = mala
- **ticket** = bilhete

What to do (o que fazer)

- **eat ice cream** = comer gelado
- **go sightseeing** = fazer turismo
- **go to the beach** = ir à praia
- **hang out with friends** = conviver com amigos
- **take photos** = tirar fotografias
- **visit family** = visitar a família

Good work!



Answer key

VOCABULARY WORKSHEETS

Unit 1

Countries and nationalities, page 315

A.

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

1. English | 2. Spanish | 3. Italian | 4. Australian | 5. German | 6. American | 7. Japanese | 8. French | 9. Welsh | 8. Ukrainian

B.

1. Italian | 2. Australian | 3. French | 4. American

C.

- 1./2. *Respostas pessoais.*

Types of houses, page 316

A.

1. detached house | 2. castle | 3. block of flats | 4. semi-detached house | 5. terraced house | 6. cottage

B.

1. castle | 2. terraced house | 3. cottage | 4. detached house | 5. semi-detached house | 6. block of flats

C.

Resposta pessoal.

Physical description / Personality, page 317

A.

1. Percy Jackson | 2. Grover | 3. Annabeth

B.

Physical features: medium height, long, medium-length, wavy, beautiful, handsome, freckles, braids

Personality: calm, happy, relaxed, shy, clever, friendly, brave

C.

1. handsome | 2. blue | 3. red | 4. beard | 5. moustache

Free time activities, page 318

A.

1. listening to music | 2. riding a bike | 3. reading

B.

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

C.

1. Cooking | 2. swimming | 3. dancing

Unit 2

Daily routine / Telling the time, page 319

A.

1. go to bed | 2. have breakfast | 3. go to school | 4. do my homework | 5. get up | 6. have a shower

B.

1. have breakfast | 2. go to school | 3. have a shower | 4. go to bed

C.

1. a) | 2. b)

Household chores, page 320

A.

1. tidy the bedroom | 2. set the table | 3. make the bed | 4. do the washing up

B.

1. set the table | 2. make my bed | 3. tidy my bedroom | 4. do the washing up | 5. take the rubbish out | 6. go to bed

Places in a school, page 321

A.

1. music room | 2. classroom | 3. canteen | 4. corridor | 5. lab | 6. sports field

B.

1. canteen | 2. playground | 3. sports field | 4. library

C.

1. teachers' room | 2. computer room | 3. classroom

School subjects, page 322

A.

2. maths | 3. geography | 4. art | 5. music | 6. science | 7. ICT | 8. physical education

B.

1. maths | 2. ICT | 3. geography

Unit 3

Places in the city and shops, page 323

A.

stadium, train station, police station, museum, town hall, hospital, library, bookshop, bank

B.

2. d) | 3. c) | 4. a)

C.

1. hospital | 2. stadium | 3. fire station | 4. train station

Things to do in the city, page 324

A.

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

B.

1. explore | 2. walk | 3. buy | 4. try | 5. enjoy

Unit 4

Holidays and travelling, page 325

A.

1. go to the beach | 2. plane; hotel | 3. rucksack; take photos

B.

1. suitcases | 2. camera | 3. passport | 4. plane | 5. photos | 6. ice cream | 7. helicopter

Summer activities, page 326

A.

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

B.

1. beach | 2. sunbathing | 3. surfing | 4. water park | 5. theme park

GRAMMAR WORKSHEETS

Unit 1

Verb to be, page 327

A.

1. am | 2. are | 3. is | 4. is | 5. are | 6. are

B.

1. is | 2. isn't | 3. are | 4. aren't

C.

1. Is Aunt Patty a nurse? | 2. Am I British? | 3. Are Marge and Selma twins?

D.

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

Verb have got, page 328

A.

1. hasn't got | 2. have got | 3. has got | 4. has got | 5. haven't got

B.

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

C.

1. have got | 2. has got... hasn't got | 3. have... got... haven't | 4. have got

Present continuous, page 329

A.

1. having | 2. riding | 3. running | 4. watching | 5. listening

B.

1. Lisa isn't reading a book. | 2. The Simpsons aren't having dinner together. | 3. Maggie and Lisa aren't singing a song. | 4. Marge isn't baking a cake.

C.

1. Is; isn't | 2. playing; aren't | 3. Are; am

D.

1. is drinking | 2. is holding | 3. is eating | 4. are smiling | 5. Are... sitting; are | 6. are... doing

Unit 2

Present simple, page 330

A.

1. wears | 2. live | 3. tries

B.

1. The sun doesn't rise in the west. | 2. Giraffes don't have short legs.

C.

1. Does... have; doesn't | 2. Do... live; don't | 3. Does... go; does

D.

1. Do... know | 2. gets up | 3. goes... eats... doesn't cook | 4. solves

Adverbs of frequency, page 331

A.

1. usually | 2. sometimes | 3. always | 4. rarely

B.

1, 3, 4

C.

Respostas pessoais.

Adjective degrees, page 332

A.

1. bigger than | 2. the biggest | 3. happier than | 4. the happiest | 5. more generous than | 6. the most generous | 7. better than | 8. the best

B.

1. better | 2. chubbier | 3. nicer | 4. more disobedient

C.

1. the tallest | 2. the grumpiest

Modal verb should, page 333

A.

1. should | 2. shouldn't | 3. shouldn't

B.

1. should | 2. shouldn't | 3. shouldn't

C.

Respostas pessoais.

Unit 3

Past simple – verb to be, page 334

A.

1. was | 2. were | 3. were

B.

1. weren't | 2. wasn't | 3. weren't | 4. wasn't

C.

1. was | 2. were | 3. were | 4. weren't | 5. Was; was; was

Past simple – *there + to be*, page 335

A.

1. There were | 2. There weren't | 3. There were |
4. There wasn't | 5. there was

B.

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

C.

1. There was | 2. Were there; there were; there
wasn't

Past simple – regular verbs, page 336

A.

1. explored | 2. stayed | 3. started

B.

1. visited | 2. didn't walk | 3. visited | 4. didn't watch

C.

1. Did... try; No... didn't. | 2. Did... miss; Yes... did

D.

1. invited | 2. decided | 3. tried | 4. walked | 5. Did I
like; did; loved

Unit 4

Past simple – irregular verbs, page 337

A.

3. g) | 4. a) | 5. h) | 6. f) | 7. c) | 8. d)

B.

1. bought... flew | 2. rode | 3. ate | 4. spent | 5. wrote

C.

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

Be going to, page 338

A.

1. is | 2. are | 3. is

B.

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

C.

