

What's UP? 6



INGLÊS 6.º ANO

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TEACHER'S FILE



**INTRODUCTION
AND PLANNING**



**SKILLS AND
LANGUAGE
WORKSHEETS**



CLIL



SPECIAL NEEDS



TESTS



10-MINUTE TESTS



**CREATIVITY AND
DIGITAL PROJECTS**



**DIGITAL
RESOURCES GUIDE**

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CLIL

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Materiais de apoio à implementação do Projeto de Autonomia e Flexibilização Curricular (PAFC) – ideias e boas práticas.

A disponibilizar a todos os professores adotantes do manual *What's Up* previamente à implementação do PAFC no 6.º ano de escolaridade.

Introduction

O projeto **What's up? 6** foi construído de forma a assegurar o **cumprimento do programa e das metas curriculares em vigor** para o 6.º ano de escolaridade (homologadas a 31 de julho de 2015), bem como a sua articulação com o **Quadro Europeu Comum de Referência para as Línguas**, o que o torna um instrumento adequado para apoiar o aluno na sua aprendizagem e o professor na sua prática letiva, com vista à promoção do sucesso educativo.

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

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

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

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

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

Metodologia

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

Manual + Student's Corner

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

- *"It's vocabulary time"*.
- *"It's reading time"*.
- *"It's grammar time"*.
- *"It's listening time"*.
- *"It's video time"*.
- *"It's song time"*.
- *"It's speaking time"*.
- *"It's writing time"*.
- *"It's show time"*.

Os conteúdos da unidade são apresentados junto ao título.



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

It's reading time

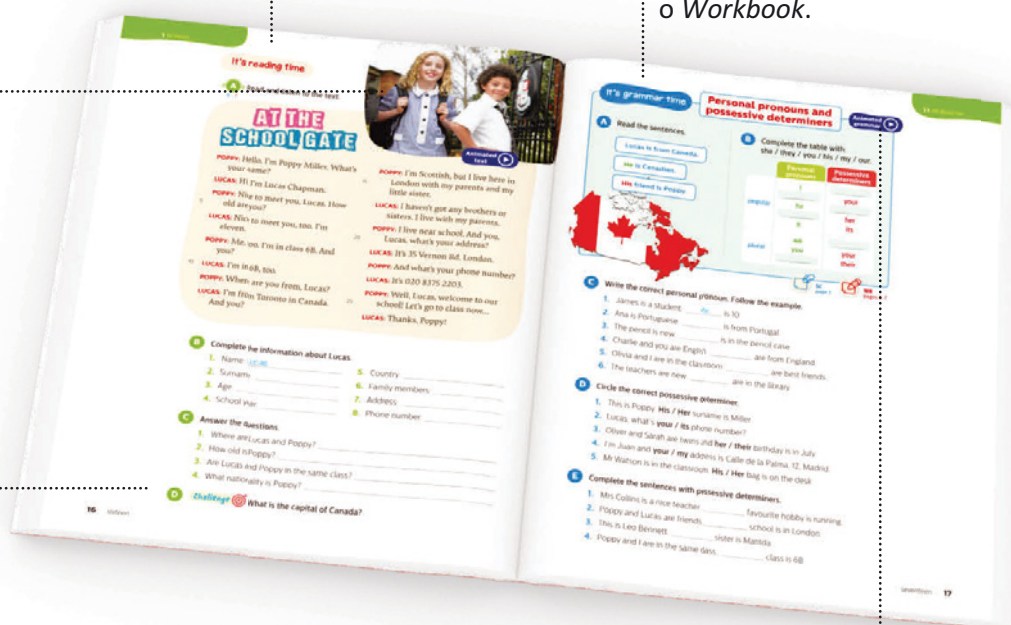
Textos apelativos e motivadores que exploram o léxico e contextualizam os conteúdos gramaticais. Os textos têm suporte áudio (falantes nativos). Está disponível animação de texto.

It's grammar time

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

Animated text / picture

Animações de todos os textos e de algumas imagens.



Pequenos desafios que estimulam a curiosidade.

Animated grammar
Gramáticas animadas e apresentações em PowerPoint®.



It's culture time!

Pequenos apontamentos culturais acompanhados de vídeos.

It's video time

Para exploração dos conteúdos de forma autêntica e motivadora.

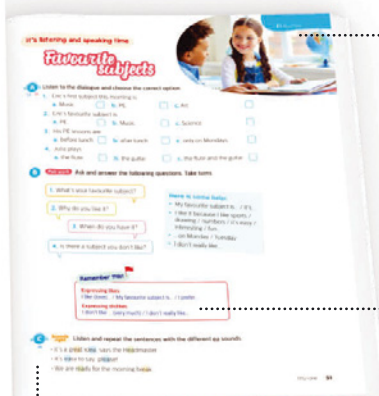


It's song time!

Canção com letra adaptada à temática e melodia conhecida. Está disponível o recurso karaoke.

It's writing time

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



It's listening time

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

It's speaking time

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

Sounds right

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

Remember this!

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

It's show time!

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

Smart tip!

Sugestões de apoio à atividade.

Fun

Espaço lúdico para consolidação ou alargamento do léxico.

**Project**

Sugestões de trabalho de projeto exequíveis.

**Fun!**

Espaços lúdicos de consolidação de conteúdos.

Up to you!

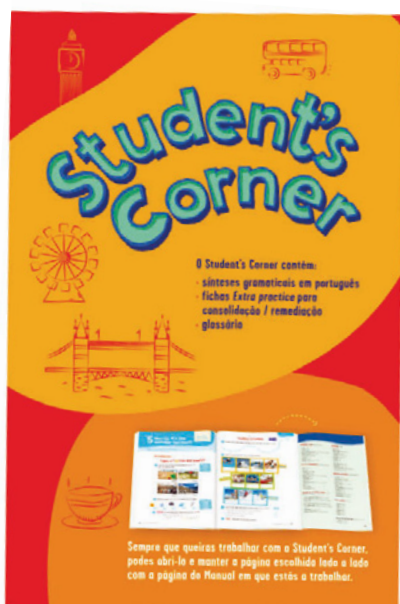
Ficha formativa no final de cada unidade.

**How good are you?**

Espaço de autoavaliação das aprendizagens com sugestões para remediação.

Think

Espaço de desenvolvimento do espírito crítico.



O **Student's Corner** tem por objetivo auxiliar o aluno na aprendizagem do vocabulário (inclui tradução) e da gramática (com explicações e exemplos em português). Contém ainda um conjunto de fichas destinadas à consolidação / remediação dos conteúdos.

Outros componentes do projeto

1. Workbook

Está dividido em 3 partes:

1.ª parte

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

- disponibiliza tipologias de exercícios diversificadas, numa tentativa de ir ao encontro dos diferentes estilos de aprendizagem; recorre pontualmente a autocolantes;
- possibilita um trabalho autónomo com autocorreção, respeitando os diferentes ritmos dos alunos;
- apresenta soluções destacáveis e projetáveis através de **20 AULA DIGITAL**;
- inclui um teste formativo no final de cada unidade.

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

2.ª parte

Inclui:

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

3.ª parte

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

2. What's up next?

Simula o formato de um pequeno *tablet*, para apelar ao interesse dos alunos. É constituído por duas partes: **iPractice**, com exercícios de remediação / consolidação dos conteúdos gramaticais (44 fichas), e **iFun** para trabalhar o léxico de forma lúdica (24 fichas). No final, inclui soluções destacáveis. Os 110 exercícios que constituem este material auxiliar ao dispor dos alunos podem ser usados para trabalho de casa ou para utilização na sala de aula por *fast finishers*, sendo assim um complemento útil dentro ou fora da sala de aula.

3. Short stories – On holiday

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

4. Teacher's File

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

- **Introduction and Planning:** apresenta informação sobre os componentes do projeto, uma *tour* pelas diferentes rubricas do manual, a planificação anual, dividida por período, e planos de aula em versão de demonstração. A versão completa dos planos de aula é disponibilizada em **20 AULA DIGITAL**. Estes documentos são disponibilizados em versão editável.
- **Skills and Language Worksheets :** apresenta fichas para as quatro *skills*, fichas de vocabulário e fichas de gramática com níveis de complexidade diferente (fichas A com grau de complexidade maior e fichas B com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio, como fichas formativas. Estão disponíveis em versão editável.
- **Special Needs:** apresenta 5 testes de produção oral e 5 testes escritos, um por unidade, 15 fichas para as diferentes *skills*, 8 fichas de gramática e 5 fichas de vocabulário. Disponíveis em versão editável.
- **CLIL:** apresenta sugestões de fichas com articulação de conteúdos com outras disciplinas de 6.º ano. Disponíveis em versão editável.
- **Creativity and Digital Projects:** apresenta ideias para projetos de *arts & crafts* ou atividades a dinamizar no âmbito do plano anual de atividades. Apresenta também um projeto digital por unidade, para desenvolver competências digitais nos alunos, através de uma ferramenta muito simples de utilizar – o *kahoot*.
- **Testes:** apresenta um *Placement test*, testes de nível diferenciado para cada uma das unidades (teste A de grau de complexidade maior e teste B de grau de complexidade menor) e ainda testes de *listening* com o respetivo suporte áudio e respetivas matrizes, e ainda testes de produção oral.
- **10-minute Tests:** apresenta um conjunto de minitestos que podem ser realizados ao longo do ano letivo com carácter formativo ou sumativo.

5. What's up BOX

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

- **Posters:** conjunto de 10 posters para abordagem de informação geográfica e cultural sobre *London; My day; What time is it?; Parts of the school; Free time activities; City; Means of transport; Holiday activities; My suitcase / What's the weather like?; Irregular verbs*.
- **Spin-a-story wheels:** 3 *spin-a-story wheels*, organizadas por períodos letivos, que levam os alunos a construir de forma divertida e criativa uma pequena história com o vocabulário e conteúdos abordados, fomentando o desenvolvimento da escrita. Podem ser utilizadas no final de uma aula, quando os alunos terminarem uma tarefa mais cedo, numa aula de apoio ou no clube de inglês da escola, de forma individual ou coletiva.
- **It's question time!:** conjunto de 64 cartões com perguntas para exercitar o vocabulário abordado em cada temática de forma divertida e motivadora. Contém 4 conjuntos de cartões: os azuis, cor de laranja e verdes contemplam o vocabulário e conteúdos abordados ao longo das unidades enquanto os cartões cor-de-rosa contêm perguntas de natureza cultural. Inclui uma caixa para utilização e armazenamento do jogo.
- **Reward stickers and stamps:** conjunto de autocolantes e carimbos destinados a encorajar o comportamento positivo dos alunos em aula, recompensando o seu esforço e desempenho.
- **Flashcards:** conjunto de 100 *flashcards* com a imagem e a(s) respetiva(s) palavra(s). Inclui um guião com sugestões de utilização. Os *flashcards* têm formato A4 para melhor visualização em sala de aula.

- **Spoken production cards:** conjunto de 10 cartões A4 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards:** conjunto de 20 cartões (10 pares) para o desenvolvimento de atividades de interação oral a pares.
- **Reading cards:** conjunto de 21 cartões A4 (10 cartões × 2 exemplares + índice) destinados ao desenvolvimento da leitura e da compreensão. Os cartões apresentam dois níveis de complexidade, permitindo um trabalho de acordo com as características de cada aluno. Podem ser disponibilizados a alunos *fast finishers* ou a alunos com dificuldades específicas neste domínio.
- **Grammar cards:** conjunto de 25 cartões A4 (16 cartões A5 × 3 exemplares + índice) destinados à remediação / consolidação dos conteúdos gramaticais trabalhados ao longo do ano. Os cartões apresentam dois níveis de complexidade para os mesmos conteúdos, permitindo um trabalho de acordo com as características de cada aluno. Também estes cartões podem ser disponibilizados a alunos *fast finishers* ou a alunos com dificuldades específicas neste domínio.
- **Culture cards:** conjunto de 12 cartões A4 (1 cartão sobre Sydney × 6 exemplares + 1 cartão sobre Toronto × 6 exemplares) sobre os símbolos destas duas cidades. No verso, incluem um *quiz* sobre a informação apresentada.
- **Festivity cards:** conjunto de 12 cartões A4 (6 exemplares de cada) que apresentam festividades diferentes das do manual. A informação cultural apresentada em cada cartão (*Thanksgiving Day* e *Notting Hill Carnival*) é seguida de exercícios de compreensão no verso de cada cartão.

6. CD áudio

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

7. Aula Digital

Ao longo do manual, o professor encontrará as referências ao apoio digital, designadamente: **animações de texto, animações de imagem, animações de gramática e de vocabulário, animação dos conteúdos da rubrica *It's show time*, vídeos (*video help*, pequenos vídeos sobre aspetos culturais e excertos de filmes conhecidos dos alunos), simulador, *flashcards* digitais, apresentações em PowerPoint®, jogos, áudios, canções e karaokes, testes interativos, grelhas Excel® para correção de testes e avaliação**. Estes recursos encontram-se disponíveis em **20 AULA DIGITAL**, numa fase inicial em versão de demonstração (que incide sobre a unidade 2 do manual), e, antes do início do ano letivo 2018-2019, em versão completa. Funcionalidades como a **possibilidade de os alunos gravarem a sua voz nos karaokes**, a **possibilidade de os registos áudios serem apresentados em velocidade *standard* ou em velocidade *slow*** (para facilidade de compreensão por parte de alguns alunos), a **possibilidade de ativar ou desativar legendas em Inglês em vídeos e animações** são inovações úteis ao dispor dos professores utilizadores deste projeto.

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

Este *Teacher's File* inclui no último separador um *Digital Resources Guide* também em versão de demonstração. O *Digital Resources Guide* completo com todos os recursos multimédia do projeto encontrar-se-á disponível em **20 AULA DIGITAL** para os professores utilizadores do projeto antes do início do ano letivo 2018-2019.

9. Manual interativo

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

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

Planning

FIRST TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
2	Starter	Photo album – English-speaking countries / Back to school Quiz / Classroom language / Check your English						
5	Unit 1 Hi there!	- Personal identification - Countries and nationalities	- At the school gate	- A famous person	- A famous person	- All about me	- Personal pronouns and possessive determiners - Verb to be	
5	1.2 Families and friends!	- Family members - Physical description - Jobs - Opposites	- What a family! - My best friend	Video: <i>The Boss Baby</i>  - Aunt Meg	- My best friend		- Verb to have got - Possessive case - Possessive pronouns	
6	1.3 Lifestyles	- Daily routine	- A young actor's routine	- A different daily routine - Song: <i>Friends forever</i> 	- Sounds right: /s/ - A different daily routine It's show time: - A family photo	- Teen blog	- Present Simple (Affirmative / Negative) - Present Simple (Interrogative) - Adverbs of frequency	
5	Unit 2 School rocks!	- School subjects - Parts of the school	- In the playground	- Favourite subjects	- Favourite subjects - Sounds right: /ea/	- My school	- There to be - Plural of nouns	
6	2.2 After-school fun	- School clubs - Make / Do	- The goat club	- Club day at school - Song: <i>Have some fun today</i> 	- My favourite school club		- Comparative - Superlative - Adjectives + prepositions	Popular sports
5	2.3 My interests	- Kids' interests	- At the fun centre - Darci Lynne – A famous ventriloquist	- At the fun centre - Video: <i>Leap!</i> 	- After-school activities It's show time: - Bump into a friend!	- Saturday fun	- Present Continuous - Present Simple and Present Continuous	
Fun / Projects	UNIT 1 Fun with words: Idioms about countries and nationalities / Project: A day in the life of a superhero / UNIT 2 Fun with words: Idioms about school / Project: What do they like doing?							
Celebrations	It's Halloween / Merry Christmas							
4	Check in / Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to You!							

SECOND TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
4	Unit 3 Out... in the city!	- Public buildings and places of interest	- A city tour	- Asking the way	- Asking the way		- Prepositions of place - Prepositions of movement	
5	3.2 Let's go shopping!	- Shops	- Let's go shopping!	- Emily's new dress - Video:  <i>Paddington 2</i>	- Emily's new dress	- At the shop	- Adverbs of manner	Welcome to Hamley's!
5	3.3 At the restaurant	- On the menu	- A British chef - At the restaurant	- Song: <i>Going shopping</i> 	Sounds right: - /h/ /w/ It's Show time: - In the school canteen - In the city		- Verb to be – Past Simple (Affirmative / Negative) - Verb to be – Past Simple (Interrogative) - There to be – Past Simple	
7	Unit 4 Fun trips	- Visiting a city	- London trip wall	- Video: <i>Zootopia</i> - It was awesome! 	Sounds right: - /ed/ - Friends' talk	- Rose's diary	- Past Simple – Regular verbs (Affirmative / Negative) - Past Simple – Regular verbs (Interrogative)	London public transport
5	4.2 Great rides! Great fun!	- Activities at theme parks - See, look at, watch	- A ride of surprises	Song: <i>Time for fun</i> 	It's Show time: - At school	- A real life adventure!	- Past Simple – Irregular verbs	
Fun / Projects	UNIT 3 Fun with words: Idioms about shops and food / Project: My city-town / UNIT 4 Fun with words: idioms about having fun / Project: My school trip							
Celebrations	Valentine's day / Happy Easter							
4	Check in / Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to You!							