1. is going to buy | 2. aren't going to travel | 3. am
going to learn | 4. Are we going to have; are going to
enjoy

Answer key

Progress Test 1C, pages 339-343

Reading

A. ($5 \times 2\% = 10\%$ / $5 \times 8\% = 40\%$)

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

B. ($6 \times 5\% = 30\%$ / $6 \times 10\% = 60\%$)

1. Ukrainian | 2. flat | 3. tall... straight | 4. English | 5. month

Language

A. ($4 \times 1 = 4\%$ / $4 \times 2\% = 8\%$)

1. Italian | 2. French | 3. Irish | 4. English

B. ($4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$)

1. Penny | 2. Jean | 3. Lorenzo | 4. Carol

C. ($5 \times 2\% = 10\%$ / $3 \times 5\% = 15\%$)

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

D. ($5 \times 1 = 5\%$ / $5 \times 3\% = 15\%$)

1. are... aren't | 2. is | 3. isn't | 4. Are

E. ($3 \times 1\% = 3\%$ / $3 \times 4\% = 12\%$)

1. They haven't got glasses. | 2. He has got a black shirt. | 3. She hasn't got a watch.

F. ($6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$)

1. "Have they got hats?" "No, they haven't." | 2. "Has he got a beard?" "Yes, he has." | 3. "Has she got many necklaces?" "Yes, she has."

G. ($8 \times 1\% = 8\%$ / $8 \times 3\% = 24\%$)

1. isn't watching... is doing | 2. are... going... am driving | 3. Is Sofya cooking... isn't | 4. aren't playing... are swimming

Writing (20% / 100%)

(Suggested answer)

Hi, everyone!

My name is **Lara**. I'm **11** years old and my birthday is on **10th April**. I'm **Portuguese**.

I'm **short** and **thin**. I have got **curly brown** hair and **brown** eyes. I'm **friendly**.

Right now I'm **chatting on the phone with my friend Maria**.

Progress test 2C, pages 344-348

Reading

A. ($5 \times 4\% = 20\%$ / $5 \times 8\% = 40\%$)

1. eleven | 2. breakfast | 3. two | 4. piano | 5. bed

B. ($4 \times 6\% = 24\%$ / $4 \times 15\% = 60\%$)

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

Language

A. ($6 \times 1\% = 6\%$ / $6 \times 4\% = 24\%$)

1. get up | 2. cook | 3. go to school | 4. do my homework | 5. tidy my bedroom | 6. have dinner

B. ($5 \times 2\% = 10\%$ / $5 \times 5\% = 25\%$)

1. canteen | 2. classroom | 3. library | 4. maths | 5. history

C. ($8 \times 1\% = 8\%$ / $8 \times 2,5\% = 20\%$)

1. go | 2. does... doesn't have | 3. study... don't want | 4. Do you help | 5. Does Zheng tidy... does

D. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

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

E. ($3 \times 1\% = 3\%$ / $3 \times 3\% = 9\%$)

1. bigger than | 2. younger than | 3. more modern than

F. ($4 \times 1,5\% = 6\%$ / $4 \times 2\% = 8\%$)

1. the most beautiful | 2. the happiest | 3. the worst | 4. the oldest

Writing (5 x 4% = 20% / 5 x 20% = 100%)

Personal answers.

Progress test 3C, pages 349-355

Reading

A. ($3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$)

1. Ferrari World | 2. Louvre Abu Dhabi | 3. The Corniche

B. ($5 \times 3\% = 15\%$ / $5 \times 7\% = 35\%$)

1. gigantic | 2. pools | 3. Louvre Abu Dhabi | 4. There were | 5. fastest

C. ($5 \times 4\% = 20\%$ / $5 \times 10\% = 50\%$)

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

Language

A. ($6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$)

1. bookshop | 2. clothes shops | 3. sports shop | 4. stadium | 5. fire station | 6. train station

B. ($5 \times 1\% = 5\%$ / $5 \times 2\% = 10\%$)

1. Visit a museum | 2. Shop for clothes | 3. Admire the landmarks | 4. Enjoy the view | 5. Try local food

C. ($8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$)

1. was | 2. was | 3. wasn't | 4. were | 5. weren't | 6. was | 7. Was | 8. was

D. ($3 \times 2\% = 6\%$ / $3 \times 6\% = 18\%$)

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

E. ($6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$)

1. explored | 2. didn't enjoy | 3. shopped | 4. didn't use... walked | 5. tried

F. ($8 \times 1\% = 8\%$ / $8 \times 4\% = 32\%$)

1. visited | 2. Did you travel | 3. did you like | 4. admired | 5. walked | 6. Did you try | 7. didn't want | 8. did

Writing (4 x 5% = 20% / 4 x 25% = 100%)

Personal answers.

Progress test 4C, pages 356-361

Reading

A. ($5 \times 2\% = 10\%$ / $5 \times 8\% = 40\%$)

1. Liam... Emma | 2. Liam | 3. Emma... Liam

B. ($5 \times 4\% = 20\%$ / $5 \times 12\% = 60\%$)

1. map | 2. rocks | 3. mother | 4. paddleboarding | 5. day

Language

A. ($8 \times 2\% = 16\%$ / $8 \times 3\% = 24\%$)

1. train... plane | 2. ticket... passport | 3. campsite... resort | 4. hang out with friends... go sightseeing

B. ($6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$)

1. sunbathing | 2. going to the beach | 3. going to a theme park | 4. surfing | 5. going to the swimming pool | 6. canoeing

C. ($5 \times 1\% = 5\%$ / $5 \times 2\% = 10\%$)

1. hotel | 2. camera | 3. paddleboarding | 4. going to a water park | 5. underground

D. ($6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$)

1. went | 2. had | 3. ate | 4. did | 5. found | 6. wrote

E. ($5 \times 1\% = 5\%$ / $5 \times 2\% = 10\%$)

1. spent | 2. took | 3. didn't swim | 4. forgot... didn't go

F. ($3 \times 1\% = 3\%$ / $3 \times 2\% = 6\%$)

1. "Did they take photos?" "Yes, they did." | 2. "Did Liam eat soup?" "No, he didn't." | 3. "Did Emma fly a kite?" "Yes, she did."

G. ($5 \times 1\% = 5\%$ / $5 \times 2\% = 10\%$)

1. is going to try | 2. aren't going to go | 3. isn't going to swim | 4. are going to surf | 5. is going to sunbathe

H. ($4 \times 1\% = 4\%$ / $4 \times 2.5\% = 10\%$)

1. "Is Emma going to buy a new swimsuit?" | 2. "Are Emma and Sarah going to surf big waves?" | 3. "Is Emma going to swim with sharks?" | 4. "Are Emma and her family going to go to a deserted beach?"

Writing (20% / 100%)

(Suggested answer)

I went to **Portimão (Algarve)** with **my parents**. We went by **caravan** and stayed at a **campsite**. I took my **rucksack**.

We had a lot of fun. I **sunbathed at the beach**, **swam in the sea** and **ate ice creams**.