THIRD TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
7	Unit 5 Hurray, it's the summer holidays!	5.1 Holiday activities	- Kids on holiday! - Types of holiday and weather - Holiday activities	- Song: <i>Great time</i> - Last summer holiday	- Last summer holiday		- Reflexive pronouns - Should / Shouldn't	
	7	5.2 Holidays abroad	- Packing for the holiday Summer holidays	Video: <i>Hotel Transylvania 3</i> 	It's show time: - On holiday together	- A holiday postcard	- Be going to (Affirmative / Negative) - Be going to (Interrogative)	- Famous seaside destinations
Fun / Projects	Fun with words: Idioms about travelling and the weather / Project: My fantastic summer							
4	Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to you							

Na página seguinte apresentam-se dois Planos de Aula como demonstração do conjunto completo que será disponibilizado em julho de 2018 em  .

Lesson Plan 1

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hi there!

UNIT 1.1: All about me

Contents: Personal identification

Sumário	- Personal identification: This is Daniel - Asking questions about personal identification
Objetivos específicos	- Rever/consolidar vocabulário relativo à identificação pessoal - Preencher textos com espaços lacunares com palavras dadas
Atividades	- Realização do exercício A de completamento de espaços com palavras dadas (pág. 14). Ver as sugestões na banda do professor. - Realização do exercício C (pág. 14) para praticar a identificação pessoal. - Visionamento do Video Help e realização dos exercícios propostos: exercício D – possibilidade de correção do exercício com o apoio do CD áudio, exercício E. - Realização do exercício F (pág. 15) para consolidação das perguntas sobre identificação pessoal.
Recursos	- Manual: págs. 14 e 15 - Teacher's File (págs. 67-68) - CD áudio 20 AULA DIGITAL Video help
TPC	Workbook: exercícios A e B (pág. 6)
Avaliação	Observação direta

Lesson Plan 2

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hi there!

UNIT 1.1: All about me

Contents: Personal identification; personal pronouns; possessive determiners

Sumário	- Homework correction - Reading activity - Personal pronouns and possessive determiners
Objetivos específicos	- Compreender textos breves e simples, reconhecendo informação familiar - Rever e consolidar personal pronouns e possessive determiners
Atividades	- Audição e leitura do diálogo da página 16 e realização do exercício de compreensão (ver sugestões da banda lateral); possibilidade de visionamento da animação de texto. - Realização dos exercícios de compreensão B e C (pág. 16) - Realização dos exercícios de aplicação sobre personal pronouns e possessive determiners (pág. 17)
Recursos	- Manual: págs. 16 e 17 - What's up Next? (pág. 47) - Teacher's File (págs. 93-94) 20 AULA DIGITAL - Animação - Gramática - Apresentação
TPC	Workbook – exercícios C (pág. 6) e A e B (pág. 7)
Avaliação	Observação direta

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Name

No.

Class

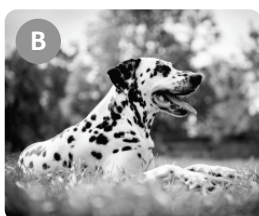
Date

Mark

Teacher

A Use personal pronouns. Match the sentences to the pictures.

1. His name is John. _____ is my best friend.
2. This is Jane. _____ is from Australia.
3. Mary and Sally are twins. _____ are 10 years old.
4. That dog has spots. _____ is a Dalmatian.
5. My new guitar is great. _____ love it!

☐
☐
☐
☐
☐

B Complete the sentences with the correct possessive determiners.

1. Susan is ten years old. _____ birthday is in September.
2. Mark loves animals. _____ favourite animal is the wolf.
3. We have got a cat. _____ cat is a Siamese cat.
4. They live in this street. _____ house is the yellow one.
5. I have got a new pen. _____ pen is blue.
6. Hello! I'm Kelly. What's _____ name?


C Match the sentences.

- | | | | | | |
|------------------------------------|---|---|---|---|---------------------------------|
| I am from Canada. | 1 | • | • | a | Her favourite subject is maths. |
| He is my brother. | 2 | • | • | b | They are very nice. |
| Claire is a good student. | 3 | • | • | c | I'm Canadian. |
| Sue and Kate are Claire's friends. | 4 | • | • | d | His name is Peter. |
| The dog is black and white. | 5 | • | • | e | It's sweet and friendly. |

Name

No.

Class

Date

Mark

Teacher

A Circle the correct personal pronouns. Match the sentences to the pictures.

Rodeia os pronomes pessoais corretos. Liga as frases às imagens.

- His name is John. **He / She** is my best friend.
- This is Jane. **He / She** is from Australia.
- Mary and Sally are twins. **We / They** are 10 years old.
- That dog has spots. **It / I** is a Dalmatian.
- My new guitar is great. **I / He** love it!

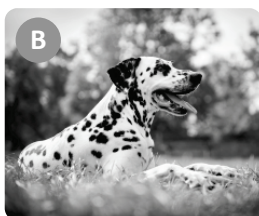
☐ E

☐

☐

☐

☐



B Circle the correct possessive determiners.

Rodeia os determinantes possessivos corretos.

- Susan is ten years old. **My / Her** birthday is in September.
- Mark loves animals. **His / Her** favourite animal is the wolf.
- We have got a cat. **My / Our** cat is a Siamese cat.
- They live in this street. **Their / My** house is the yellow one.
- I have got a new pen. **Your / My** pen is blue.
- Hello! I'm Kelly. What's **our / your** name?



C Match the sentences. Follow the example.

Liga as frases. Segue o exemplo.

- | | | | | |
|------------------------------------|---|---|---|---------------------------------|
| I am from Canada. | 1 | • | a | Her favourite subject is maths. |
| He is my brother. | 2 | • | b | They are very nice. |
| Claire is a good student. | 3 | • | c | I'm Canadian. |
| Sue and Kate are Claire's friends. | 4 | • | d | His name is Peter. |
| The dog is black and white. | 5 | • | e | It's sweet and friendly. |

Name _____

No. _____

Class _____

Date _____

Mark _____

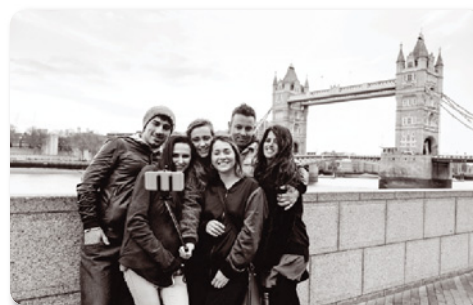
Teacher _____

A Circle the correct option of the verb *to be*.

1. Claire **am / is / are** from Canada.
2. Her brother **am / is / are** a student.
3. Her parents **am / is / are** 40 years old.
4. I **am / is / are** Portuguese.
5. We **am / is / are** a very happy family.

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

1. I _____ Spanish.
2. She _____ 14 years old.
3. It _____ my cat.
4. Paul _____ at home.
5. We _____ from Liverpool.

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

1. teacher / is / Miss Harris / a / ? _____
2. you / sad / are / ? _____
3. isn't / Chinese / he / ? _____
4. from / we / are / Lisbon / ? _____
5. he / your / brother / is / ? _____

D Read the sentences and correct the mistakes.

1. Susan aren't a teacher. _____
2. You are a good student? _____
3. My favourite colours is blue and green. _____
4. We is Portuguese. _____
5. My brothers isn't twins. _____

Name

No.

Class

Date

Mark

Teacher

A Circle the correct form of the verb to be.

Rodeia a forma correta do verbo *to be*.

- Claire **is** / **are** from Canada.
- Her brother **is** / **are** a student.
- Her parents **am** / **are** 40 years old.
- I **am** / **is** Portuguese.
- We **are** / **am** a very happy family.


B Complete the sentences. Use the words in the box.

Completa as frases. Usa as palavras das caixa.

- I _____ Spanish.
- She _____ 14 years old.
- It _____ my cat.
- Paul _____ at home.
- We _____ from Liverpool.

are not
am not
is not (3×)

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

Põe as palavras por ordem para escreveres perguntas.

- teacher / ~~is~~ / Miss Harris / a ? Is
- you / sad / ~~are~~ / ? Are
- ~~isn't~~ / Chinese / he / ? Isn't
- from / we / ~~are~~ / Lisbon / ? Are
- he / your brother / ~~is~~ / ? Is

D Read the sentences and correct the mistakes.

Lê as frases e corrige os erros.

- Susan aren't a teacher. _____
- You are a good student? _____
- My favourite colours is blue and green. _____
- We is Portuguese. _____
- My brothers isn't twins. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option of the verb *to have got*.

1. Jane **has got** / **have got** a small family.
2. The cat **has got** / **have got** a long tail.
3. Her parents **has got** / **have got** brown eyes.
4. I **have got** / **has got** freckles.
5. We **has got** / **have got** lots of friends.


B Complete the sentences. Use the negative form of the verb *to have got*.

1. I _____ a moustache.
2. My friends _____ red hair.
3. My mother _____ long hair.
4. She _____ a big mouth.
5. He _____ green eyes.

C Look at the table. Follow the example.

	blue eyes	a moustache	grey hair
Susan	✓	✗	✗
Bryan	✗	✓	✗
Mr and Mrs Smith	✗	✗	✓

1. (Susan / blue eyes) Has Susan got blue eyes? Yes, she has.
2. (Susan / a moustache) _____
3. (Bryan / grey hair) _____
4. (Bryan / a moustache) _____
5. (Mr and Mrs Smith / blue eyes) _____
6. (Mr and Mrs Smith / grey hair) _____

Name

No.

Class

Date

Mark

Teacher

A Circle the correct option of the verb *to have got*.

Rodeia a opção correta do verbo *to have got*.

1. Jane **has got** / **have got** a small family.
2. The cat **has got** / **have got** a long tail.
3. Her parents **has got** / **have got** brown eyes.
4. I **have got** / **has got** freckles.
5. We **has got** / **have got** lots of friends.


B Complete the sentences with *haven't got* or *hasn't got*.

Completa as frases com *haven't got* ou *hasn't got*.

1. I _____ a moustache.
2. My friends _____ red hair.
3. My mother _____ long hair.
4. She _____ a big mouth.
5. He _____ green eyes.

C Look at the table. Follow the example.

Observa a tabela. Segue o exemplo.

	blue eyes	a moustache	grey hair
Susan	✓	✗	✗
Bryan	✗	✓	✗
Mr and Mrs Smith	✗	✗	✓

1. (Susan / blue eyes) Has Susan got blue eyes? Yes, she has.
2. (Susan / a moustache) Has ? No,
3. (Bryan / grey hair) Has ? No,
4. (Bryan / a moustache) Has ? Yes,
5. (Mr and Mrs Smith / blue eyes) Have ? No,
6. (Mr and Mrs Smith / grey hair) Have ? Yes,

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete with the correct possessive pronoun.

1. It's Kelly's doll. It's _____.
2. It's Paul's bike. It's _____.
3. It's my brother's cap. It's _____.
4. They're my books. They're _____.
5. It's my parents' car. It's _____.
6. They're our crayons. They're _____.

**B Look at the table and follow the example.**

1. Thomas	2. Lucas	3. My parents	4. Helen
			

1. *Whose tennis racket is it?* _____
It's Thomas's racket. _____
2. _____

3. _____

4. _____

C Write sentences. Follow the example.

1. (David / surf board) *Whose surfboard is it? It's David's surfboard. It's his.* _____
2. (Miss Sullivan / ice skates) _____
3. (My cousins / boat) _____
4. (the little girl / puzzles) _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences. Use the possessive pronouns in the box.

Completa as frases. Usa os pronomes possessivos na caixa.

1. It's Kelly's doll. It's _____.
2. It's Paul's bike. It's _____.
3. It's my brother's cap. It's _____.
4. They're my books. They're _____.
5. It's my parents' car. It's _____.
6. They're our crayons. They're _____.

mine
hers
his (2×)
ours
theirs

B Look at the table and complete the questions and the answers. Follow the example.

Observa a tabela e completa as perguntas e as respostas. Segue o exemplo.

1. Thomas	2. Lucas	3. My parents	4. Helen
			
tennis racket	skateboard	bicycles	guitar

1. Whose tennis racket is it? _____
It's *Thomas's racket*.
2. Whose skateboard _____ ?
It's _____
3. Whose _____ ?
They're _____
4. Whose _____ ?
It's _____

C Complete the sentences. Follow the example.

Completa as frases. Segue o exemplo.

1. *Whose* surf board is it? It's David's surfboard. It's *his*.
2. _____ ice skates are they? They're Miss Sullivan's ice skates. They're _____
3. _____ boat is it? It's my cousins' boat. It's _____
4. _____ puzzles are they? They're the little girl's puzzles. They're _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Use *a*, *an* or $\emptyset$ (no article).

1. _____ cap



2. _____ sunglasses



3. _____ trainers



4. _____ umbrella



5. _____ nurse



6. _____ musicians



7. _____ actress



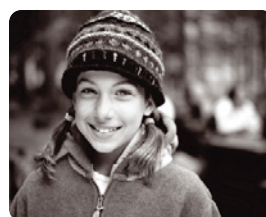
8. _____ ice skater



9. _____ babies



10. _____ boy



11. _____ girl



12. _____ children

B Fill in the blanks. Use *a*, $\emptyset$ or *the*.

Sally is 1. _____ little Irish girl.

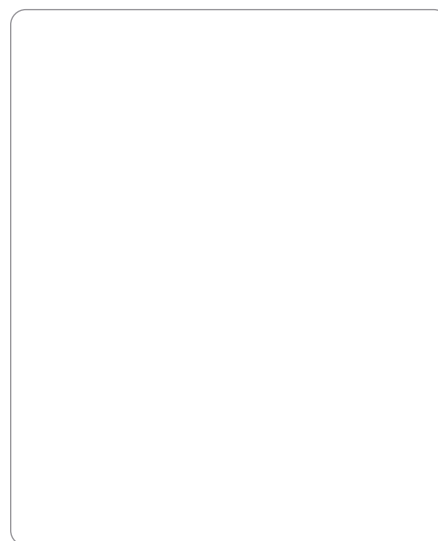
She has got long wavy red hair, 2. _____ big blue eyes, 3. _____ small nose and 4. _____ big mouth.

She has got 5. _____ freckles around her nose and on her cheeks.

She is 6. _____ very pretty girl.

She loves animals and she has got three pets: 7. _____ dog, 8. _____ hamster and 9. _____ parrot.

10. _____ dog is 11. _____ Dalmatian.

C Draw Sally's portrait.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Use a, an or Ø (no article).Usa *a, an* ou *Ø*.**Remember this!****a + consonant****an + vowel****Ø + plural nouns**

1. _____ cap



2. _____ sunglasses



3. _____ trainers



4. _____ umbrella



5. _____ nurse



6. _____ musicians



7. _____ actress



8. _____ ice skater



9. _____ babies



10. _____ boy



11. _____ girl



12. _____ children

B Circle the correct article.

Rodeia o artigo correto.

Sally is 1. **a / an** little Irish girl.

She has got long wavy red hair, 2. **Ø / the** big blue eyes, 3. **a / an** small nose and 4. **a / the** big mouth.

She has got 5. **a / Ø** freckles around her nose and on her cheeks.

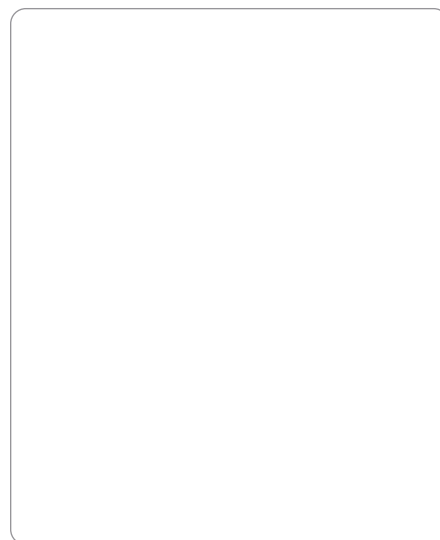
She is 6. **a / an** very pretty girl.

She loves animals and she has got three pets: 7. **an / a** dog, 8. **a / an** hamster and 9. **a / the** parrot.

10. **The / A** dog is 11. **a / an** Dalmatian.

C Draw Sally's portrait.

Desenha o retrato da Sally.



Name _____

No. _____

Class _____

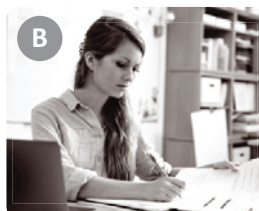
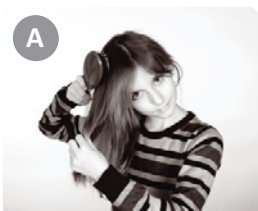
Date _____

Mark _____

Teacher _____

A Put the verbs in brackets in the Present Simple. Match the sentences with the pictures.

1. Joanne _____ (have) breakfast at 8 o'clock. ☐
2. Mark _____ (go) to school by bus. ☐
3. My teachers _____ (work) very hard. ☐
4. I _____ (ride) my bike every weekend. ☐
5. We _____ (play) football every day. ☐
6. Susan _____ (brush) her hair. ☐



B Put the sentences in the negative.

1. I walk to school. _____
2. Sarah has lunch at home. _____
3. My mother goes to work by car. _____
4. They have a shower in the morning. _____
5. My brother studies Japanese. _____
6. We have dinner at half past seven. _____

C Complete the questions and the answers. Use *do*, *does*, *don't* or *doesn't*.

1. _____ you walk to school? No, I _____.
2. _____ Mark wake up early? No, he _____.
3. _____ your sister like cheese? Yes, she _____.
4. _____ they watch TV in the evening? No, they _____.
5. _____ you do your homework every day? Yes, I _____.
6. _____ she have lunch at school? No, she _____.