READY, SET, GO! 6th

INGLÊS

DAC & CLIL

- 3 Domínios de Autonomia Curricular
- 8 CLIL Worksheets
- Answer key

DAC & CLIL

Domínios de Autonomia Curricular

Domínios de Autonomia Curricular 1	
<i>Eco-Warriors: Save the planet!</i>	369
Domínios de Autonomia Curricular 2	
<i>Cooking around the world</i>	370
Domínios de Autonomia Curricular 3	
<i>A journey through time</i>	371

CLIL Worksheets

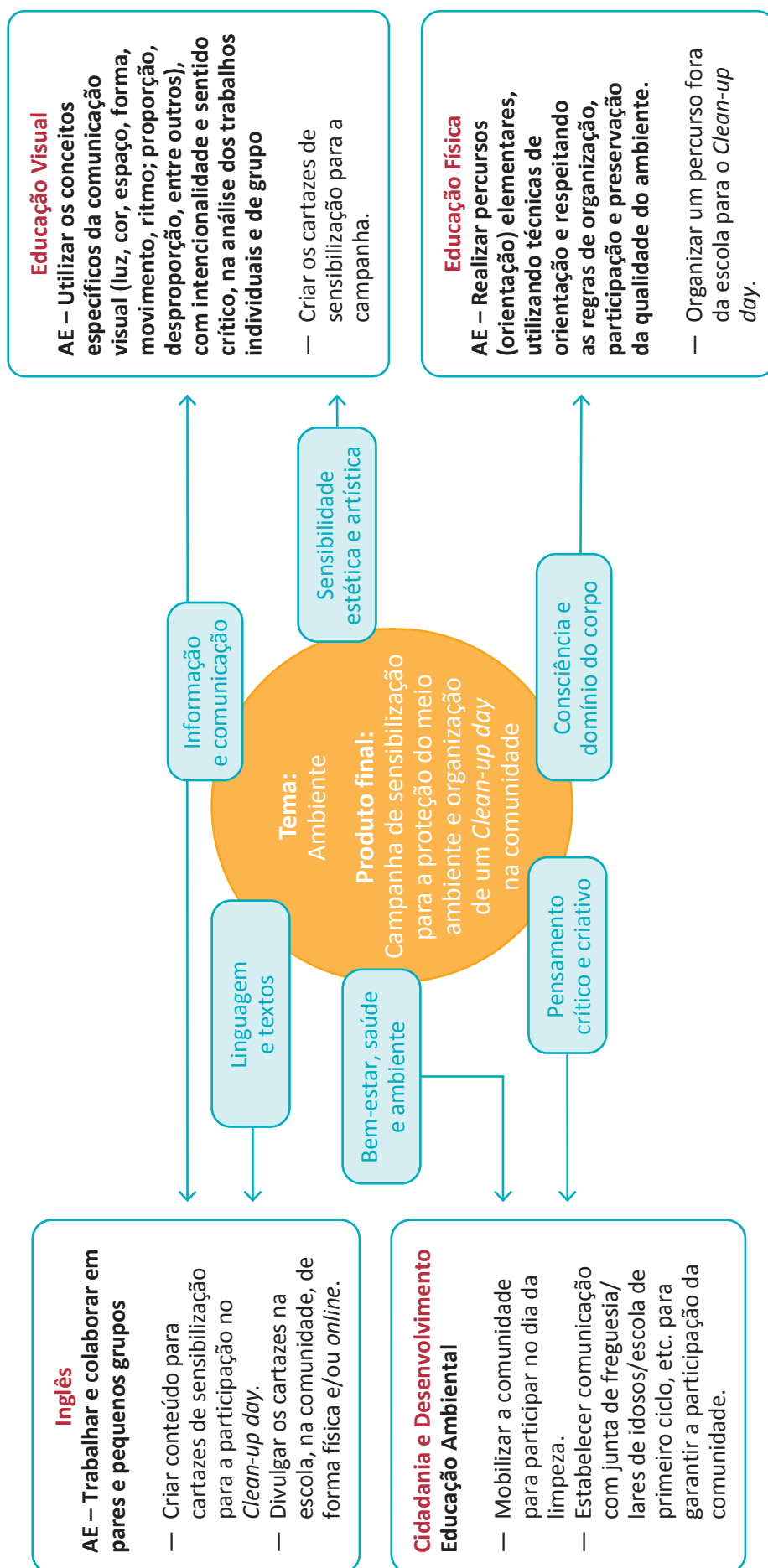
Science	373
Physical education	374
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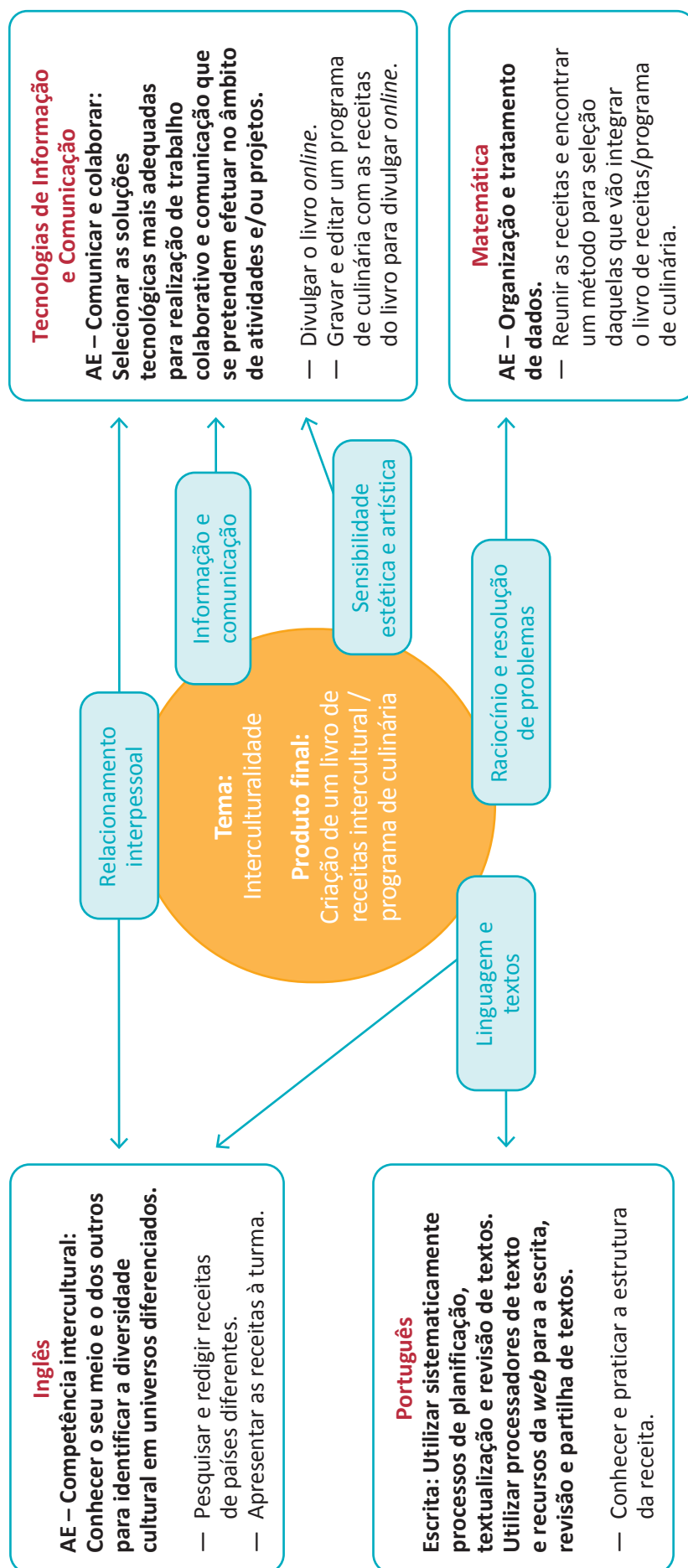
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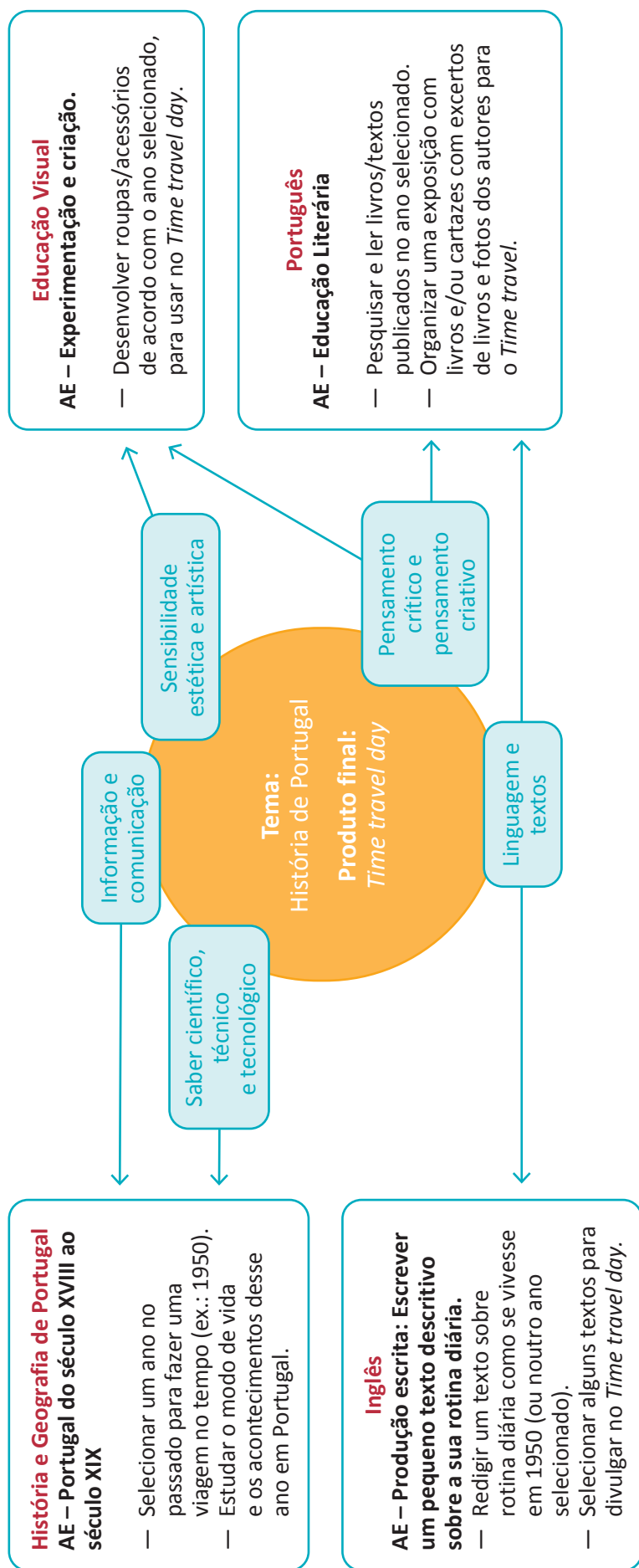
aula digital