Name _____

No. _____

Class _____

Date _____

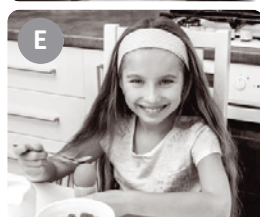
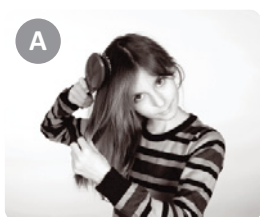
Mark _____

Teacher _____

A Circle the correct form of the verbs. Match the sentences with the pictures.

Rodeia a forma correta dos verbos. Liga as frases às imagens.

- | | |
|--|--|
| 1. Joanne have / has breakfast at 8 o'clock. ☐ | 4. I ride / rides my bike every weekend. ☐ |
| 2. Mark go / goes to school by bus. ☐ | 5. We play / plays football every day. ☐ |
| 3. My teachers work / works very hard. ☐ | 6. Susan brush / brushes her hair. ☐ |



B Complete the negative sentences. Use *don't* or *doesn't*.

Completa as frases negativas. Usa *don't* ou *doesn't*.

- I walk to school. I _____ walk to school.
- Sarah has lunch at home. Sarah _____ have lunch at home.
- My mother goes to work by car. My mother _____ go to work by car.
- They have a shower in the morning. They _____ have a shower in the morning.
- My brother studies Japanese. My brother _____ study Japanese.
- We have dinner at half past seven. We _____ have dinner at half past seven.

C Complete the questions and the answers. Use *do*, *does*, *don't* or *doesn't*.

Completa as perguntas e as respostas. Usa *do*, *does*, *don't* ou *doesn't*.

- _____ you walk to school? No, I _____.
- _____ Mark wake up early? No, he _____.
- _____ your sister like cheese? Yes, she _____.
- _____ they watch TV in the evening? No, they _____.
- _____ you do your homework every day? Yes, I _____.
- _____ she have lunch at school? No, she _____.

Remember this!

Affirmative:
do / does

Negative:
don't / doesn't

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the adverbs of frequency in the right place.1. I get up late at the weekend. **(usually)**

2. I read before I go to bed. **(always)**

3. I am late for classes. **(never)**

4. I have orange juice for breakfast. **(often)**

**B Write the words in the correct order.**

1. toast / milk / usually / breakfast / I / have / for / and / .

2. sometimes / go / I / the / cinema / to / .

3. is / Sally / sad / never / .

4. visits / her / often / grandparents / Cathy / .

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

	never	hardly ever	sometimes	often	usually	always
1. I	am never late for classes				walk to school	
2. Thomas						gets good grades at school
3. Mary		goes to parties		is at home		
4. They			go to the theatre			

1. I usually walk to school _____ but I am never late for classes.

2. _____

3. _____, so _____

4. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

Escolhe a opção correta.

1. I _____ late at the weekend.
a. usually get up b. get up usually
2. I _____ before I go to bed.
a. read always b. always read
3. I _____ late for classes.
a. am never b. never am
4. I _____ orange juice for breakfast.
a. have often b. often have


B Write the words in the correct order.

Escreve as palavras na ordem correta.

1. toast and milk / usually / for breakfast / I / have / .

/

2. sometimes / go to / I / the / cinema / .

/

3. is / Sally / sad / never / .

Sally

4. visits / often / her grandparents / Cathy / .

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

Observa a tabela e completa as frases.

	never	hardly ever	sometimes	often	usually	always
1. I	am never late for classes				walk to school	
2. Thomas						gets good grades at school
3. Mary		goes to parties		is at home		
4. They			go to the theatre			

1. I usually walk to school but I am never late for classes.
2. Thomas _____ gets good grades at school.
3. Mary _____ to parties, so she _____ at home.
4. They _____ to the theatre.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

1. In my school _____ two floors.
2. Downstairs _____ a canteen.
3. Upstairs _____ lots of classrooms.
4. On Monday morning _____ a music lesson.
5. In the library _____ six big windows.

**B Circle the correct option.**

1. On Sundays **there isn't / there aren't** any classes.
2. In my school **there isn't / there aren't** a gym.
3. In the canteen **there isn't / there aren't** a blackboard.
4. In Kate's school **there isn't / there aren't** many students.
5. On Tuesdays **there isn't / there aren't** any classes in the afternoon.

**C Look at the table. Complete the questions and give short answers. Follow the example.**

	sports field	lots of classrooms	gym	computer room	labs
Mary's school	✓	✓	✗	✓	✗
Kevin's school	✗	✓	✓	✗	✗

1. *Is there* a sports field in Mary's school? Yes, *there is* _____.
2. _____ a sports field in Kevin's school? _____.
3. _____ a computer room in Mary's school? _____.
4. _____ lots of classrooms in Mary's school? _____.
5. _____ any labs in Kevin's school? _____.

D Complete the sentences about the table in exercise C.

1. _____ a gym in Mary's school but _____ a sports field.
2. _____ a gym in Kevin's school but _____ a sports field.

Name _____

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A Complete the sentences with *there is* or *there are*.Completa as frases com *there is* ou *there are*.

1. In my school _____ two floors.
2. Downstairs _____ a canteen.
3. Upstairs _____ lots of classrooms.
4. On Monday morning _____ a music lesson.
5. In the library _____ six big windows.

Remember this!

There is + singular

There are + plural

B Circle the correct option.

Rodeia a opção correta.

1. On Sundays **there isn't** / **there aren't** any classes.
2. In my school **there isn't** / **there aren't** a gym.
3. In the canteen **there isn't** / **there aren't** a blackboard
4. In Kate's school **there isn't** / **there aren't** many students.
5. On Tuesdays **there isn't** / **there aren't** any classes in the afternoon.

**C Look at the table. Complete the questions with *is there* or *are there* and the answers with *there is/isn't* or *there are/aren't*. Follow the example.**Observa a tabela. Completa as perguntas com *is there* ou *are there* e as respostas com *there is/isn't* ou *there are/aren't*. Segue o exemplo.

	sports field	lots of classrooms	gym	computer room	labs
Mary's school	✓	✓	✗	✓	✗
Kevin's school	✗	✓	✓	✗	✗

1. *Is there* a sports field in Mary's school? Yes, *there is* _____.
2. _____ a sports field in Kevin's school? No, _____.
3. _____ a computer room in Mary's school? Yes, _____.
4. _____ lots of classrooms in Mary's school? Yes, _____.
5. _____ any labs in Kevin's school? No, _____.

D Complete the sentences about the table in exercise C.

Completa as frases sobre a tabela do exercício C.

1. *There* _____ a gym in Mary's school but *there* _____ a sports field.
2. *There* _____ a gym in Kevin's school but *there* _____ a sports field.

Name _____

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Date _____

Mark _____

Teacher _____

A Label the pictures. Follow the example.



1. boy – boys



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

B Fill in the table with the plurals from exercise A.

1. -s	2. -es	3. -ies	4. -ves	5. irregular

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** A. Label the pictures. Use the words in the box and make them plural. Follow the example.
Legenda as imagens. Usa as palavras na caixa e escreve-as no plural. Segue o exemplo.

woman city man foot hand box witch wolf knife baby chair



1. boy – boys



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

- B** Fill in the table with the plurals from exercise A.
Completa a tabela com os plurais do exercício A.

1. -s	2. -es	3. -ies	4. -ves	5. irregular

Name

No.

Class

Date

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Teacher

A Complete the sentences with the comparative of superiority.

1. Peter is _____ (**good**) Sarah at playing the piano.
2. But he is _____ (**bad**) Sarah at playing chess.
3. Rabbits are _____ (**small**) horses.
4. I'm _____ (**beautiful**) my twin sister.
5. My grandmother is _____ (**old**) my mother.
6. Cherry pie is _____ (**sweet**) apple pie.
7. I make people laugh because I'm _____ (**funny**) most people.
8. The pig is _____ (**fat**) the goat.
9. My favourite food is pizza. It's _____ (**delicious**) spaghetti.

B Write a sentence for each picture.


1. the girl / young / her brother



2. Ben / serious / Tom



3. the wolf /dangerous / the dog



4. She / fast / brother



5. Jenny / happy / Kevin



6. the dog / big / the cat

Name

No.

Class

Date

Mark

Teacher

A Circle the correct comparative.

Rodeia o comparativo correto.

- Peter is **better than** / **more good than** Sarah at playing the piano.
- But he is **more bad than** / **worse than** Sarah at playing chess.
- Rabbits are **smaller than** / **more small than** horses.
- I'm **beautiful than** / **more beautiful than** my twin sister.
- My grandmother is **older than** / **more old than** my mother.
- Cherry pie is **more sweet than** / **sweeter than** apple pie.
- I make people laugh because I'm **funnier than** / **more funny than** most people.
- The pig is **fatter than** / **more fat than** the goat.
- My favourite food is pizza. It's **more delicious than** / **delicious than** spaghetti.

B Order the words to make correct sentences for each picture.

Ordena as palavras para formares frases corretas para cada imagem.



- younger / her / is / brother /
The girl / than



- is / Ben / Tom / more /
than / serious



- than / the dog / The wolf /
is / dangerous / more



- her / faster / brother / is /
She / than



- than / Jenny / Kevin /
happier / is



- bigger / is / The dog / than /
the cat

Name

No.

Class

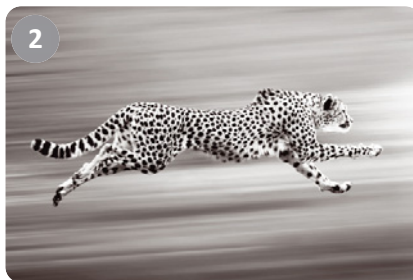
Date

Mark

Teacher

A Tick (✓) the correct sentence for each picture.


- a. She is the best student in her class. ☐
- b. She is the better student in her class. ☐



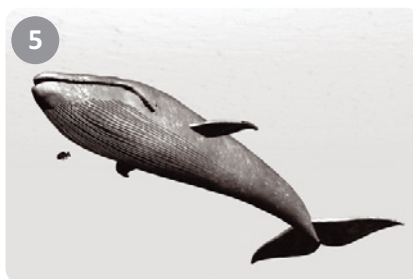
- a. The cheetah is the faster animal on Earth. ☐
- b. The cheetah is the fastest animal on Earth. ☐



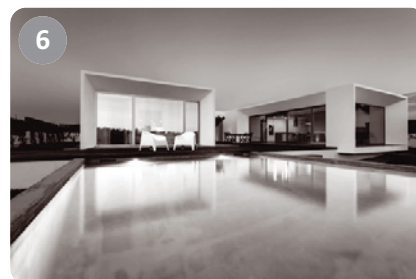
- a. The snail is the slowest animal in my garden. ☐
- b. The snail is the slower animal in my garden. ☐



- a. This is the more difficult test of the year. ☐
- b. This is the most difficult test of the year. ☐



- a. The blue whale is the biggest animal in the sea. ☐
- b. The blue whale is the bigger animal in the sea. ☐



- a. Our house is the most modern in town. ☐
- b. Our house is the more modern in town. ☐

B Complete the sentences with the superlative of adjectives.

- Bruce is _____ (good) footballer in my team and Jack is _____ (bad).
- David is _____ (young) member of our family.
- Gabriel is _____ (funny) of all my friends.
- Horse riding is _____ (exciting) after-school activity.
- Sophia is _____ (intelligent) student in my school.
- My mother's chocolate cake is _____ (tasty).
- Thomas is _____ (happy) person I know.
- Your Lego castle is _____ (big).

Name

No.

Class

Date

Mark

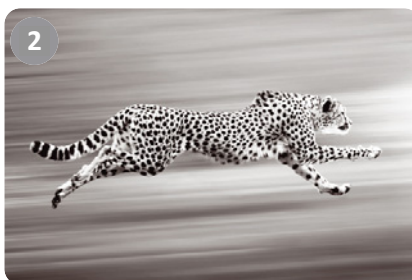
Teacher

A Tick (✓) the correct sentence for each picture. Follow the example.

Assinala (✓) a frase correta para cada imagem. Segue o exemplo.



- a. She is the best student in her class. ☒
- b. She is the better student in her class. ☐



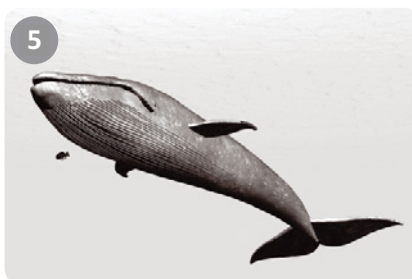
- a. The cheetah is the faster animal on Earth. ☐
- b. The cheetah is the fastest animal on Earth. ☐



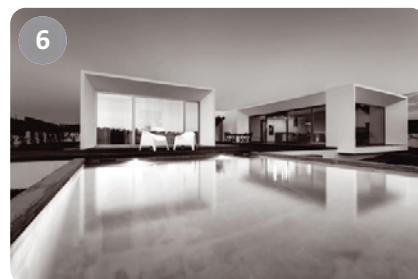
- a. The snail is the slowest animal in my garden. ☐
- b. The snail is the slower animal in my garden. ☐



- a. This is the more difficult test of the year. ☐
- b. This is the most difficult test of the year. ☐



- a. The blue whale is the biggest animal in the sea. ☐
- b. The blue whale is the bigger animal in the sea. ☐



- a. Our house is the most modern in town. ☐
- b. Our house is the more modern in town. ☐

B Circle the correct superlative of adjectives.

Rodeia o superlativo correto.

- Bruce is **the better** / **the best** footballer in my team and Jack is **the worse** / **the worst**.
- David is **the younger** / **the youngest** member of our family.
- Gabriel is **the funniest** / **the funnier** of all my friends.
- Horse riding is **the more exciting** / **the most exciting** after-school activity.
- Sophia is **the more intelligent** / **the most intelligent** student in my school.
- My mother's chocolate cake is **the tastiest** / **the tastier**.
- Thomas is **the happiest** / **the happier** person I know.
- Your Lego castle is **the bigger** / **the biggest**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the columns.

- | | | | | | |
|-------------------------|---|---|---|---|----------------------|
| James is afraid | 1 | • | • | a | for the debate club. |
| Kim is very interested | 2 | • | • | b | in art. |
| My brother is crazy | 3 | • | • | c | of dogs. |
| Kelly is bad | 4 | • | • | d | at maths. |
| Mr Brown is responsible | 5 | • | • | e | on basketball. |
| We are famous | 6 | • | • | f | about football. |
| Tom is keen | 7 | • | • | g | for our music. |

B Fill in the gaps with the correct preposition.

- My mother is afraid _____ spiders.
- Ash is really good _____ playing the guitar.
- Robert is keen _____ baseball.
- My sister is very famous _____ her acting skills.
- Jane is crazy _____ cinema.
- I'm interested _____ every kind of music.
- She's responsible _____ the school newspaper.



C Read the sentences and correct the mistakes.

- John is very good on science.

- I'm crazy for music.

- Peter is crazy of dance.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the columns. Follow the example.

Liga as colunas. Segue o exemplo.

James is afraid	1	•	a	for the debate club.
Kim is very interested	2	•	b	in art.
My brother is crazy	3	•	c	of dogs.
Kelly is bad	4	•	d	at maths.
Mr Brown is responsible	5	•	e	on basketball.
We are famous	6	•	f	about football.
Tom is keen	7	•	g	for our music.

B Circle the correct preposition.

Rodeia a preposição correta.

1. My mother is afraid **of / in** spiders.
2. Ash is really good **at / on** playing the guitar.
3. Robert is keen **in / on** baseball.
4. My sister is very famous **about / for** her acting skills.
5. Jane is crazy **about / of** cinema.
6. I'm interested **in / on** every kind of music.
7. She's responsible **for / about** the school newspaper.



C Read the sentences and correct the mistakes.

Lê as frases e corrige os erros.

1. John is very good **on** science.

2. I'm crazy **for** music.

3. Peter is crazy **of** dance.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the verbs in brackets in the Present Continuous.

1. Eliah _____ (**play**) football with his brother.
2. Karen _____ (**read**) a magazine.
3. My parents _____ (**work**).
4. We _____ (**study**) for the English test.
5. I _____ (**do**) my homework.
6. They _____ (**travel**) around the world.



B Write the sentences in the negative.

1. I'm taking photographs. _____
2. Sam is writing an email. _____
3. Paul is waiting for the bus. _____
4. We are having a great time. _____
5. They are watching a film. _____
6. The dogs are sleeping. _____

C Ask questions and give answers. Follow the example.



1. Amy / watch TV / listen to music
Is Amy watching TV?
No, she isn't. She is listening to music.



2. Matt / play tennis / ride his bike



3. Megan / walk the dog / feed the ducks



4. They / sing / dance

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the verbs in brackets in the Present Continuous. Follow the example.

Põe os verbos entre parênteses no *Present Continuous*. Segue o exemplo.

1. Eliah is playing (play) football with his brother.
2. Karen _____ (read) a magazine.
3. My parents _____ (work).
4. We _____ (study) for the English test.
5. I _____ (do) my homework.
6. They _____ (travel) around the world.

Remember this!

**Present Continuous
(affirmative)**

am
is + verb + -ing
are

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

Escreve as frases na negativa. Segue o exemplo.

1. I'm taking photographs. I'm not taking photographs.
2. Sam is writing an email. _____
3. Paul is waiting for the bus. _____
4. We are having a great time. _____
5. They are watching a film. _____
6. The dogs are sleeping. _____

Remember this!