Cronograma					
	Inglês	Cidadania e Desenvolvimento	Educação Visual	Educação Física	Produto final
Datas:					



Cronograma				
	Inglês	Português	TIC	Matemática
Datas:				
				Produto final



Cronograma				
História e Geografia de Portugal	Inglês	Educação Visual	Português	Produto final
Datas:				

Animals and the food they eat (science)

Name: _____

No.: _____

Class: _____

Date: _____

A What do animals eat? Label the pictures with the words from the box.

meat • hay • insects • grass • grains • leaves



B What do these animals eat? Use the foods from exercise A. Write the correct letters for each animal and complete the sentences.



1. A _____ eats _____.

2. A _____ eats _____ and _____.

3. _____ eat _____ and _____.

4. A _____ eats _____ and _____.

5. A _____ eats _____.

C Animals can be carnivorous, herbivorous or omnivorous. It all depends on what they eat. Read the sentences and write the correct underlined word to complete them.

Animals that eat meat and flesh are ¹ _____.

Animals that eat food of plant and animal origin are ² _____.

Animals that eat plants are ³ _____.

D Check the definitions from exercise C and decide if the animals from exercise B are carnivorous, herbivorous or omnivorous. Complete the diagrams.

carnivorous

omnivorous

herbivorous

1. _____

2. _____

3. _____

Sports (physical education)

Name: _____

No.: _____

Class: _____

Date: _____

A Label the pictures with the sports from the box. One sport is NOT needed.

swimming • gymnastics • rollerblading • football • athletics • basketball



1. _____



2. _____



3. _____



4. _____



5. _____

B Where do we do the sports from exercise A? Write the sports names under each picture.

pitch



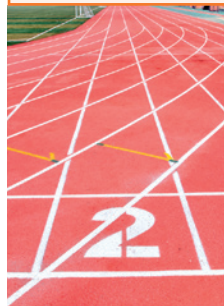
1. _____

swimming pool



2. _____

track



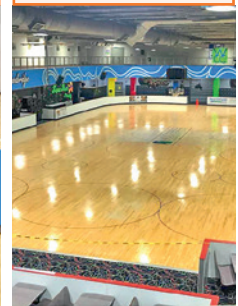
3. _____

mat



4. _____

roller rink



5. _____

C Complete the sentences with the verbs *do*, *play*, *go* and the sports places from exercise B.

1. We _____ football in a _____.

2. We _____ swimming in a _____.

3. We _____ gymnastics on a _____.

National Holidays in Portugal (history and geography)

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

A Write the correct date under each picture.10th June • 5th October • 1st December • 25th April

Freedom Day

Restoration of
Independence Day

Portugal Day



Republic Day

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

B What do we celebrate on these days? Write the name of the holidays from exercise A.

It commemorates the death of the Portuguese poet Luís de Camões in 1580.

It's ¹ _____.

It celebrates the end of the Philippine Dynasty (1580-1640) and of the Spanish kings' rule in Portugal.

It's ² _____.

It celebrates the end of the "Estado Novo" government in 1974.

It's ³ _____.

It celebrates the end of monarchy and the beginning of the Portuguese Republic in 1910.

It's ⁴ _____.**C** The Portuguese national holidays from exercises A and B have a political and historical meaning. There are other national holidays in Portugal. Work in pairs and do some research about one of them. Complete the file below.¹ _____ (name)² _____ (date: moveable or not)³ It celebrates _____
_____ (description)

Powers (maths)

Name: _____

No.: _____

Class: _____

Date: _____

A **power** is a way of writing a number that is multiplied by itself.

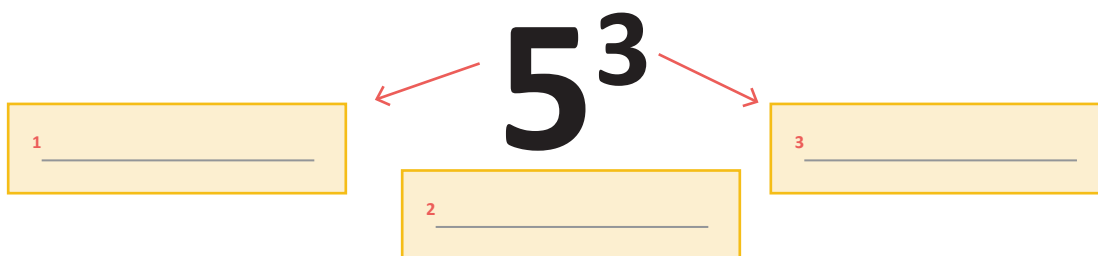
3×3 can be written 3^2 (**three squared**)

$3 \times 3 \times 3$ can be written 3^3 (**three cubed**)

$3 \times 3 \times 3 \times 3$ can be written 3^4 (**three to the power of four**), and so on...

A Label the picture with the words from the box.

exponent • power • base



B Write the powers in full. Follow the example.

e.g. 4^2 – four squared

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

C Tick (✓) the correct option for each question.

1. Look at the power 4^2 .

- a) ☐ The base is 2 and the exponent is 4.
 b) ☐ The base is 4 and the exponent is 2.
 c) ☐ It equals 8.
 d) ☐ We read it four cubed.

2. Look at the power 6^4 . We represent it:

- a) ☐ 6×4
 b) ☐ 4×6
 c) ☐ $6 \times 6 \times 6 \times 6$
 d) ☐ $4 \times 4 \times 4 \times 4 \times 4 \times 4$

$\times$ = times (4 times 4)

Gender equality and interculturality (CD)

Name: No.: Class: Date:

A What things make us different? Look at the pictures and check out some of those things.



Physical appearance



Culture and traditions



Type of family



Country and nationality

WHAT MAKES US DIFFERENT MAKES US SPECIAL!

B Think about yourself. What makes you different and special? Fill in the personal file with five characteristics. Use the categories from exercise **A** or choose others.

What makes me **different** and **special**?

I'm different and special because....

e.g. *I have wavy blond hair / I play the piano very well / I come from Pakistan, I celebrate Chinese New Year...*

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

What makes me **different** and **special** (my partner's opinion):

_____ is special because _____

C Exchange files with a partner. Check his/her personal list. Write down what you think is different and special about him/her. Share your partner's file with your classmates and teacher.

Environmental education and sustainability (CD)

Name: No.: Class: Date:

- A** Protecting the environment should be part of your daily routine. How can you help protecting our planet? Match the pictures with the activities from the boxes.

1. Cycle or take the bus to school with your friends.

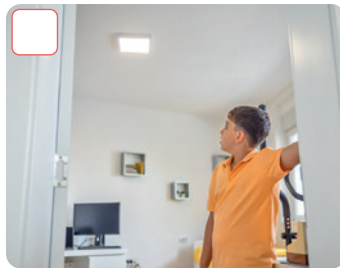
2. Separate your rubbish.

3. Use reusable plastic bottles.

4. Turn off lights when you're not using them.

5. Put your litter in the park bin.

6. Respect animals and plants.



- B** Use the activities in exercise A and write sentences about your routine activities to protect the environment.

1. I always _____.
2. I usually _____.
3. I sometimes _____.

- C** Complete the definition of sustainability with the words in the box.

future • planet • needs

Sustainability is the use of our ¹ _____ resources to meet our ² _____ and the needs of ³ _____ generations.

- D** Bring to class an object you have at home that is recycled or reused. Share it with your teacher and classmates. You can create a small class exhibition about sustainable objects from home.

Road safety (CD)

Name: _____

No.: _____

Class: _____

Date: _____

- A** Read the "Road Safety Poem" and fill in the gaps with the words from the box.

Road Safety Poem

important
safe
bus
street
sit
ground
run
out

Your life is precious
Keep ¹ _____ and sound
If you cycle home, use a helmet
In case you hit the ² _____

1

Your life is wonderful
Keep safe and sound
If you cross the ³ _____, watch the traffic lights
Don't walk until green comes ⁴ _____

2

Your life is ⁵ _____
Keep safe and sound
If your ball goes onto the road, don't ⁶ _____ after it
Use your eyes and ears before you use your feet

3

Your life is happy
Keep safe and sound
If you are travelling by ⁷ _____, don't stand and play around
⁸ _____ down and put your seat belt on

4

- B** Match the pictures with the poem strophes. Write the numbers 1-4.



- C** With your classmates and teacher, add a new strophe to the poem. Think about a road safety situation and write about it.

Health (CD)

Name: No.: Class: Date:

- A** The pictures show tips to stay healthy during your holidays. Complete the sentences with the verbs from the box.

relax • connect • protect • avoid • take (x2) • shower... brush • stay • have



_____ junk food.



_____ with family
and friends.



_____ active.



_____ against
the heat.



_____ essential
medication with you.



_____ and
_____ your teeth.



_____ vaccines
before travelling.



_____ without
your mobile phone.



_____ a check-up
with your doctor before
you go.

- B** Think about your holiday's routine. What do you usually do to stay healthy?
Write down four things you do to stay healthy.

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

Answer key

CLIL WORKSHEETS

CLIL – Animals and the food they eat (science) (page 373)

A. a) grass | b) insects | c) meat | d) hay | e) leaves | f) grains

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

1. A giraffe eats leaves. | 2. A chicken eats insects and grains. | 3. Cows eat grass and hay. | 4. A bear eats meat and leaves. | 5. A tiger eats meat.

C. 1. carnivorous | 2. omnivorous | 3. herbivorous

D. 1. tiger | 2. chicken... bear | 3. cow... giraffe

CLIL – Sports (physical education) (page 374)

A. 1. gymnastics | 2. rollerblading | 3. football | 4. athletics | 5. swimming

B. 1. football | 2. swimming | 3. athletics | 4. gymnastics | 5. rollerblading

C. 1. play... pitch | 2. go... swimming pool | 3. do... mat

CLIL – National holidays in Portugal (history and geography) (page 375)

A. 1. 25th April | 2. 1st December | 3. 10th June | 4. 5th October

B. 1. Portugal Day | 2. Restoration of Independence Day | 3. Freedom Day | 4. Republic Day

C. *Personal answers.*

CLIL – Powers (maths) (page 376)

A. 1. base | 2. power | 3. exponent

B. 1. Five cubed. | 2. Four to the power of six. | 3. Six to the power of eight.

C. 1. b) | 2. c)

CLIL – Gender equality and interculturality (citizenship) (page 377)

A./B. *Personal answers*

CLIL – Environmental education and sustainability (citizenship) (page 378)

A.