**Present Continuous
(negative)**

'm not
isn't + verb + -ing
aren't

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

Completa as perguntas e as respostas. Segue o exemplo.



1. Amy / watch TV / listen to music
Is Amy watching TV?
No, she isn't. She is listening to music.



3. Megan / walk the dog / feed the ducks
Megan _____ ?
No, she _____. She _____.



2. Matt / ride his bike / play tennis
Matt _____ ?
No, he _____. He _____.



4. They / sing / dance
they _____ ?
No, they _____. They _____.

Name

No.

Class

Date

Mark

Teacher

A Match the two parts of the sentences.

- | | | | | | |
|-----------------------------|---|---|---|---|--------------------------|
| At the moment, I | 1 | • | • | a | are playing football. |
| George always | 2 | • | • | b | walk to school. |
| I usually | 3 | • | • | c | am talking on the phone. |
| Thomas and Lucas | 4 | • | • | d | does his homework. |
| Anne visits her grandmother | 5 | • | • | e | is crying. |
| Listen! The baby | 6 | • | • | f | every day. |

B Circle the correct option.

- Sometimes I **am playing / play** video games with my brother.
- Larry **is driving / drives** at the moment.
- Anne **drinks / is drinking** milk every night.
- My mother **is reading / reads** the newspaper every morning.
- Look! The dog **is running / runs** after our car.
- Jack always **makes / is making** his bed.



C Complete the sentences. Use the Present Continuous or the Present Simple.

- I always _____ (**listen**) to music when I'm home alone.
- On Sundays, we _____ (**go**) to church.
- Kate _____ (**talk**) to Jane on the phone at the moment.
- I can't go with you now. I _____ (**do**) my homework.
- Sid usually _____ (**drink**) water at dinner but today he _____ (**drink**) orange juice.
- James hardly ever _____ (**eat**) chocolates but right now he _____ (**eat**) a big one.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the two parts of the sentences. Follow the example.

Liga as duas partes das frases. Segue o exemplo.

At the moment, I	1	•	•	a	are playing football.
George always	2	•	•	b	walk to school.
I usually	3	•	•	c	am talking on the phone.
Thomas and Lucas	4	•	•	d	does his homework.
Anne visits her grandmother	5	•	•	e	is crying.
Listen! The baby	6	•	•	f	every day.

B Circle the correct option. Pay attention to the underlined words.

Rodeia a opção correta. Presta atenção às palavras sublinhadas.

1. Sometimes I am playing / play video games with my brother.
2. Larry is driving / drives at the moment.
3. Anne drinks / is drinking milk every night.
4. My mother is reading / reads the newspaper every morning.
5. Look! The dog is running / runs after our car.
6. Jack always makes / is making his bed.

Remember this!

- always, often, usually, sometimes, hardly ever, every day... + Present Simple

- now, at the moment, today, right now
"Look!", "Listen!" + Present Continuous


C Complete the sentences. Use the Present Continuous or the Present Simple.

Completa as frases. Usa o Present Continuous ou o Present Simple.

1. I always _____ (listen) to music when I'm home alone.
2. On Sundays, we _____ (go) to church.
3. Kate _____ (talk) to Jane on the phone at the moment.
4. I can't go with you now. I _____ (do) my homework.
5. Sid usually _____ (drink) water at dinner but today he _____ (drink) orange juice.
6. James hardly ever _____ (eat) chocolates but right now he _____ (eat) a big one.

Name _____

No. _____

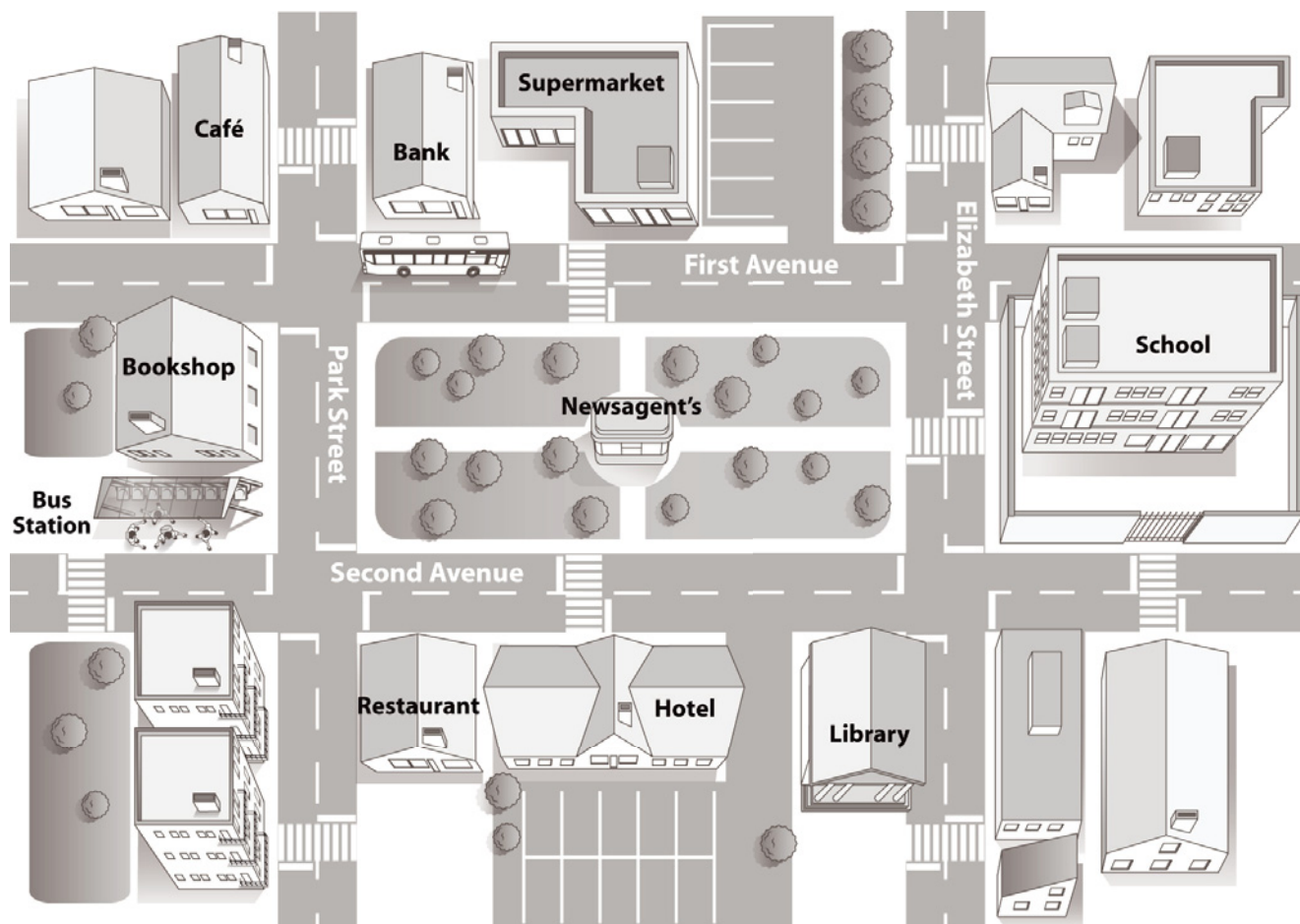
Class _____

Date _____

Mark _____

Teacher _____

A Look at the city map and complete the sentences. Use prepositions of place.



1. There's a hotel _____ the restaurant and the library.
2. There's a supermarket _____ the bank.
3. The bank is _____ the café.
4. There's a newsagent's _____ the park.
5. There's a bus _____ the bank.

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

1. The train goes _____ the bridge to go to the city centre.
2. Go _____ this street to go to the hospital.
3. The girl is running _____ her dad in the park.
4. I'm going to school _____ the park because it's the shortest way.

Name _____

No. _____

Class _____

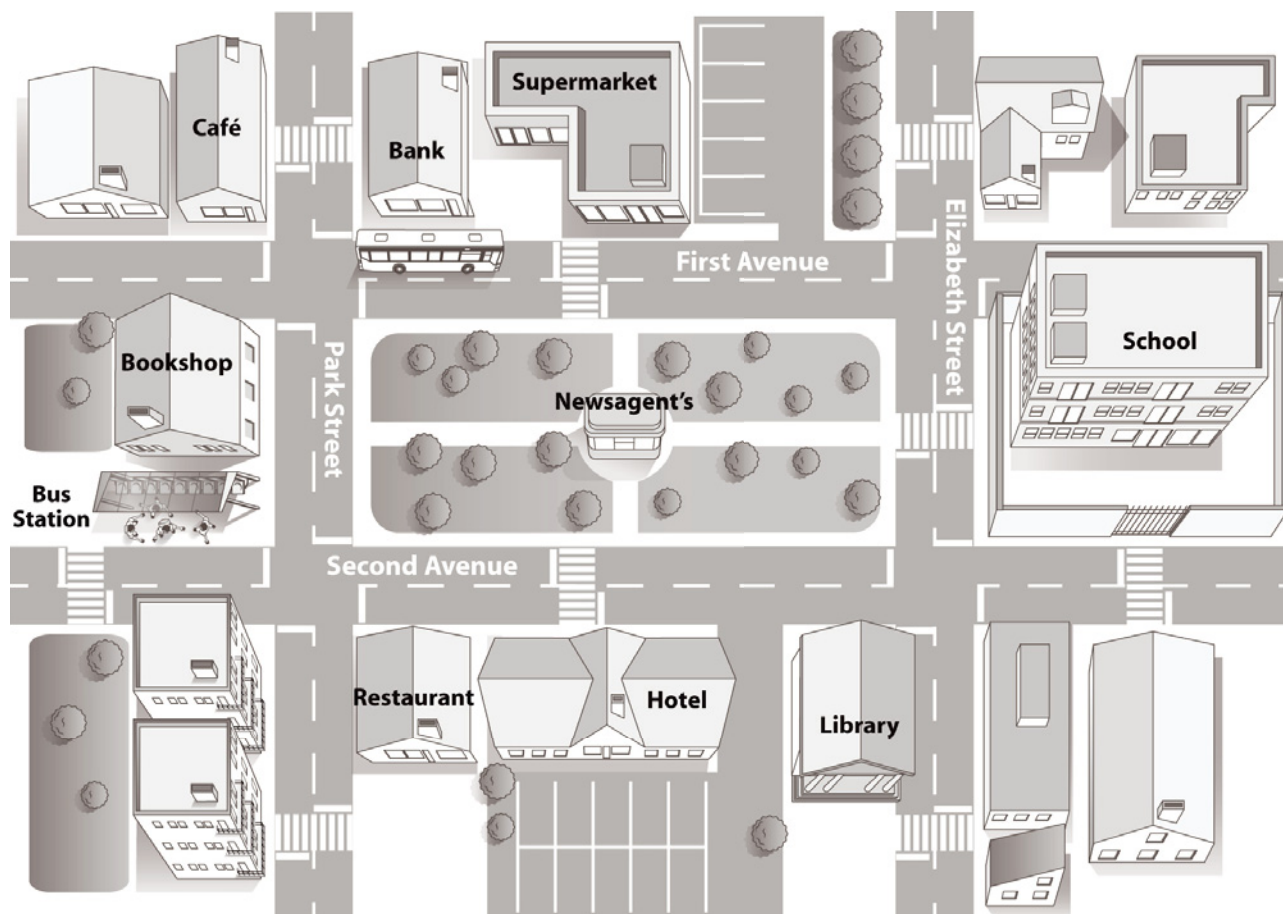
Date _____

Mark _____

Teacher _____

A Look at the city map and complete the sentences. Use prepositions of place in the box.
Observe o mapa da cidade e completa as frases. Usa as preposições de lugar na caixa.

between opposite next to in in front of



1. There's a hotel _____ the restaurant and the library.
2. There's a supermarket _____ the bank.
3. The bank is _____ the café.
4. There's a newsagent's _____ the park.
5. There's a bus _____ the bank.

B Circle the correct prepositions of movement.
Rodeia as preposições de movimento corretas.

1. The train goes **across** / **through** the bridge to go to the city centre.
2. Go **along** / **across** this street to go to the hospital.
3. The girl is running **towards** / **along** her dad in the park.
4. I'm going to school **through** / **towards** the park because it's the shortest way.

Name

No.

Class

Date

Mark

Teacher

A Complete the tables with adverbs (adjectives + -ly).

Adjective	Adverb
1. bad	
2. slow	
3. angry	
4. quick	

Adjective	Adverb
5. terrible	
6. noisy	
7. happy	
8. comfortable	

B Underline the adverbs in the sentences. Then match the sentences with the pictures.

- The children are playing happily in the playground. ☐
- Kevin is building a sandcastle very carefully. ☐
- The baby is sleeping peacefully. ☐
- The ballerina is dancing gracefully. ☐
- The little girl is running quickly towards her mother. ☐
- The turtle is moving very slowly. ☐


C Fill in the gaps with adverbs.

- The audience is applauding _____ (noisy).
- The girl is climbing a tree _____ (dangerous).
- The students are solving the problems _____ (easy).
- The children are listening to the story _____ (silent).
- He is playing drums _____ (loud).
- Sally is listening to her teacher _____ (attentive).

Name

No.

Class

Date

Mark

Teacher

A Complete the tables with adverbs (adjectives + -ly). Follow the example.

Completa as tabelas com advérbios (adjetivos + -ly). Segue o exemplo.

Adjective	Adverb
1. bad	<i>badly</i>
2. slow	
3. angry	
4. quick	

Adjective	Adverb
5. terrible	
6. noisy	
7. happy	
8. comfortable	

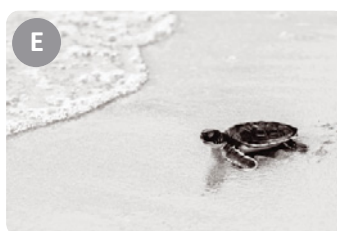
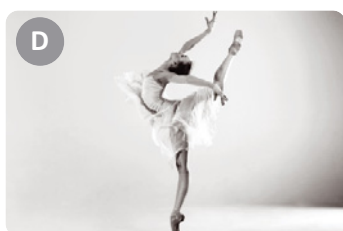
Remember this!

-y → -ily
-ble → -bly

B Underline the adverbs in the sentences. Then match the sentences with the pictures. Follow the example.

Sublinha os advérbios nas frases. De seguida, liga as frases às imagens. Segue o exemplo.

- The children are playing happily in the playground. (B)
- Kevin is building a sandcastle very carefully. ()
- The baby is sleeping peacefully. ()
- The ballerina is dancing gracefully. ()
- The little girl is running quickly towards her mother. ()
- The turtle is moving very slowly. ()


C Fill in the gaps with adverbs. Follow the example.

Preenche os espaços com advérbios. Segue o exemplo.

- The audience is applauding noisily (noisy).
- The girl is climbing a tree _____ (dangerous).
- The students are solving the problems _____ (easy).
- The children are listening to the story _____ (silent).
- He is playing drums _____ (loud).
- Sally is listening to her teacher _____ (attentive).

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct form of the verb *to be* in the Past Simple.

1. Last Sunday we **was / were** at my favourite restaurant.
2. My cousin **was / were** playing with me this morning.
3. My parents **was / were** working last night.
4. Last night I **was / were** at home.
5. It **was / were** my birthday yesterday.


B Use the negative form of the verb *to be* in the Past Simple.

1. They _____ home last night because they were at a party.
2. Margaret _____ my best friend when we were at school.
3. The food _____ very good but the chocolate cake was delicious.
4. We _____ here last summer because we were in New Zealand.
5. I _____ born in 2010, so I'm older than you.

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

1. Jim / was / home / night / last / at / ? _____
2. were / they / you / with / ? _____
3. was / school / at / Mandy / ? _____
4. David / was / museum / the / at / ? _____
5. was / born / brother / your / 1996 / in / ? _____

D Fill in the blanks with the correct form of the verb *to be* in the Past Simple.

1. _____ Roberto born in Spain? No, he _____. He _____ born in Italy.
2. _____ you at Susan's birthday party? Yes, I _____.
3. Where _____ you last night? I _____ at a concert.
4. Who _____ your best friend when you _____ younger?
5. We _____ at home because we _____ at the theatre.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct form of the verb *to be* in the Past Simple.Rodeia a forma correta do verbo *to be* no *Past Simple*.

1. Last Sunday we **was / were** at my favourite restaurant.
2. My cousin **was / were** playing with me this morning.
3. My parents **was / were** working last night.
4. Last night I **was / were** at home.
5. It **was / were** my birthday yesterday.

**B Complete with *wasn't* or *weren't*.**Completa com *wasn't* ou *weren't*.

1. They _____ home last night because they were at a party.
2. Margaret _____ my best friend when we were at school.
3. The food _____ very good but the chocolate cake was delicious.
4. We _____ here last summer because we were in New Zealand.
5. I _____ born in 2010, so I'm older than you.

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

Põe as palavras em ordem para escreveres perguntas.

1. Jim / ~~was~~ / at home / last night / ? Was
2. ~~were~~ / they / you / with / ? Were
3. ~~was~~ / at school / Mandy / ? Was
4. David / ~~was~~ / museum / the / at / ? Was
5. ~~was~~ / born / your / brother / in 1996 / ? Was

D Fill in the blanks with *was*, *wasn't*, *were* or *weren't*. Follow the example.Completa os espaços com *was*, *wasn't*, *were* ou *weren't*. Segue o exemplo.