2 – 1 – 5

6 – 4 – 3

B. *Personal answers.*

C. 1. planet | 2. needs | 3. future

D. *Personal answers.*

CLIL – Road safety (citizenship) (page 379)

A. 1. safe | 2. ground | 3. street | 4. out | 5. important | 6. run | 7. bus | 8. sit

B. 3 – 4 – 1 – 2

C. *Personal answers.*

CLIL – Health (citizenship) (page 380)

A. 1. Avoid | 2. Connect | 3. Stay | 4. Protect | 5. Take | 6. Shower... brush | 7. Take | 8. Relax | 9. Have

B. *Personal answers.*

READY, SET, GO! 6th

INGLÊS

Listening scripts

- Student's Book
- Workbook

Listening scripts

● Student's book	385
● Workbook	390

Listening scripts – Student's book

Unit 0 – Good to be back

Song (page 8)

A. (track 1)

Good to Be Back

The summer holidays are gone
It's time to come back and learn some more
What do you remember from last year?
Let's check your memory. Is it good or not?

Verb *to be*:

I am, you are, he is

we, you, they are

Verb *have got*:

I've got, you've got, he's got

We, you, they have got

5th year was great

You know the jobs: teacher, vet, lawyer

Dentist, waiter, firefighter

But now, yeah

It's so good to be back

You know the food: bread, butter, cereal and cake

Tea, lemonade, salad and steak

And now, yeah

It's so good to be back

Listening (page 12)

A. (tracks 2-3)

Hello! My name is Alice and I'm 12 years old. I live with my family in a big house. Upstairs there are three bedrooms and two bathrooms. Downstairs there is a kitchen, a living room and a dining room. Outside there is a big garden.

My favourite room of the house is my bedroom. There are two beds because my sister and I sleep in the same bedroom. Between the beds there is a bedside table with two lamps. We love reading, so there is a big bookcase with our books. I love the Tom Gates's books, but my sister prefers Harry Potter.

There is a wardrobe with all our clothes and next to it there is a big mirror. We love dancing in front of the mirror!

My sister and I always study in the bedroom, so there are two desks and two chairs.

Unit 1 – My world, my way!

Guess the lyrics (page 15)

C. (track 5)

BFFs

You and I love playing in the streets

We've got matching bracelets

And a lot of dreams

It's so good to be your friend

Best Friends Forever because you are so sweet!

When we are together, time flies

I love your smile

And your beautiful eyes

We dance in your bedroom

Or my living room

Together we have fun, yeah

We're best friends forever (x2)

Listening (page 17)

B. (tracks 9-10)

I love different houses. These ones are inspired by films and they are fantastic! My favourite one? Well, it's difficult to choose only one. The *Despicable Me* terraced house is so cute. I like the idea of a house which is similar to the others next to it. But I also like *The Secret Life of Pets* block of flats. That tall building with lots of small flats where many people live! The one I really prefer is the *Snow White* cottage. Small houses in the country are my top ones! And The Smurfs detached house? It's one of my favourites, too. I love the blue colour, but it's not my first choice!

Listening (page 21)

A. (tracks 13-14)

Dialogue 1

Boy 1: Hey Erin, isn't it your birthday soon? It's in November, right?

Erin: November? No! That's next month! It's this month... next Monday!

Boy 2: Monday – that's the 15th! We need to plan a party!

Boy 1: Good idea!

Dialogue 2

Teacher: Hello, everyone. We have a new student today. This is Nathan.

Student 1: Hi, Nathan! Are you from England?

Nathan: No, I'm not from England. I'm from the USA, but my mother is American and my father is Italian.

Teacher: Welcome, Nathan! We're happy to have you here.

Dialogue 3

Sam: Lily, what kind of house do you live in?

Lily: I live in an apartment. And you, Sam?

Sam: I live in a small detached house and I like it a lot. I think living in an apartment is noisy!

Lily: Well, you're right, sometimes it is!

Dialogue 4

Ted: Tina, look at this poster of different houses around the world. Which one is your favourite?

Tina: I really like the terraced houses in the UK. They're lovely! What about you? What's your favourite?

Ted: Well, I find these castles from Scotland really amazing, but my favourite are definitely these small, triangular-shaped cottages on Madeira island, in Portugal. They are called Santana houses. They're so cute!

Song (page 28)

A. (track 21)

I've got a great, I've got a great family
They mean the world to me
My mum is tall, she's slim
And she's got brown eyes
She's friendly and a bit shy
My dad is tall and he's got a beard
He's brave so he has no fear, oh oh

I love my home
I love my big terraced
There, I always feel goooooood

My sister Rachel is tall
And she's got blue eyes
She's a bit annoying sometimes... oh oh
My dog is Max
He is so friendly and sweet
We always play in the street

Dear family, sometimes you drive me crazy
But I don't care, I love you
'Cause in my home
'Cause in my big terraced house
I always feel goooooood (x2)

Listening (page 31)

C. (tracks 24-25)

I love watching films on TV. I'm watching *Family Switch* right now. It's so funny!

Look at these scenes from the film. Bill is playing the guitar. He loves music! Wyatt is on the sofa playing video games. His sister CC is playing football and her mother Jess is dancing in a party. Only the family puppy, Pickles, and baby Miles are missing. Go and watch the film to meet them. They're fantastic!

Check it now! (page 40)

A. (tracks 30-31)

Hi! My name is Lucas and I'm from Brazil. I'm tall and thin, and I've got brown eyes and dark hair. I'm friendly and calm, but sometimes a bit pessimistic. I live with my parents and my two sisters in a small

detached house. My favourite free time activity is watching TV, especially films. At the moment, I'm loving the film *Wicked*. It's awesome! And I love it because one of the main characters is played by Ariana Grande, who is my favourite singer! I love music – in my free time I like listening to music and playing the guitar because it makes me happy.

Unit 2 – Enjoy every day

Guess the lyrics (page 45)

C. (track 32)

Beautiful Things

I wake up, go to school
I'm happy – I've got new supplies
Take a look
At these beautiful things that I've got:
A rubber, scissors, a ruler,
Some pencils, a pen
Ready for maths class
That is now at a quarter past ten
Ooooh ohh
Let's go – we can't be late

Listening (page 46)

A. (tracks 33-34)

1. I get up at ten past seven.
2. I have a shower at half past seven.
3. I have breakfast at ten past eight.
4. I go to school at a quarter past eight.
5. I start classes at half past eight.
6. I have lunch at midday.
7. I go home at three p.m.
8. I watch TV at a quarter to eight.
9. I have dinner eight p.m.
10. I go to bed at ten p.m.

Listening (page 55)

A. (tracks 41-42)

Hi! My name is Noah and I go to Discovery School. My teachers are great, so I love studying!

I like solving problems in the maths class and reading texts in the English class, but my favourite subject is definitely music! Music is my passion. I play the piano and the guitar, and the music classes are really fun! We always listen to music and play musical instruments.

I like PE, but I'm not very good at it... But I'm very good at geography – I know all the capital cities and I love maps! I'm also very good at science – I always have good marks!

Listening (page 60)

A. (tracks 45-46)

Top 5 unusual schools around the world

Today in our podcast we're talking about unusual schools. Here's our top 5:

Number 5: Cubical School, in Denmark.

They have traditional classrooms, with desks and chairs. But there is a big area called the gymnasium, with round sections called "drums". These are spaces where students can sit, think, relax or study.

Number 4: The Green Roof Art School, Singapore

This school is famous for its beautiful green roof because it's like a garden full of plants and flowers. It's a school for older students that learn about art and design. They study painting, drawing and how to make creative projects like sculptures and designs. The classrooms are big and bright, with lots of windows to bring in sunlight.

Number 3: School on Wheels, in India

When students can't go to school, school goes to them! Can you imagine a school inside a bus? Every day, the school bus goes to different regions, where poor children can have classes. There are school supplies for the students, a computer and a TV.

Number 2: Boat School, in Bangladesh

In this country, many children haven't got access to education, especially during the rain season. It rains a lot and students can't go to the classroom. In the boat schools, students learn English, maths and science. There is also a boat library, where children can read books or use a computer.

Number 1: Brooklyn Free School, USA

In this school, students are free! There aren't any tests or homework! Students can choose the classes they prefer to attend and what they want to study. Students can have a snack, play chess, study or just take a nap! Every week students and teachers get together to plan the week, and they discuss their ideas together.

Song (page 62)

A. (track 47)

My School

I wake up so early – I shouldn't be late, no, no
I get dressed and get ready to go... to school

In the classroom, all my friends are waiting for me
I love science, maths, ICT... and PE

From the playground to the art room
There's always so much to do
Every day we learn something new, new, new

I say, oooh, I love my school
In the sports field, playing is so cool
I say, oooh, let's go – I'm on my way
We are having such an awesome day
Hey, hey, hey

Check it now! (page 66)

A. (tracks 50-51)

Hello! I'm Joshua. I'm from Canada. Let me tell you all about my experience of two weeks studying in a Japanese school.

Classes start at 8 o'clock. Students always go to school on groups and they usually go by bus. They have PE every day, so students always take their gym clothes. Do you know what's the first thing Japanese students do when they arrive at school? Well, they stand up and bow. They also have maths and science, but they have classes just to learn how to write and read well. At lunch, students don't usually eat in the canteen or cafeteria. They eat in the classroom. And the best thing? Classes always finish at 2 or 3 p.m., never later than that!

Unit 3 – Explore the city!

Guess the lyrics (page 71)

C. (track 52)

Meet You in the City

When I meet you in the city
I feel so alive
From hotel to shops
There's always a good vibe

When we walk down the streets
There's always something to explore
Shopping centres,
Restaurants or parks
We can't ask for more

When I meet you in the city...

Listening (page 73)

D. (tracks 55-56)

Welcome to my city, Dragonspire city! That's it! But don't be afraid... there are no dragons on it! When you start walking, you pass by the train station and the park. In my city there's no police station because everybody follows the rules, but it has a fire station. A huge swimming pool with a statue of a dragon stays right in the middle of the library... Isn't that amazing? Oh, and do you know what? There's a big shopping centre with the most amazing clothes shop you can imagine! All the clothes are inspired in the dragons' world! You really have to visit Dragonspire!

Listening (page 78)

A. (tracks 59-60)

Host: Hello, everyone! Welcome back to the “Get to know amazing cities” podcast where we explore different cities around the world through the eyes of kids and teens. Let’s hear about Chloe’s incredible time in Hollywood.

Chloe: Hi, I’m Chloe and I’m 12 years old. I was in Hollywood last week! It was amazing!
I was on the Hollywood Walk of Fame. There were stars on the ground with the names of famous actors, musicians, and directors. There were so many of my favourite stars there! Oh, and there were shops and restaurants all around me!
After that, I was at a film premiere! There was a huge red carpet, the longest one ever! There were two famous actors passing by and the people were very excited.
Then I was at the Hollywood sign. The view was fantastic.
The only bad thing about this city is that there wasn’t a football stadium, and I love football! Too bad!
Now, I’m back in the real world, but I was a film star for some moments. This podcast is great because we can share our trips to amazing places like this!

Host: Wow! Hollywood really is a place full of excitement! Thanks for sharing a bit of Hollywood with us. And thank you, listeners, for joining us on the “Get to know amazing cities” podcast. Share your city adventure with us. See you next time!

Listening (page 83)

B. (tracks 63-64)

I live in the city and I love it! There are always lots of things to do!
My family and I live next to the stadium, so we usually go there and watch football matches on Sundays because we can go on foot! My parents love music, so we usually go to concerts and music festivals. We love listening to music and dancing – we have lots of fun! There is a big park in the city where I live. We usually go there after school to play with our dogs! We also love going to the cinema – we usually go to the cinema once a month. A good film and popcorn is the best combination ever!

Song (page 83)

A. (track 67)

Friends in the City

When my friends and I feel anxious, sad or bored
We go and explore the city
We take the bus, go to the cinema, or to the park to play
And together we make a great day
We walk down the streets
Every step we take is a memory we make

You can count on me, when we’re exploring
We’re best friends
We go to the stadium, library
In the shopping centre, we shop for clothes
And eat fast food
With friends like you there’s nothing we can’t do
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh

Check it now! (page 92)

A. (tracks 70-71)

Hi! My name is Sarah and I love playing video games. I downloaded a new game for my mobile phone: Pocket City. In this game, we create our own city. I created my city yesterday and in my city there were houses and streets, there was a school and a hotel. I added some different means of transport, so there were bus stops, a train station and an airport. Having fun in the city is always important, so I created a theme park, shopping centres, parks, a football stadium and a cinema. In this game, sometimes bad things happen, like fires, for example. So, I added a fire station and a hospital! I have lots of fun playing!

Unit 4 – Holiday time!

Guess the lyrics (page 97)

C. (track 72)

Travel Around
Let’s travel around
What a wonderful idea!
Let’s travel around
To Brazil, China or Korea
We can go by car,
By bus
Or motorbike
Pack your bags and run
Have lots of fun
Let’s travel around

Listening (page 99)

C. (tracks 76-77)

I watched *Paddington in Peru* yesterday. Oh, what a funny film! It was full of action and exciting moments. There were two scenes I really loved. When trying to find Aunt Lucy, the Browns experienced many adventures. One of them was in a plane that almost crashed in the middle of the jungle. The other, and my favourite one, was when Paddington tried to drive a boat. What a mess! What a terrible “boatbear” he is... but it was so funny!
Oh, and I also learned something new for me... I realised the Amazon forest extends into Peru, in South America. Did you know that?

Song (page 104)

A. (track 80)

Summer Break with Friends

We had the best summer break
My camera was a good thing to take
We took photos, enjoyed the sea
Yeah, yeah, yeah, yeah, yeah

We've got good stories to tell
The beach, the boat, the hotel
But the best memories
We kept them to ourselves
Our summer break (x2)

Listening (page 107)

D. (tracks 83-84)

Hello! My name is Robert and I'm eleven. Like thousands of kids my age, I went to summer camp last summer. It was a normal summer camp. There was a lake, so we could swim and have fun in the water. I tried canoeing and jet skiing for the first time and I learned how to cook! But my favourite activity was telling stories by the fire at night.