1. Was Roberto born in Spain? No, he _____. He _____ born in Italy.
2. _____ you at Susan's birthday party? Yes, I _____.
3. Where _____ you last night? I _____ at a concert.
4. Who _____ your best friend when you _____ younger?
5. We _____ at home because we _____ at the theatre.

Name

No.

Class

Date

Mark

Teacher

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

- _____ zebras and giraffes at the zoo.
- Last weekend _____ a parade in the street.
- _____ lots of balloons at the party.
- Last week _____ an extra dance class.
- At the circus _____ clowns and a magician.


B Circle the correct option.

- At the restaurant **there wasn't** / **there weren't** any children.
- There wasn't** / **There weren't** any animals at the circus.
- There were musicians at the party but **there wasn't** / **there weren't** a singer.
- There wasn't** / **There weren't** many students in the canteen.
- At breakfast **there wasn't** / **there weren't** any cake.

C Ask questions and give answers. Follow the example.


- chocolate cake / at the party

Was there any chocolate cake at the party?

Yes, there was.



- clowns / at the circus



- pets / at the restaurant



- ice cream truck / at the park

Name

No.

Class

Date

Mark

Teacher

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

Completa as frases com *there was* ou *there were*.

- _____ zebras and giraffes at the zoo.
- Last weekend _____ a parade in the street.
- _____ lots of balloons at the party.
- Last week _____ an extra dance class.
- At the circus _____ clowns and a magician.

Remember this!

There was + singular
There were + plural

B Circle the correct option.

Rodeia a opção correta.

- At the restaurant **there wasn't** / **there weren't** any children.
- There wasn't** / **There weren't** any animals at the circus.
- There were musicians at the party but **there wasn't** / **there weren't** a singer.
- There wasn't** / **There weren't** many students in the canteen.
- At breakfast **there wasn't** / **there weren't** any cake.

Remember this!

There wasn't + singular
There weren't + plural

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

Completa as perguntas e as respostas. Segue o exemplo.



- chocolate cake / at the party

Was there any chocolate cake at the party?

Yes, there was.



- clowns / at the circus

_____ any clowns at the circus?

Yes,



- pets / at the restaurant

_____ any pets at the restaurant?

No,



- ice cream truck / at the park

_____ an ice-cream van at the park?

No,

Name _____

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A Underline the verbs in the Past Simple.

1. This morning Kelly visited her grandparents.
2. Mrs Park arrived at 9 o'clock.
3. Yesterday I walked to school.
4. Last night we watched an episode of *Stranger Things*.
5. Last summer holidays, Jack travelled to Brazil.
6. Mark lived in Italy for seven years.

**B Put the verbs in brackets in the Past Simple.**

1. Susan _____ (pack) her clothes without any help.
2. Elliot _____ (finish) reading the new Harry Potter book.
3. She _____ (look) at James and _____ (smile).
4. We _____ (enjoy) the party very much.
5. I _____ (study) the whole weekend.
6. Julie _____ (cry) because she was sad.

C Choose the best ending for each sentence.

- Jason didn't watch the film **1** • • **a** because he was already asleep.
- Amy didn't want to dance **2** • • **b** because I wasn't home all day.
- I didn't clean my room **3** • • **c** because she was tired.

D Put the verbs in brackets in the negative. Use the Past Simple.

1. The bus _____ (stop) at the bus station.
2. We _____ (play) the flute in the music lesson.
3. I _____ (visit) the Natural History Museum.
4. Richard _____ (ride) his bike to school because he was tired.
5. My family _____ (travel) by plane because I'm afraid of flying.
6. Mary _____ (like) the film.

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A Underline the verbs in the Past Simple. Follow the example.*Sublinha os verbos no Past Simple. Segue o exemplo.*

1. This morning Kelly visited her grandparents.
2. Mrs Park arrived at 9 o'clock.
3. Yesterday I walked to school.
4. Last night we watched an episode of *Stranger Things*.
5. Last summer holidays, Jack travelled to Brazil.
6. Mark lived in Italy for seven years.

**B Circle the verbs in the Past Simple.***Rodeia os verbos no Past Simple.*

1. Susan **packed** / **packing** her clothes without any help.
2. Elliot **finish** / **finished** reading the new Harry Potter book.
3. She **looked** / **looking** at James and **smiled** / **smiling**.
4. We **enjoyed** / **enjoy** the party very much.
5. I **studied** / **studied** the whole weekend.
6. Julie **cried** / **cryed** because she was sad.

C Choose the best ending for each sentence. Follow the example.*Escolhe a melhor continuação para cada frase. Segue o exemplo.*Jason didn't watch the film **1** • - - - • **a** because he was already asleep.Amy didn't want to dance **2** • • **b** because I wasn't home all day.I didn't clean my room **3** • • **c** because she was tired.**D Put the verbs in brackets in the negative. Follow the example.***Põe os verbos entre parênteses na negativa. Segue o exemplo.*

1. The bus didn't stop (**stop**) at the bus stop.
2. We _____ (**play**) the flute in the music lesson.
3. I _____ (**visit**) the Natural History Museum.
4. Richard _____ (**ride**) his bike to school because he was tired.
5. My family _____ (**travel**) by plane because I'm afraid of flying.
6. Mary _____ (**like**) the film.

Remember this!**Negative****didn't + verb in the infinitive**

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the questions with the answers.

- | | | | | | |
|------------------------------------|----------|---|---|----------|------------------|
| Did Mandy call you yesterday? | 1 | • | • | a | No, they didn't. |
| Did you enjoy your holidays, Sam? | 2 | • | • | b | Yes, it did. |
| Did your parents move to LA? | 3 | • | • | c | No, she didn't. |
| Did that cat climb the tree? | 4 | • | • | d | Yes, I did. |
| Did you arrive together? | 5 | • | • | e | No, we didn't. |
| Did Peter invite you to his party? | 6 | • | • | f | Yes, he did. |

B Complete the questions with the verbs in brackets. Use the Past Simple.

- _____ Sarah _____ (**go**) to London last week?
- _____ you _____ (**like**) my new recipe?
- _____ the baby _____ (**cry**) last night?
- _____ your brother _____ (**listen**) to music yesterday?
- _____ the students _____ (**study**) for the test?


C Put the words in the correct order.

- Sunday / last / visited / I / Museum / the / British / .

- Anne / aunt / her / call / didn't / morning / yesterday / .

- present / birthday / loved / Justin / his / .

- did / mum / French / your / at / study / school / ?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the questions with the answers. Follow the example.

Liga as perguntas às respostas. Segue o exemplo.

- | | | | | |
|--|---|---|---|-------------------------|
| Did Mandy call you yesterday? | 1 | • | a | No, they didn't. |
| Did you enjoy your holidays, Sam ? | 2 | • | b | Yes, it did. |
| Did your parents move to LA? | 3 | • | c | No, she didn't. |
| Did that cat climb the tree? | 4 | • | d | Yes, I did. |
| Did you arrive together? | 5 | • | e | No, we didn't. |
| Did Peter invite you to his party? | 6 | • | f | Yes, he did. |

B Complete the questions with the verbs in brackets. Use the Past Simple. Follow the example.

Completa as questões com os verbos entre parênteses. Usa o *Past Simple*. Segue o exemplo.

1. Did Sarah go (**go**) to London last week?
2. _____ you _____ (**like**) my new recipe?
3. _____ the baby _____ (**cry**) last night?
4. _____ your brother _____ (**listen**) to music yesterday?
5. _____ the students _____ (**study**) for the test?


C Put the words in the correct order.

Põe as palavras na ordem correta.

1. Sunday / last / visited / + / the British Museum / .

I

2. ~~Anne~~ / her aunt / didn't call / yesterday morning / .

Anne

3. birthday present / loved / ~~Justin~~ / his / .

Justin

4. your mum / ~~did~~ / study / at school / French / ?

Did

Name

No.

Class

Date

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Teacher

A Put the verbs in the Past Simple.

- I _____ (go) to the cinema yesterday.
- Daisy _____ (meet) her friend Rose in the park.
- Jody _____ (write) an article for the blog.
- My brother _____ (eat) all my biscuits!
- The students _____ (buy) a present for their teacher.
- Mrs Perry _____ (tell) her children a bedtime story.


B Circle the correct form of the verbs in the negative.

- Gary **didn't buy** / **didn't bought** his bike on a website.
- Paul **didn't found** / **didn't find** what he was looking for.
- I **didn't see** / **didn't saw** Kate at school today.
- They **didn't have** / **didn't had** breakfast this morning because they were late.
- She **didn't took** / **didn't take** her brother with her.
- My mother **didn't drive** / **didn't drove** me to school.

C Complete the questions. Use the Past Simple.

- _____ Katie _____ (give) Max a hug?
- _____ she _____ (drink) all the milk?
- _____ they _____ (do) their homework?
- _____ Lucy _____ (go) on the roller coaster?
- _____ you _____ (have) the new ice cream flavour?
- _____ Thomas _____ (take) any photos?


D Put the words in the correct order.

- buy / you / tickets / the / did / ? _____
- Mr Walker / friends / yesterday / met / his / . _____
- took / Mary / a / of / photos / lot / . _____
- tell / didn't / he / me / secret / his / . _____
- David / did / buy / new / a / tablet / ? _____
- go / I / didn't / on / slide / the / water / . _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Underline the verbs in the Past Simple.*Sublinha os verbos no Past Simple.*

1. I went to the cinema yesterday.
2. Daisy met her friend Rose in the park.
3. Jody wrote an article for the blog.
4. My brother ate all my biscuits!
5. The students bought a present for their teacher.
6. Mrs Perry told her children a bedtime story.

**Remember this!****Negative****didn't + verb in the infinitive****B Circle the correct form of the verbs in the negative.***Rodeia a forma correta dos verbos na negativa.*

1. Gary **didn't buy** / **didn't bought** his bike on a website.
2. Paul **didn't found** / **didn't find** what he was looking for.
3. I **didn't see** / **didn't saw** Kate at school today.
4. They **didn't have** / **didn't had** breakfast this morning because they were late.
5. She **didn't took** / **didn't take** her brother with her.
6. My mother **didn't drive** / **didn't drove** me to school.

C Complete the questions. Use the Past Simple.**Follow the example.***Completa as questões. Usa o Past Simple. Segue o exemplo.*

1. Did Katie give (**give**) Max a hug?
2. _____ she _____ (**drink**) all the milk?
3. _____ they _____ (**do**) their homework?
4. _____ Lucy _____ (**go**) on the roller coaster?
5. _____ you _____ (**have**) the new ice cream flavour?
6. _____ Thomas _____ (**take**) any photos?

**Remember this!****Interrogative****Did + subject + verb in the infinitive****D Put the words in the correct order.***Põe as palavras na ordem correta.*

1. buy / you / the tickets / ~~did~~ / ? Did
2. ~~Mr Walker~~ / friends / yesterday / met / his / . Mr Walker
3. took / ~~Mary~~ / a lot / of / photos / . Mary
4. tell / didn't / ~~he~~ / me / his secret / . He
5. David / ~~did~~ / buy / a / new tablet / ? Did
6. go / ~~I~~ / didn't / on / the / water slide / . I

Name

No.

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Date

Mark

Teacher

A Circle the correct option.

1. I did my homework by **myself** / yourself / himself.
2. We did the science project by **themselves** / ourselves / yourself.
3. My baby sister looked at **herself** / himself / myself in the mirror.
4. The dog found food by **themselves** / itself / himself.
5. My father bought **itself** / himself / herself a new car.
6. They made breakfast by **myself** / themselves / ourselves.


B Match the two parts of the sentence.

- | | | | | | |
|--------------------------------------|---|---|---|---|----------------------|
| My little brother got dressed | 1 | • | • | a | by themselves. |
| Alice hurt | 2 | • | • | b | by himself. |
| The students decorated the classroom | 3 | • | • | c | herself in the knee. |
| We made the whole meal | 4 | • | • | d | by ourselves. |
| The cat found the way | 5 | • | • | e | by itself. |

C Complete the sentences with the correct reflexive pronoun.

1. Mary cleaned the bedroom by _____.
2. Robert travelled to Paris by _____.
3. We made a nice Lego castle by _____.
4. Did you do this by _____?
5. I went to the cinema by _____.
6. They learned how to swim by _____.



Name

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Teacher

A Circle the correct option.

Rodeia a opção correta.

1. I did my homework by **myself** / yourself.
2. We did the science project by **themselves** / ourselves.
3. My baby sister looked at **herself** / himself in the mirror.
4. The dog found food by **itself** / himself.
5. My father bought **himself** / herself a new car.
6. They made breakfast by **themselves** / ourselves.


B Match the two parts of the sentence. Follow the example.

Liga as duas partes da frase. Segue o exemplo.

- | | | | | | |
|--------------------------------------|---|---|---|---|----------------------|
| My little brother got dressed | 1 | • | • | a | by themselves. |
| Alice hurt | 2 | • | • | b | by himself. |
| The students decorated the classroom | 3 | • | • | c | herself in the knee. |
| We made the whole meal | 4 | • | • | d | by ourselves. |
| The cat found the way | 5 | • | • | e | by itself. |

C Complete the sentences with the reflexive pronouns in the box. Follow the example.

Completa as frases com os pronomes reflexos da caixa. Segue o exemplo.

ourselves yourself ~~herself~~ themselves himself myself

1. **Mary** cleaned the bedroom by herself.
2. **Robert** travelled to Paris by _____.
3. **We** made a nice Lego castle by _____.
4. Did **you** do this by _____?
5. I went to the cinema by _____.
6. **They** learned how to swim by _____.



Name

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Date

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Teacher

A Circle the correct option.

1. It's raining. You **should / shouldn't** take an umbrella.
2. Kate is playing outside. She **should / shouldn't** put a hat on.
3. Keith has a test tomorrow. He **should / shouldn't** go to the cinema tonight.
4. It's really cold outside. You **should / shouldn't** wear a T-shirt.
5. I was worried about you. You **should / shouldn't** call when you're late.
6. Classes are starting! You **should / shouldn't** hurry!

B Complete the sentences with *should* or *shouldn't*.

1. Mary is feeling ill. She _____ go to school today.
2. You _____ travel by plane. It's faster.
3. Jane _____ be mean to Karen. She's her friend.
4. It's my grandmother's birthday. I _____ call her.
5. The English test is tomorrow. We _____ study.


C Put the words in the correct order.

1. sunbathing / when / are / you / should / put / you / some / sun cream / on / .

2. should / they / their / help / mother / she / tired / because / is / .

3. be / rude / you / shouldn't / your / parents / to / .

4. eat / vegetables / children / should / every / day / .

Name

No.

Class

Date

Mark

Teacher

A Circle the correct option.

Rodeia a opção correta.

1. It's raining. You **should / shouldn't** take an umbrella.
2. Kate is playing outside. She **should / shouldn't** put a hat on.
3. Keith has a test tomorrow. He **should / shouldn't** go to the cinema tonight.
4. It's really cold outside. You **should / shouldn't** wear a T-shirt.
5. I was worried about you. You **should / shouldn't** call when you're late.
6. Classes are starting! You **should / shouldn't** hurry!

B Complete the sentences with *should* or *shouldn't*.

Completa as frases com *should* ou *shouldn't*.

1. Mary is feeling ill. She _____ go to school today.
2. You _____ travel by plane. It's faster.
3. Jane _____ be mean to Karen. She's her friend.
4. It's my grandmother's birthday. I _____ call her.
5. The English test is tomorrow. We _____ study.


Remember this!

Should = dever

Shouldn't = não dever

C Put the words in the correct order.

Põe as palavras na ordem correta.

1. sunbathing / when / are / ~~you~~ / should / put / you / some sun cream on / .

You

2. should / ~~they~~ / help / their mother / she / tired / because / is / .

They

3. be / rude / ~~you~~ / shouldn't / your parents / to / .

You

4. eat / vegetables / ~~children~~ / should / every day / .

Children

Name

No.

Class

Date

Mark

Teacher

A Complete the sentences with *be going to*.

- Next summer holidays I _____ (**travel**) to Italy.
I _____ (**stay**) in a hotel.
- Sarah _____ (**buy**) a new computer.
- Next week, Jack _____ (**visit**) his cousins.
- I _____ (**have**) lunch at the school canteen tomorrow.
- We _____ (**take**) lots of photos next weekend.
- Mr and Mrs Longman _____ (**move**) to another country.


B Write the sentences in the negative.

- I am going to travel by train. _____
- Sam is going to cook for us. _____
- We are going to go on the roller coaster. _____
- My brother is going to study abroad. _____
- Rebecca is going to live in Ireland. _____
- Mrs Judd is going to have a baby. _____

C Complete the questions and the answers.

- _____ you _____ (**spend**) your holidays in Portugal?
Yes, I _____.
- _____ Kenneth _____ (**travel**) by plane?
Yes, he _____.
- _____ Daisy _____ (**sell**) her surf board?
No, she _____.
- _____ they _____ (**watch**) a film this evening?
No, they _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with *be going to*. Follow the example.Completa as frases com *be going to*. Segue o exemplo.

- Next summer holidays I am going to travel (travel) to Italy.
I am going to stay (stay) in a hotel.
- Sarah _____ (buy) a new computer.
- Next week, Jack _____ (visit) his cousins.
- I _____ (have) lunch at the school canteen tomorrow.
- We _____ (take) lots of photos next weekend.
- Mr and Mrs Longman _____ (move) to another country.

**B Write the sentences in the negative. Follow the example.**

Escreve as frases na negativa. Segue o exemplo.

- I **am going to travel** by train. I am not going to travel by train.
- Sam **is going to cook** for us. Sam _____ for us.
- We **are going to go** on the roller coaster. We _____ on the roller coaster.
- My brother **is going to study** abroad. My brother _____ abroad.
- Rebecca **is going to live** in Ireland. Rebecca _____ in Ireland.
- Mrs Judd **is going to have** a baby. Mrs Judd _____ a baby.

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

Escreve as frases na negativa. Segue o exemplo.

- Are you going to spend (spend) your holidays in Portugal?
Yes, I am.
- _____ Kenneth _____ (travel) by plane?
Yes, he _____.
- _____ Daisy _____ (sell) her surf board?
No, she _____.
- _____ they _____ (watch) a film this evening?
No, they _____.

Name

No.

Class

Date

Mark

Teacher

A Find 7 words about personal identification in the word search. → ↓

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

A _____

S _____

B _____

I _____

(country)

I _____

(nationality)

N _____

P _____

N _____

B Fill in the gaps. Use the words from exercise A.

1. His _____ is Peter.
2. His _____ is Williams.
3. He's from _____.
4. He's _____.
5. His _____ is on 23rd September.
6. His _____ is 26, Blossom Road, London.
7. His _____ is 020 8324 3673.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 10 words about personal identification in the word search. Use the words in the box. → ↓

Descobre 10 palavras sobre identificação pessoal na sopa de letras. Usa as palavras na caixa → ↓



address

surname

birthday

name

irish

phone number

*ireland***B** Fill in the gaps. Use the words from exercise A.

Completa os espaços. Usa as palavras do exercício A.

1. His n is Peter.
2. His s is Williams.
3. He's from /.
4. He's /.
5. His b is on 23rd September.
6. His a is 26, Blossom Road, London.
7. His p n is 020 8324 3673.



Name _____

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A Unscramble to find the adjectives.1. yglu u _____4. tnih t _____7. rtosh s _____2. lzay l _____5. edur r _____8. ylruc c _____3. telopi p _____6. dblno b _____9. tequi q _____**B** Put the adjectives from exercise A in the correct column.

Physical appearance	Personality

C Tick (✓) the words to describe the pictures.a. tall and thin ☐b. tall and fat ☐c. short and fat ☐a. long curly hair ☐b. short curly hair ☐c. long straight hair ☐a. old and ugly ☐b. old and beautiful ☐c. young and beautiful ☐**D** Match the opposites.

beautiful 1 •

• a rude

tall 2 •

• b sad

polite 3 •

• c ugly

happy 4 •

• d noisy

quiet 5 •

• e short

Name _____

No. _____

Class _____

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Mark _____

Teacher _____

A Unscramble to find the adjectives.

Ordena as letras para encontrases os adjetivos.

1. yglu _g _y

4. mlis s _i _

7. rtosh s _o _t

2. lzay l _z _

5. edur r _d _

8. ylruc c _r _y

3. telopi p _l _t _

6. dblno bl _n _

9. tequi q _i _t

B Write the adjectives from exercise A in the correct column.

Escreve os adjetivos do exercício A na coluna correta.

Physical appearance			Personality		
u _____	s _____	b _____	l _____	p _____	r _____
s _____	c _____		q _____		

C Tick (✓) the words to describe the pictures.

Assinala (✓) as palavras que descrevem as imagens.



a. tall and thin

☐

b. tall and fat

☐

c. short and fat

☐


a. long curly hair

☐

b. short curly hair

☐

c. long straight hair

☐


a. old and ugly

☐

b. old and beautiful

☐

c. young and beautiful

☐

D Match the opposites. Follow the example.

Liga os antónimos. Segue o exemplo.

beautiful	1	•	a	rude
tall	2	•	b	sad
polite	3	•	c	ugly
happy	4	•	d	noisy
quiet	5	•	e	short

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the pictures about the daily routine. Follow the examples.



1. *She wakes up.*



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



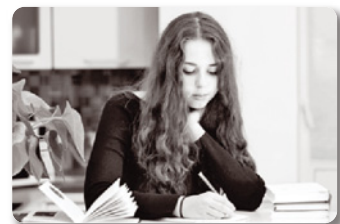
9. _____



10. *He has lessons.*



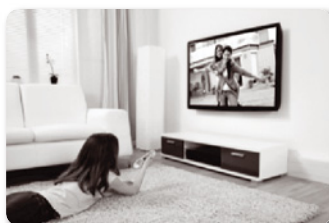
11. _____



12. _____



13. _____



14. _____



15. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the pictures about the daily routine. Follow the examples.

Legenda as imagens acerca da rotina diária. Segue os exemplos.

He gets dressed. She brushes her hair. She goes home. He goes to school. ~~She wakes up.~~
She has lessons. He has lunch. They have dinner. He has a shower. She has breakfast. She watches TV.
She brushes her teeth. She does her homework. ~~He has lessons.~~ He goes to bed.



1. She wakes up.



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



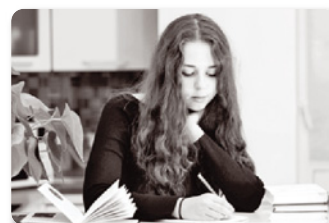
9. _____



10. He has lessons.



11. _____



12. _____



13. _____



14. _____



15. _____

Name _____

No. _____

Class _____

Date _____

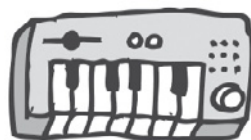
Mark _____

Teacher _____

A Label the pictures with the name of the school subjects.



1. _____



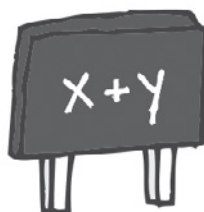
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B Find 10 parts of the school in the word search. → ↓

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

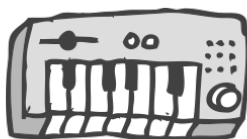
A Label the pictures with the words in the box.

Legenda as imagens com as palavras na caixa.

maths PE science music English ICT art history geography



1. _____



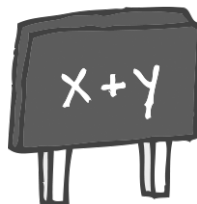
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B Find 10 parts of the school in the word search. → ↓

Encontra 10 partes da escola na sopa de letras. → ↓

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

1. C _____

2. L _____

3. S _____ O _____

4. M _____ R _____

5. C _____ R _____

6. A _____ R _____

7. G _____

8. P _____

9. S _____ F _____

10. L _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the name of the school clubs.

1. You can draw and paint: _____ club
2. You can sing or play an instrument: _____ club
3. You can learn how to cook: _____ club
4. You can discuss different topics: _____ club
5. You can write articles: _____ club
6. You can learn different dance moves: _____ club
7. You can do experiments: _____ club
8. You can play chess: _____ club
9. You can play different roles: _____ club

B Label the pictures. Use the words from exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the name of the School clubs.

Completa o nome dos clubes escolares.

1. You can draw and paint: a _____ club
2. You can sing or play an instrument: m _____ s _____ club
3. You can learn how to cook: c _____ k _____ r _____ club
4. You can discuss different topics: d _____ b _____ t _____ club
5. You can write articles: n _____ w _____ s _____ p _____ p _____ club
6. You can learn different dance moves: d _____ c _____ club
7. You can do experiments: s _____ c _____ n _____ c _____ club
8. You can play chess: c _____ h _____ club
9. You can play different roles: d _____ r _____ club

B Label the pictures. Use the words from exercise A.

Legenda as imagens. Usa as palavras do exercício A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the pictures of the freetime activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Label the pictures of the freetime activities with the words in the box.

Legenda as imagens das atividades com as palavras na caixa.

singing sleeping walking the dog fishing rock climbing reading listening to music dancing
skiing riding their bikes swimming taking photos surfing the net skateboarding watching TV



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 9 public places in the word search. → ↓



P _____ O _____
 C _____
 M _____
 S _____
 C _____
 L _____
 H _____
 R _____
 C _____

B Label the pictures with the words in exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 9 public places in the word search. → ↓

Descobre 9 locais públicos na sopa de letras. → ↓

school hospital museum restaurant chemist's post office library cinema church

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

B Label the pictures with the words in exercise A.

Legenda as imagens. Usa as palavras do exercício A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble the name of the shops.

1. tpe hops *p* _____ *s* _____
2. kboohpso *b* _____
3. premarksute *c* _____
4. hecmsti's *c* _____
5. kebra's *b* _____
6. thcrebu's *b* _____
7. loerwf hops *f* _____ *s* _____
8. lohtces soph *c* _____ *s* _____
9. soeh soph *s* _____ *s* _____
10. wensgaetrn's *n* _____


B Where can you buy...

1. a new pair of boots? _____
2. a book? _____
3. a new coat? _____
4. carrots and tomatoes? _____
5. food for your turtle? _____
6. meat? _____
7. medicines when you are ill? _____
8. bread? _____
9. tulips? _____
10. the newspaper? _____



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble to find the names of the shops.

Ordena as letras para encontrares os nomes das lojas.

1. tpe hops p _____ shop
2. kboohpso b _____ shop
3. premarksute s _____
4. hecmsti's c _____
5. kebra's b _____
6. thcrebu's b _____
7. loerwf hops f _____ shop
8. lohtces soph c _____ shop
9. soeh soph s _____ shop
10. wensgaetn's n _____



B Where can you buy...

Onde podes comprar...

1. a new pair of boots? In a s _____
2. a book? In a b _____
3. a new coat? In a c _____
4. carrots and tomatoes? In a s _____
5. food for your turtle? In a p _____
6. pork chops? In a b _____
7. medicines when you are ill? In a c _____
8. bread? In a b _____
9. tulips? In a f _____
10. the newspaper? In a n _____



Name

No.

Class

Date

Mark

Teacher

A Label the pictures.


1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

B Fill in the table. Use the vocabulary from exercise A.

1. starters	2. main courses	3. desserts	4. drinks

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

Legenda as imagens. Usa as palavras na caixa.

garlic bread lettuce and tomato salad fish and chips apple pie chocolate cake tea milk
orange juice carrot soup roast chicken with potatoes fruit salad cheese and ham pizza


1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

B Fill in the table. Use the vocabulary from exercise A. Follow the example.

Preenche a tabela. Usa o vocabulário do exercício A. Segue o exemplo.

1. starters	2. main courses	3. desserts	4. drinks
carrot soup			

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble the words to find the names of different means of transport.

1. phis *s* _____

2. rac *c* _____

3. napel *p* _____

4. keib *b* _____

5. raint *t* _____

6. sub *b* _____

7. ukdc rutck *d* _____

8. xait *t* _____

9. cprethileo *h* _____

10. grunodrenud *u* _____

11. bato *b* _____

12. kebitorom *m* _____

B Label the pictures with the words from exercise A.


1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble the words to find the names of different means of transport.

Ordena as letras dos meios de transporte.

1. phis s _____
2. rac c _____
3. nape p _____ n _____
4. keib b _____ k _____
5. raint t _____
6. sub b _____
7. ukdc rutck d _____ t _____
8. xait t _____
9. cprethileo h _____ c _____ t _____
10. grunodrenud u _____ r _____ r _____ n d _____
11. bato b _____
12. kebitorom m _____ t _____ r _____ k _____

B Label the pictures with the words from exercise A.

Legenda as imagens. Usa as palavras do exercício A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name

No.

Class

Date

Mark

Teacher

A Label the pictures. Use the expressions in the box.

go on a roller coaster go on a water slide go on a merry-go-round meet famous characters
go on a sightseeing tour go to a live show wear special glasses buy souvenirs take photos



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B Cross the odd one out.

1.

water slide

roller coaster

photos

2.

characters

tickets

souvenirs

3.

train

live show

bus

Name

No.

Class

Date

Mark

Teacher

A

Circle the correct words.

Rodeia as palavras corretas.


1. go on a **roller coaster** / water slide

2. take **tickets** / photos

3. go on a **merry-go-round** / water slide

4. buy **tickets** / souvenirs

5. go on a **merry-go-round** / roller coaster

6. meet famous **characters** / people

7. go to a **concert** / live show

8. wear special **glasses** / accessories

9. go on a **sightseeing tour** / train

B

Cross the odd one out. Follow the example.

Risca o intruso. Segue o exemplo.

1.

water slide

roller coaster

~~photos~~

2.

characters

tickets

souvenirs

3.

train

live show

bus

Name _____

No. _____

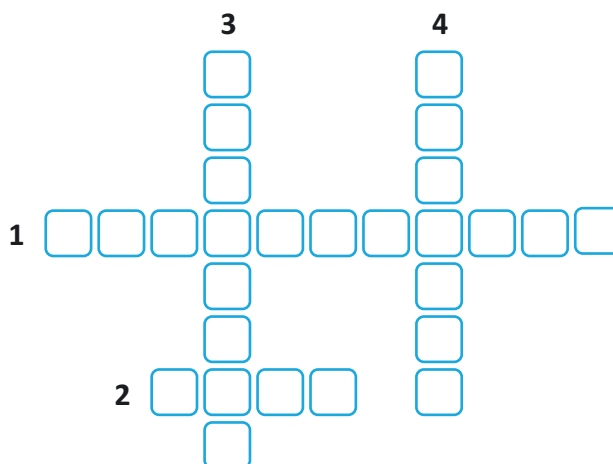
Class _____

Date _____

Mark _____

Teacher _____

A Complete the crossword with types of holidays.



B Label the pictures with the name of the activities. Use the words in the box.

snowboarding skiing swimming sunbathing waterskiing
rock climbing canoeing camping fishing



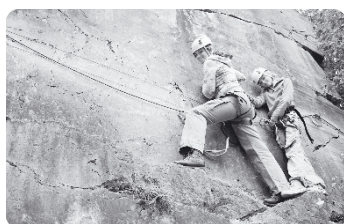
1. _____



2. _____



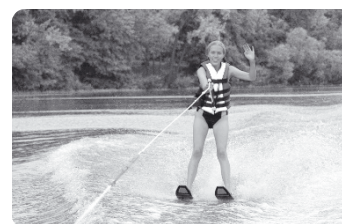
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the crossword with types of holidays.

Completa as palavras-cruzadas com tipos de férias.



1

3

o

4



3

1 c □ □ n □ □ s □ □ □

2 □ i □ □ e



2



4

B Circle the name of the activities.

Rodeia o nome das atividades.



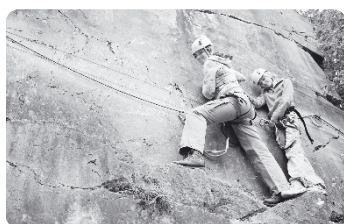
1. canoeing / fishing



2. swimming / fishing



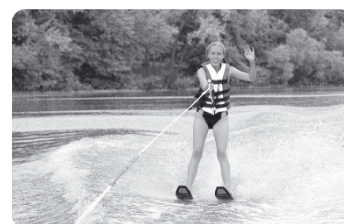
3. camping / cycling



4. rock climbing / walking



5. skiing / snowboarding



6. surfing / waterskiing



7. sunbathing / swimming



8. skiing / snowboarding



9. swimming / surfing

Name

No.

Class

Date

Mark

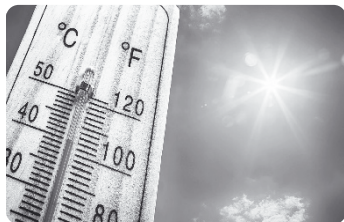
Teacher

A Find 8 words about the weather. → ↓

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

s
w
r
s
c
h
s
c

B Label the pictures with the words from exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 8 words about the weather in the word search. → ↓

Encontra 8 palavras sobre o tempo na sopa de letras. → ↓

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

windy

rainy

cold

hot

sunny

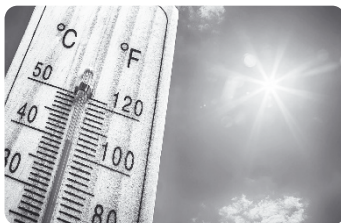
cloudy

stormy

snowy

B Label the pictures with the words from exercise A.

Legenda as imagens. Usa as palavras do exercício A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.**I'm a tomboy¹**

Hello!

My name is Claire Smith, I'm eleven years old and I'm a student at St Michael's Elementary School. I'm in year 6 and I'm a very good student.

5 I'm Canadian and I live in Vancouver, Canada.

My address is 47 Aberdeen Street, Vancouver BC.

My phone number is 145 237 997 and my email address is claire.smith55@webmail.com.

I've got a brother. His name is Peter and he's 14.

10 He is also a student but he goes to a different school.

He's a very good guitar player.

My favourite hobbies are surfing the net, riding my bike and skateboarding. My friends say I'm a tomboy because I don't like ballet or shopping.



¹ tomboy: maria-rapaz

B Fill in Claire's identity card.

	St Michael's Elementary School	
	Identity Card	
	Name _____	Age _____
	Nationality _____	
	Phone number _____	
Address _____		
Email _____		

C Answer the questions about Claire.

1. What's her surname? _____
2. Is she a good student? _____
3. What are her hobbies? _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

I'm a tomboy¹

Hello!

My name is Claire Smith, I'm eleven years old and I'm a student at St Michael's Elementary School. I'm in year 6 and I'm a very good student.

5 I'm Canadian and I live in Vancouver, Canada.

My address is 47 Aberdeen Street, Vancouver BC.

My phone number is 145 237 997 and my email address is claire.smith55@webmail.com.

I've got a brother. His name is Peter and he's 14.

10 He is also a student but he goes to a different school.

He's a very good guitar player.