Hi, I'm Jennifer and I went to a different camp this year: the Sea Turtle Camp. I love nature and animals, especially sea animals. For two weeks, I learned a lot about the sea turtles and how to protect them. We also explored local beaches on foot. It was amazing!

My name is Thomas and I went to a surf camp last summer. I love the sea and water sports, but I didn't know how to surf. In this camp, we had surfing lessons and we spent all day at the beach swimming, surfing or just hanging out. Our house was near the beach, so we could go on foot. But it was a bit difficult sometimes because the surf boards are heavy!

Hello, I'm Barbara and last summer I spent a week at summer camp. But I didn't go to the beach or do water sports. This was a special camp: a space camp! I want to be an astronaut when I grow up, so this camp was dream come true. I learned all about space and participated in cool workshops. My favourite part was when real astronauts came to camp and we could talk to them. It was amazing!

Check it now! (page 114)

A. (tracks 89-90)

Hi guys! Today we are going on a trip to see 4 of the 7 wonders of the modern world.

1. Our first stop is China, where we can find The Great Wall of China. It looks like a giant dragon, twisting and turning over mountains and valleys!
2. Over to the next location: Rome. The Colosseum is over 1,900 years old. It is the largest amphitheatre in the world!

3. Let's head over to India to visit the Taj Mahal. It was built to honour the wife of Shah Jahan and its construction took around 20 years.
4. The next stop is Rio de Janeiro, in Brazil, to see Christ the Redeemer Statue. Its construction took nine years and it has a beautiful view over the city of Rio.

Thanks for joining me on this amazing trip around the world. Stay tuned for the next episode, where we'll explore the other three wonders of modern world!

Ready, set... celebrate!

Listening (page 118)

B. (tracks 91-92)

Pumpkin races

In some parts of Canada, people carve big pumpkins, go inside them, and race them in water! Kids find it very funny to imagine paddling a giant pumpkin boat down a river. It's like a Halloween boat race with pumpkins.

Day of the dead

The Day of the Dead (*Día de los Muertos*), celebrated around Halloween, is a special celebration in Mexico. On this day people wear skeleton and skull masks and join in parades.

They also decorate altars with flowers, candles and food. Families believe their loved ones come back from the dead to visit them and celebrate together.

Listening scripts – Workbook

Practice test 1 (page 24)

A. (tracks 1-2)

My name is Pedro, I'm 12 years old and I'm from Lisbon. I'm tall and slim. I've got curly brown hair and I've got glasses. I live with my parents and my sister in a detached house. Our favourite free time activity is watching TV together in the evening. We love watching the Eurovision Song Contest, especially the junior edition because I love watching kids my age making their dreams come true. I'm a fan of Júlia Machado. She lives in the USA, but she represents Portugal and I love her song! I also love singing, but only when I'm having a shower because I'm not very good at it!

Practice test 2 (page 40)

A. (tracks 3-4)

Hi! My name is David and I'm 11 years old. Every day I wake up at 8 o'clock. I don't wake up early because my house is next to school. So, I get dressed, comb my hair, have breakfast, brush my teeth and at half past eight I'm at school ready to learn!

My school is small, but very modern. The classrooms are comfortable and we have a big playground. There are also two sports fields and a gym. I love sports! I do gymnastics, so the gym is my favourite place at school!

My teachers are nice and my classmates are great, so I like having classes. My favourite subject is science. I love classes in the lab – I feel like a scientist!

At lunchtime my classmates eat in the canteen, but I have lunch at home with my parents and my younger sister.

Sometimes we have time to watch a little bit of our favourite TV series, *I Woke Up a Vampire*. I love watching series and films about vampires!

Practice test 3 (page 54)

A. (tracks 5-6)

Hello and welcome to our podcast "Passport pages". Today we are talking about cities I visited and that are perfect for kids and families! Here's my top 3.

Number 3: Copenhagen, Denmark

In this city, you feel like you're in a fairy tale! I admired many beautiful castles and visited lots of museums! I also visited the Science Centre and the zoo. It was awesome! People always go to the statue of the Little Mermaid, from the famous story! I was there and I loved it!

Number 2: London, UK

London is the place where you find some of the most famous places and attractions in the world, which kids of all ages love. I visited Buckingham Palace, explored the Tower of London and enjoyed the ancient

dinosaur exhibitions at the Natural History Museum. And, as I'm a Harry Potter fan, Platform 9¾ at King's Cross train station was the perfect place for a photo!

Number 1: Orlando, USA

Orlando is home to some of the biggest and best theme parks in the world, like the famous Walt Disney World Resort, with its famous attractions and incredible hotels! I stayed there and it was so much fun!

In Orlando I also visited a big park, the ICON Park. There you can have a 20-minute ride on the Orlando Eye.

It's a giant wheel where you can enjoy the view. There were also many shops and restaurants in the park.

But if you are a fan of NASA, astronauts and space exploration, the Kennedy Space Center is perfect for you!! It was the departure point for the first human journey to the moon! I loved it! It was out of this world!

Practice test 4 (page 67)

A. (tracks 7-8)

Mel: Hi, Conrad! Sorry to interrupt you... What are you watching?

Conrad: Hi, Mel! The documentary *True Spirit* on Netflix. It's so inspiring to know more about Jessica Watson, the youngest person to sail alone around the world.

Mel: Really? Oh, I know... she's that Australian girl... but was she the only one who did that?

Conrad: Well, she was the only one who sailed solo non-stop around the world. She never stopped sailing for 210 days!

Mel: How old was she when she did it?

Conrad: She was 16 when she started the journey. She celebrated her 17th birthday three days after her arrival in Sydney Harbour.

Mel: Wow! She is brave! Tell me more...

Conrad: She faced many dangers at sea and many people didn't believe what she did was possible. She took books, movies and audio books to help her spend the time. Reading and watching movies gave her a break from the routine and helped her relax after long days. She also cooked and took lots of photos to document her journey. She later used them for her blog.

Mel: And look... it says here she was honoured as a national hero in Australia. How awesome! I'm going to watch that documentary or read the book she wrote: *True Spirit: The Aussie Girl Who Took on the World*. I'm sure her adventure is as inspiring as you say!



Lesson Guide

1

Planning

- Project presentation
- Planning
- Aprendizagens Essenciais (code key)
- Games

2

Digital Resources

3

Review Worksheets

- Covering Year 5 language topics

4

Tutorial Help

- Worksheets to teach students how to become independent learners

5

Focus on Skills

- Worksheets covering all skills, with two levels of difficulty

6

Focus on Grammar & Vocabulary

- Worksheets covering all language topics, with two levels of difficulty

7

Assessment

- Diagnostic tests
- Progress tests
- Extensive reading test
- Speaking tests
- Get ready for the tests
- Quick tests
- Resources for Prova Extraordinária de Avaliação and ModA
- Assessment rubrics

8

Inclusion

- Adapted worksheets, covering language topics
- Adapted tests

9

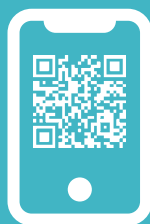
DAC & CLIL

- Crosscurricular project ideas (DAC)
- CLIL worksheets

10

Listening Scripts

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