My favourite hobbies are surfing the net, riding my bike and skateboarding. My friends say I'm a tomboy because I don't like ballet or shopping.



¹ tomboy: maria-rapaz

B Fill in Claire's identity card.

Preenche o cartão de identidade da Claire.

	St Michael's Elementary School	
	Identity Card	
	Name _____	Age _____
	Nationality _____	
	Phone number _____	
Address _____		
Email _____		

C Answer the questions about Claire.

Responde às perguntas sobre a Claire.

1. What's her surname? Her surname is _____
2. Is she a good student? Yes, _____
3. What are her hobbies? Her hobbies are _____

Name

No.

Class

Date

Mark

Teacher

A Read the text.
This is my family

My name is Derek Adams and this is my family. I'm ten years old and I've got a brother. He's eight. His name is Thomas. We live with our parents in Los Angeles, USA.

My father's name is Peter and he is a dentist. My mother is Helen and she is a teacher. She is very pretty. She is tall and thin. She has got long straight brown hair and brown eyes. My parents are both forty years old.

My brother and I are very thin. We've got short, dark brown hair and brown eyes. People often think we're twins.

We have got a fluffy, brown dog called Rex. We all love playing with him.

Our family is small: my grandparents, my uncle John, my aunt Emma and two cousins.


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

	T	F	
1. Derek's surname is Thomas.	☐	☐	_____
2. He is 10 years old.	☐	☐	_____
3. His mother is short and thin.	☐	☐	_____
4. She has got long, wavy, brown hair.	☐	☐	_____
5. She is a dentist.	☐	☐	_____
6. Derek's father is 40 years old.	☐	☐	_____
7. Derek has got a twin brother.	☐	☐	_____
8. They haven't got any pets.	☐	☐	_____
9. Their family isn't big.	☐	☐	_____
10. He has got two cousins.	☐	☐	_____

Name

No.

Class

Date

Mark

Teacher

A Read the text.

Lê o texto.

This is my family

My name is Derek Adams and this is my family. I'm ten years old and I've got a brother. He's eight. His name is Thomas. We live with our parents in Los Angeles, USA.

5 My father's name is Peter and he is a dentist. My mother is Helen and she is a teacher. She is very pretty. She is tall and thin. She has got long straight brown hair and brown eyes. My parents are both¹ forty years old.

My brother and I are very thin. We've got short, dark brown hair and brown eyes. People often think we're twins.

10 We have got a fluffy², brown dog called Rex. We all love playing with him.

Our family is small: my grandparents, my uncle John, my aunt Emma and two cousins.


¹ both: ambos

² fluffy: fofinho

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

As frases são verdadeiras ou falsas?

	T	F
1. Derek's surname is Thomas.	☐	☐
2. He is 10 years old.	☐	☐
3. His mother is short and thin.	☐	☐
4. She has got long, wavy, brown hair.	☐	☐
5. She is a dentist.	☐	☐
6. Derek's father is 40 years old.	☐	☐
7. Derek has got a twin brother.	☐	☐
8. They haven't got any pets.	☐	☐
9. Their family isn't big.	☐	☐
10. He has got two cousins.	☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.**A day in the life of a country boy¹**

John MacMillan is a Scottish country boy. He wakes up very early in the morning, he puts on his wellies² and goes outside to help his father. After that, he takes a shower and has breakfast with his parents and his baby brother.

At twenty to eight he catches the school bus. His classes start at 8 o'clock and finish at one o'clock. He has lunch in the school canteen. After lunch he does his homework and studies.

At 4 o'clock he goes to football practice and he trains for almost two hours.

At quarter past six he catches the bus home. He has dinner and he watches TV with his family. He sometimes plays video games.

He always goes to bed at quarter to nine.



¹ country boy: rapaz do campo

² wellies: galochas

B Match the two columns. There is an extra option.

- | | | | | | |
|--------------------|---|---|---|---|-------------------------------|
| John wakes up | 1 | • | • | a | by bus. |
| He goes to school | 2 | • | • | b | he goes to bed. |
| At four o'clock | 3 | • | • | c | very early. |
| At quarter to nine | 4 | • | • | d | he goes to football practice. |
| | | | • | e | he wakes up. |

C Answer the questions.

1. How does he go to school?

2. What time do his classes finish?

3. Where does he have lunch?

4. What does he sometimes do after dinner?

Name

No.

Class

Date

Mark

Teacher

A Read the text.

Lê o texto.

A day in the life of a country boy¹

- John MacMillan is a Scottish country boy. He wakes up very early in the morning, he puts on his wellies² and goes outside to help his father. After that, he takes a shower and has breakfast with his parents and his baby brother.
- At twenty to eight he catches the school bus. His classes start at 8 o'clock and finish at one o'clock. He has lunch in the school canteen. After lunch he does his homework and studies.
- At 4 o'clock he goes to football practice and he trains for almost two hours.
- At quarter past six he catches the bus home. He has dinner and he watches TV with his family. He sometimes plays video games.
- He always goes to bed at quarter to nine.


¹ country boy: rapaz do campo

² wellies: galochas

B Match the two columns. Follow the example.

Liga as duas colunas. Segue o exemplo.

- | | | | | | |
|----------------------|---|---|---|---|-------------------------------|
| John wakes up | 1 | • | • | a | by bus. |
| He goes to school | 2 | • | • | b | he goes to bed. |
| At four o'clock | 3 | • | • | c | very early. |
| At a quarter to nine | 4 | • | • | d | he goes to football practice. |

C Tick (✓) the correct option to complete the answers. Follow the example.

Assinala (✓) a opção correta para completares as respostas. Segue o exemplo.

- How does he go to school? He goes to school...

a. on foot.	☐	b. by bus.	☒
-------------	-----------------------	------------	----------------------------------
- What time do his classes finish? His classes finish...

a. at one o'clock.	☐	b. at midday.	☐
--------------------	-----------------------	---------------	-----------------------
- Where does he have lunch? He has lunch...

a. at home	☐	b. in the school canteen.	☐
------------	-----------------------	---------------------------	-----------------------
- What does he do after dinner? After dinner he sometimes...

a. plays video games.	☐	b. listens to music.	☐
-----------------------	-----------------------	----------------------	-----------------------

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

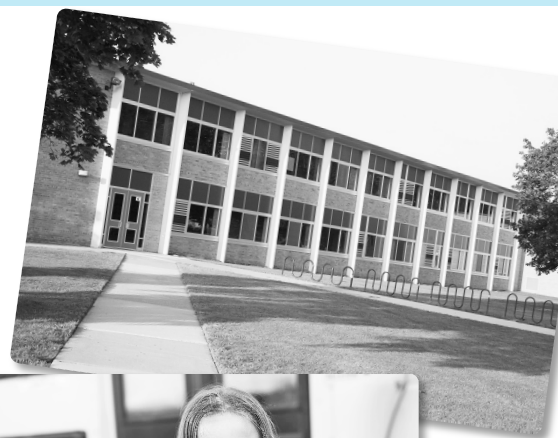
A Read the text.

My school

My name is Eleanor Ford and I'm eleven years old. I'm in year 6 and I go to Ashley Oaks Middle School, in London.

My school is quite big. The main¹ building is old but beautiful. There are two floors. There are eighteen classrooms, a music room and two art rooms upstairs. Downstairs there are two labs, a computer room, the library, the canteen, the staffroom, the school office and the headmaster's office. Outside, there is a playground, a gym and a sports field. I love the gym because my favourite subject is physical education.

¹ main: principal



B Complete the sentences according to the text.

1. Eleanor _____ is _____ years old and she is in _____.
2. Her school is _____ in _____.
3. The school is quite _____ and _____ but _____.
4. There are _____ floors.
5. Eleanor's favourite subject is _____.

C Complete the table with the parts of the school.

1. upstairs	2. downstairs	3. outside

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

My school

My name is Eleanor Ford and I'm eleven years old. I'm in year 6 and I go to Ashley Oaks Middle School, in London.

My school is quite big. The main¹ building is old but beautiful. There are two floors. There are eighteen classrooms, a music room and two art rooms upstairs. Downstairs there are two labs, a computer room, the library, the canteen, the staffroom, the school office and the headmaster's office. Outside, there is a playground, a gym and a sports field. I love the gym because my favourite subject is physical education.

¹ main: principal



B Complete the sentences according to the text. Use the words in the box.

Completa as frases de acordo com o texto. Usa as palavras na caixa.

Physical Education Ford London 11 year 6 big two
old beautiful Ashley Oaks Middle School

- Eleanor _____ is _____ years old and she is in _____.
- Her school is _____ in _____.
- The school is quite _____ and _____ but _____.
- There are _____ floors.
- Eleanor's favourite subject is _____.

C Complete the table with the parts of the school.

Completa a tabela com as partes da escola.

1. upstairs	2. downstairs	3. outside
c _____	l _____	p _____
M _____ r _____	c _____ r _____	g _____
A _____ r _____	l _____	s _____ f _____
	c _____	
	s _____	
	s _____ o _____	
	h _____ o _____	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the texts.**Cool school clubs**

Hello! I'm Kelly and I'm a student at Queen Elizabeth's Middle School. In my school there are lots of clubs. I'm in the photography club because I have a new camera and I want to take good pictures. The photography club is very exciting because we spend a lot of time outdoors. It's my favourite part of the day. I'm also very interested in journalism so I work with the school newspaper.



Hi! I'm Tom and I'm eleven. I'm in year 6 and I go to St Mary's Middle School. This year I'm in the table tennis club. There are only eight members in the club but we have lots of fun together. My favourite sport is tennis but I'm not very good at it. I'm better at table tennis because it's easier. I'm crazy about all kind of sports and I play basketball, too.

B Match the two columns.

- | | | | | | |
|------------------|---|---|---|---|---|
| Kelly goes to | 1 | • | • | a | photography club. |
| Kelly is in the | 2 | • | • | b | take good pictures. |
| Kelly wants to | 3 | • | • | c | journalism. |
| Kelly also likes | 4 | • | • | d | eight members in the table tennis club. |
| Tom goes to | 5 | • | • | e | St Mary's Middle School. |
| Tom is in the | 6 | • | • | f | Queen Elizabeth's Middle School. |
| There are | 7 | • | • | g | table tennis club. |
| Tom also plays | 8 | • | • | h | basketball. |

Name

No.

Class

Date

Mark

Teacher

A Read the texts.

Lê os textos.

Cool school clubs

Hello! I'm Kelly and I'm a student at Queen Elizabeth's Middle School. In my school there are lots of clubs. I'm in the photography club because I have a new camera and I want to take good pictures. The photography club is very exciting because we spend a lot of time outdoors¹. It's my favourite part of the day. I'm also very interested in journalism so I work with the school newspaper.



Hi! I'm Tom and I'm eleven. I'm in year 6 and I go to St Mary's Middle School. This year I'm in the table tennis² club. There are only eight members in the club but we have lots of fun together. My favourite sport is tennis but I'm not very good at it. I'm better at table tennis because it's easier. I'm crazy about all kind of sports and I play basketball, too.

¹ outdoors: no exterior

² table tennis: ténis de mesa / pingue-pongue

B Match the two columns. Follow the example.

Liga as duas colunas. Segue o exemplo.

- | | | | | |
|------------------|---|---|---|---|
| Kelly goes to | 1 | • | a | photography club. |
| Kelly is in the | 2 | • | b | take good pictures. |
| Kelly wants to | 3 | • | c | journalism. |
| Kelly also likes | 4 | • | d | eight members in the table tennis club. |
| Tom goes to | 5 | • | e | St Mary's Middle School. |
| Tom is in the | 6 | • | f | Queen Elizabeth's Middle School. |
| There are | 7 | • | g | table tennis club. |
| Tom also plays | 8 | • | h | basketball. |

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

On the phone

Lucy's phone is ringing...

Lucy: Hello?

Judy: Hi Lucy! Are you in the mood¹ for a film and some popcorn? I'm going to the cinema this afternoon.

Lucy: It's a good idea, but I'm studying for the history test.

Judy: Oh! That's too bad. My sister is doing a science project and my parents are helping her. I'm bored².

Lucy: What about your brother?

Judy: Tom is practising a new song with his band. They have a big concert tomorrow.

Lucy: I'm sorry. I really need to study this afternoon. I can meet you tomorrow.

Judy: Good idea! See you tomorrow!

Lucy: Bye!



¹ in the mood for: com vontade de

² bored: aborrecido(a)

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

	T	F	
1. Lucy calls Judy.	☐	☐	_____
2. Judy is bored.	☐	☐	_____
3. She invites Lucy to go to the beach.	☐	☐	_____
4. Judy's sister is busy.	☐	☐	_____
5. Judy's parents aren't at home.	☐	☐	_____
6. Her brother is practising with his band.	☐	☐	_____
7. Lucy and Judy are meeting tomorrow.	☐	☐	_____

C Answer the questions.

- What is Lucy doing? _____
- What is Judy's sister doing? _____

Name

No.

Class

Date

Mark

Teacher

A

Read the dialogue.

Lê o diálogo.

On the phone

Lucy's phone is ringing...
Lucy: Hello?

Judy: Hi Lucy! Are you in the mood¹ for a film and some popcorn? I'm going to the cinema this afternoon.

Lucy: It's a good idea, but I'm studying for the history test.

Judy: Oh! That's too bad. My sister is doing a science project and my parents are helping her. I'm bored².

Lucy: What about your brother?

Judy: Tom is practising a new song with his band. They have a big concert tomorrow.

Lucy: I'm sorry. I really need to study this afternoon. I can meet you tomorrow.

Judy: Good idea! See you tomorrow!

Lucy: Bye!

¹ in the mood for: com vontade de

² bored: aborrecido(a)

B

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

As frases são verdadeiras ou falsas?

1. Lucy calls Judy.
2. Judy is bored.
3. She invites Lucy to go to the beach.
4. Judy's sister is busy.
5. Judy's parents aren't at home.
6. Her brother is practising with his band.
7. Lucy and Judy are meeting tomorrow.

T

F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C

Choose the correct option to complete the answers.

Escolhe a opção correta para completares as respostas.

1. What is Lucy doing? She is...

a. sleeping.

☐

b. studying.

☐

2. What is Judy's sister doing? She is...

a. doing a science project.

☐

b. studying.

☐

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Out in the city

Joanne: Welcome, Jack!

Jack: Thank you for having me. It's my first time here.

Joanne: Come on, let me show you around. Where do you want to go first?

5 **Jack:** I don't know. I'm new to this city.

Joanne: We can go along this street to the centre. There is a lot to see there.

Jack: Sounds great!

10 **Joanne:** This is the main square. The library, the bank and some shops are on your left. The only museum in town, the post office and the police station are on your right. Straight ahead you can see the church.

Jack: It's beautiful!

Joanne: Yes, and very old. Let's cross the road and take some pictures.



B Match the columns according to the text.

Jack is	1	•	•	a	waiting for him.
Joanne is	2	•	•	b	the city centre.
She is showing	3	•	•	c	arriving in a new city.
They go to	4	•	•	d	is on the left of the main square.
They get to the main	5	•	•	e	is on the right of the main square.
The library	6	•	•	f	beautiful and old.
The police station	7	•	•	g	the city to Jack.
The church is	8	•	•	h	square.

C Answer the questions.

- Does Jack like the church? _____
- Why do they cross the road? _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the dialogue.

Lê o diálogo.

Out in the city

Joanne: Welcome, Jack!

Jack: Thank you for having me. It's my first time here.

Joanne: Come on, let me show you around. Where do you want to go first?

Jack: I don't know. I'm new to this city.

Joanne: We can go along this street to the centre. There is a lot to see there.

Jack: Sounds great!

Joanne: This is the main square. The library, the bank and some shops are on your left. The only museum in town, the post office and the police station are on your right. Straight ahead you can see the church.

Jack: It's beautiful!

Joanne: Yes, and very old. Let's cross the road and take some pictures.



B Match the columns according to the text. Follow the example.

Liga as colunas de acordo com o texto. Segue o exemplo.

Jack is	1	•	•	a	expecting him.
Joanne is	2	•	•	b	the city centre.
She is showing	3	•	•	c	arriving in a new city.
They go to	4	•	•	d	is on the left of the main square.
They get to the main	5	•	•	e	is on the right side of the main square.
The library	6	•	•	f	beautiful and old.
The police station	7	•	•	g	the city to Jack.
The church is	8	•	•	h	square.

C Complete the answers.

Completa as respostas.

- Does Jack like the church? Yes,
- Why do they cross the road? They cross the road because

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.**At the supermarket****Mrs Judd:** Did you bring the shopping list?**Lisa:** Yes, Mum. We need milk, toilet paper, eggs, butter, bread and some fruit.**Mrs Judd:** Let's get the toilet paper first. It's in this aisle¹.5 **Lisa:** Here it is. Look! There's the fruit section.**Mrs Judd:** Good! Let me get some oranges.**Lisa:** Can we buy some bananas too? I love bananas and I can easily take them to school.10 **Mrs Judd:** Of course! Now, let's get the other things on the list quickly. The queues² are getting really long and it's almost dinner time.¹ aisle: corredor² queues: filas**B Read the sentences and correct the mistake.**

1. Lisa is at the museum.

2. She is shopping with her sister.

3. They are buying clothes.

4. At the fruit section they are buying apples.

5. Lisa hates bananas.

6. Her mother isn't in a hurry.

7. It's almost lunch time.

8. The queues are getting short.

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Lê o diálogo.

At the supermarket**Mrs Judd:** Did you bring the shopping list?**Lisa:** Yes, Mum. We need milk, toilet paper, eggs, butter, bread and some fruit.**Mrs Judd:** Let's get the toilet paper first. It's in this aisle¹.5 **Lisa:** Here it is. Look! There's the fruit section.**Mrs Judd:** Good! Let me get some oranges.**Lisa:** Can we buy some bananas too? I love bananas and I can easily take them to school.10 **Mrs Judd:** Of course! Now, let's get the other things on the list quickly. The queues² are getting really long and it's almost dinner time.¹ aisle: corredor² queues: filas**B Read the sentences and correct the mistake. Follow the example.**

Lê as frases e corrige os erros. Segue o exemplo.

1. Lisa is at the museum.Lisa is at the supermarket.2. She is shopping with her sister.3. They are buying clothes.4. At the fruit section they are buying apples.5. Lisa hates bananas.6. Her mother isn't in a hurry.7. It's almost lunch time.8. The queues are getting short.

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Amy's birthday party

Robert: Hi Alice! You didn't come to the tennis lesson yesterday. Where were you?

Alice: Hello! I was at a birthday party. My cousin Amy was eleven yesterday and we were celebrating.

5 **Robert:** Oh! How was it? Did you have fun?

Alice: Yes, it was great! She was born at around 8 o'clock, so at that time we were at the restaurant having dinner with our parents and grandparents. The restaurant was awesome and there were lots of delicious meals and desserts. We all
10 loved it!

Robert: Was there any birthday cake?

Alice: Of course! It was the most delicious chocolate cake.

Robert: Yummy! Was your brother there too?

Alice: No, he wasn't. Unfortunately Adrian was working.

15 **Robert:** Was there any cake left? This conversation is making me hungry!



B Match the questions with the answers.

Where was Alice yesterday?

1

•

•

a

She was celebrating Amy's birthday.

What was she doing?

2

•

•

b

Yes, there was.

Who is Amy?

3

•

•

c

At around 8 o'clock.

What time was Amy born?

4

•

•

d

She was at a restaurant.

Was there a birthday cake?

5

•

•

e

She is Alice's cousin.

C Answer the questions about the text.

1. Who is Adrian?

2. Why wasn't he at the restaurant?

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Lê o diálogo.

Amy's birthday party

Robert: Hi Alice! You didn't come to the tennis lesson yesterday. Where were you?

Alice: Hello! I was at a birthday party. My cousin Amy was eleven yesterday and we were celebrating.

5 **Robert:** Oh! How was it? Did you have fun?

Alice: Yes, it was great! She was born at around 8 o'clock, so at that time we were at the restaurant having dinner with our parents and grandparents. The restaurant was awesome and there were lots of delicious meals and desserts.

10 We all loved it!

Robert: Was there any birthday cake?

Alice: Of course! It was the most delicious chocolate cake.

Robert: Yummy! Was your brother there too?

Alice: No, he wasn't. Unfortunately¹ Adrian was working.

15 **Robert:** Was there any cake left? This conversation is making me hungry²!



¹ unfortunately: infelizmente

² is making me hungry: está a deixar-me com fome

B Match the questions with the answers. Follow the example.

Liga as perguntas às respostas. Segue o exemplo.

Where was Alice yesterday?

1

•

a

She was celebrating Amy's birthday.

What was she doing?

2

•

b

Yes, there was.

Who is Amy?

3

•

c

At around 8 o'clock.

What time was Amy born?

4

•

d

She was at a restaurant.

Was there a birthday cake?

5

•

e

She is Alice's cousin.

C Choose the correct option to complete the answers.

Escolhe a opção correta para completares as respostas.

1. Who is Adrian? He is Alice's...

a. cousin.

☐

b. brother.

☐

2. Why wasn't he at the restaurant? He wasn't at the restaurant because...

a. he was studying.

☐

b. he was working.

☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the dialogue.**Trip to New York**

Thomas: Hi, Alanis! Where did you go last weekend?

Alanis: I travelled to New York City with my parents and my brother.

Thomas: Lucky you! Did you enjoy it?

5 **Alanis:** I loved it! We visited lots of places and we stayed at a great hotel right in the middle of Times Square.

Thomas: What did you like the most?

10 **Alanis:** I liked the Statue of Liberty, but it's smaller than I thought. My favourite place was Central Park. There are lots of people reading, riding their bikes, walking... We stopped for an ice cream and listened to a group of young people singing and dancing. It was awesome!

Thomas: What else did you visit?

15 **Alanis:** We climbed the Empire State Building; watched a great musical at Broadway and visited the Guggenheim Museum.

**B Complete the sentences according to the text.**

1. Alanis travelled to _____
2. She travelled with _____
3. She stayed _____
4. Her favourite place was _____

C Answer the questions about the text.

1. Did Alanis visit any museums?

2. What other places did she visit?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the dialogue.

Lê o diálogo.

Trip to New York**Thomas:** Hi, Alanis! Where did you go last weekend?**Alanis:** I travelled to New York City with my parents and my brother.**Thomas:** Lucky you! Did you enjoy it?5 **Alanis:** I loved it! We visited lots of places and we stayed at a great hotel right in the middle of Times Square.**Thomas:** What did you like the most?10 **Alanis:** I liked the Statue of Liberty, but it's smaller than I thought. My favourite place was Central Park. There are lots of people reading, riding their bikes, walking... We stopped for an ice cream and listened to a group of young people singing and dancing. It was awesome!**Thomas:** What else did you visit?15 **Alanis:** We climbed the Empire State Building; watched a great musical at Broadway and visited the Guggenheim Museum.**B Complete the sentences according to the text. Use the information in the box. There is an extra option.**

Completa as frases de acordo com o texto. Usa a informação na caixa. Há uma opção extra.

Central Park

New York City

the Statue of Liberty

at a hotel in Times Square

her parents and her brother

1. Alanis travelled to _____
2. She travelled with _____
3. She stayed _____
4. Her favourite place was _____

C Complete the answers.

Completa as respostas.

1. Did Alanis visit any museums?

Yes, _____ . She visited the _____

2. What other places did she visit?

She visited Times Square, _____

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Weekend fun

David: Good morning, Julie! How was your weekend?

Julie: It was great! I went to the cinema and ate a lot of popcorn. Then I met some friends and had dinner in my favourite restaurant. We took lots of funny pictures! What about your weekend? Did you have fun?

David: Sure! I found the bike I wanted and I bought it. On Saturday I took it to the park and tried it out for the first time.

Julie: Did you go by yourself?

David: My little brother came with me but unfortunately he fell off his bike and almost broke his leg.

Julie: Oh my God! Is he alright?

David: He's lucky. He didn't have to come to school today.



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

	T	F	
1. Julie didn't like her weekend.	☐	☐	_____
2. She went to the cinema.	☐	☐	_____
3. She had dinner with her cousins.	☐	☐	_____
4. They took some funny photos.	☐	☐	_____
5. David bought a new bike.	☐	☐	_____
6. He went to the park with his father.	☐	☐	_____
7. David's brother almost broke his arm.	☐	☐	_____
8. David's brother didn't go to school.	☐	☐	_____

C Answer the questions.

- What did Julie eat at the cinema? _____
- Where did she have dinner? _____
- When did David try out his new bike? _____

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Lê o diálogo.

Weekend fun

David: Good morning, Julie! How was your weekend?

Julie: It was great! I went to the cinema and ate a lot of popcorn. Then I met some friends and had dinner in my favourite restaurant. We took lots of funny pictures! What about your weekend? Did you have fun?

David: Sure! I found the bike I wanted and I bought it. On Saturday I took it to the park and tried it out for the first time.

Julie: Did you go by yourself?

David: My little brother came with me but unfortunately he fell off his bike and almost broke his leg.

Julie: Oh my God! Is he alright?

David: He's lucky. He didn't have to come to school today.


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

As frases são verdadeiras ou falsas?

- Julie didn't like her weekend.
- She went to the cinema.
- She had dinner with her cousins.
- They took some funny photos.
- David bought a new bike.
- He went to the park with his father.
- David's brother almost broke his arm.
- David's brother didn't go to school.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Answer the questions.

Responde às perguntas.

1. What did Julie eat at the cinema? She ate

2. Where did she have dinner? She had

3. When did David try out his new bike? He tried out

Name

No.

Class

Date

Mark

Teacher

A Read the text.

The best week of my life

Last summer I went on holiday with my parents and my brother. We travelled to Mexico by plane and we spent a week at Riviera Maya. It was the best week of our lives!

It was always sunny and hot! The hotel resort was great. It had two swimming pools and a private beach. We swam every day.

5 We visited the pyramids in Chichen Itza. It was awesome!

We also visited the Cozumel Island¹ and we swam with whale sharks². My mother was afraid so she stayed in the boat.

My favourite day was when we went waterskiing. The colourful fish were swimming around us.

10 We enjoyed ourselves a lot!

¹ island: ilha

² whale sharks: tubarões-baleia

B Put the pictures in order according to the text.



C Answer the questions about the text.

1. Where did Laura go on holiday?

2. How did she travel?

3. What was the weather like?

4. What places did she visit?

Name

No.

Class

Date

Mark

Teacher

A Read the text.

Lê o texto.

The best week of my life

Last summer I went on holiday with my parents and my brother. We travelled to Mexico by plane and we spent a week at Riviera Maya. It was the best week of our lives!

It was always sunny and hot! The hotel resort was great. It had two swimming pools and a private beach. We swam every day.

5 We visited the pyramids in Chichen Itza. It was awesome!

We also visited the Cozumel Island¹ and we swam with whale sharks². My mother was afraid so she stayed in the boat.

My favourite day was when we went waterskiing. The colourful fish were swimming around us.

10 We enjoyed ourselves a lot!

¹ island: ilha ² whale sharks: tubarões-baleia

B Put the pictures in order according to the text.

Ordena as imagens de acordo com o texto.

a.



b.



c.



C Complete the answers. Use all the words in the box.

Completa as respostas. Usa todas as palavras na caixa.

plane

Tulum

sunny

hot

Mexico

Chichen Itza

Cozumel

1. Where did Laura go on holiday?

She went to

2. How did she travel?

She travelled by

3. What was the weather like?

The weather was

4. What places did she visit?

She visited

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Summer plans

Henry: What are your plans for the summer?

Clarice: I'm going on a cruise with my family. We are going to the Greek Islands.

Henry: It sounds great!

5 Clarice: I can hardly wait! What about you? Any plans?

Henry: I'm going to visit my grandparents. They live in Italy.

Clarice: Is it going to be your first time in Italy?

Henry: No, I was there before, but this time we're going to visit Rome. I really want to visit the Colosseum.

10 Clarice: Are you going to travel by plane?

Henry: Yes, my father is going to buy the tickets today.

Clarice: This summer is going to be great!



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

	T	F	
1. Clarice is going to Greece.	☐	☐	_____
2. She is going with her friends.	☐	☐	_____
3. She is very excited about it.	☐	☐	_____
4. Henry is going to Italy.	☐	☐	_____
5. He is going to visit his grandparents.	☐	☐	_____
6. He wants to go to the Colosseum.	☐	☐	_____
7. He is going to travel by car.	☐	☐	_____

C Answer the questions.

1. Where is Clarice going to spend her summer holidays?

2. Which city is Henry going to visit?

3. When is his father going to buy the plane tickets?

Name

No.

Class

Date

Mark

Teacher

A Read the dialogue.

Lê o diálogo.

Summer plans

Henry: What are your plans for the summer?

Clarice: I'm going on a cruise with my family. We are going to the Greek Islands.

Henry: It sounds great!

5 **Clarice:** I can hardly wait¹! What about you? Any plans?

Henry: I'm going to visit my grandparents. They live in Italy.

Clarice: Is it going to be your first time in Italy?

Henry: No, I was there before, but this time we're going to visit Rome. I really want to visit the Colosseum.

10 **Clarice:** Are you going to travel by plane?

Henry: Yes, my father is going to buy the tickets today.

Clarice: This summer is going to be great!



¹ I can hardly wait: Eu mal posso esperar

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

As frases são verdadeiras ou falsas?

1. Clarice is going to Greece.
2. She is going with her friends.
3. She is very excited about it.
4. Henry is going to Italy.
5. He is going to visit his grandparents.
6. He wants to go to the Colosseum.
7. He is going to travel by car.

T F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Complete the answers.

Completa as respostas.

1. Where is Clarice going to spend her summer holidays?

She is going to spend

2. Which city is Henry going to visit?

He is going to visit

3. When is his father going to buy the plane tickets?

His father is going to buy

Name

No.

Class

Date

Mark

Teacher

A Look at the fact file and complete Sarah's text below.

Name:	Sarah Jones	Address:	46 Colegate, Norwich
Age:	10	Phone number:	020 4322 5187
Class:	6B	Family:	parents and younger sister
Country:	England	Favourite food:	lasagna
Nationality:	English	Favourite colour:	dark blue
		Favourite sport:	football

Hi! My _____ (name) and I'm _____ (age).
 I'm in class _____ (class). I'm from _____ (country)
 so I'm _____ (nationality). My _____
 _____ (address) and my _____ (phone number).
 I live with my _____ (family).
 I love _____ (food), my favourite colour is dark blue and
 _____ (sport) is my favourite sport!

B Write a text about Sarah for *The New Students Gazette*.

All About the New Students Gazette

Extra! Extra! All the stuff that's fun to read about the new students at school!



There's a new student at school.

Sarah loves

Name

No.

Class

Date

Mark

Teacher

A Look at the fact file and complete Sarah's text below. Circle the correct option.

Observa o ficheiro e completa o texto sobre a Sarah. Rodeia a opção correta.

Name:	Sarah Jones	Address:	46 Colegate, Norwich
Age:	10	Phone number:	020 4322 5187
Class:	6B	Family:	parents and younger sister
Country:	England	Favourite food:	lasagna
Nationality:	English	Favourite colour:	dark blue
		Favourite sport:	football

Hi! My name is **Sarah Jones / Sarah Bones** and I'm **ten / twenty** years old. I'm in class **6B / 6C**. I'm from **England / English** so I'm **England / English**. My address is **46 Colegate, Norwich / 44 Colegate, Norwich** and my phone number is **020 4222 5187 / 020 4322 5187**. I live with my **grandparents / parents** and my **older / younger** sister.

I love **lasagna / pizza**, my favourite colour is dark blue and **basketball / football** is my favourite sport.

B Complete the text about Sarah for *The New Students Gazette*.Completa o texto sobre a Sarah para a *New Students Gazette*.**All About the New Students Gazette****Extra! Extra! All the stuff that's fun to read about the new students at school!**

There's a new student at school. Her
and she is _____ *. She's in class* _____ .
She's from _____ *so she is* _____
Her address is _____ *and her* _____
phone number is _____ *. She lives with her* _____

Sarah loves _____ *, her favourite colour is dark blue*
and _____ *is her favourite sport.*

Name

No.

Class

Date

Mark

Teacher

A Read the text. Then complete the table with the words from the box.

My best friend Josh

1. Introduction

My best friend is really special. Let me tell you all about him! His name is Josh and his surname is Brown. He is eleven years old. His birthday is on 3rd April. He lives with his parents.



2. Physical appearance

Josh has got an oval face. His eyes are brown and he has got short brown wavy hair. He's tall and slim.

3. Qualities / interests

Josh is a bit shy and he doesn't like to speak in public but he's very hard-working and he's a top student. His favourite hobby is collecting coins from different countries.

4. Conclusion

Josh is the best friend in the world!

face

family

surname

height

age

hair

hobbies

name

weight

personality

birthday

eyes

1. Introduction	
2. Physical appearance	
3. Qualities / interests	
4. Conclusion	

B Fill in the table about your best friend. Then complete the text.

1. Introduction	Name	
	Surname	
	Age	
	Birthday	
	Family	
2. Physical appearance	Face	
	Eyes	
	Hair	
	Height	
	Weight	
3. Qualities / interests		
4. Conclusion		

My best friend _____

1. Introduction	{	<i>My best friend is really special. Let me tell you all about</i>
		_____!

2. Physical appearance	{	_____

3. Qualities / interests	{	_____

4. Conclusion	{	_____ <i>is the best friend in the world!</i>

Name

No.

Class

Date

Mark

Teacher

A Read the text. Then complete the table with the words from the box.

Lê o texto. De seguida completa a tabela com as palavras na caixa.

My best friend Josh

2. Introduction

My best friend is really special. Let me tell you all about him! His **name** is Josh and his **surname** is Brown. He is **eleven years old**. His **birthday** is on 3rd April. He lives with his **parents**.

2. Physical appearance

Josh has got an oval **face**. His **eyes** are brown and he has got short brown wavy **hair**. He's **tall** and **slim**.

3. Qualities / interests

Josh is a bit **shy** and he **doesn't like to speak in public** but he's very **hard-working** and he's a **top student**. His favourite **hobby** is collecting coins from different countries.

4. Conclusion

Josh is the best friend in the world!



face

family

surname

height

age

hair

hobbies

name

weight

personality

birthday

eyes

1. Introduction	
2. Physical appearance	
3. Qualities / interests	
4. Conclusion	

B Fill in the table about your best friend. Then complete the text.

Completa a tabela sobre o/a teu/tua melhor amigo/a. De seguida, completa o texto.

1. Introduction	Name	
	Surname	
	Age	
	Birthday	
	Family	
2. Physical appearance	Face	
	Eyes	
	Hair	
	Height	
	Weight	
3. Qualities / interests		
4. Conclusion		

My best friend _____

2. Introduction

My best friend is really special. Let me tell you all about _____!
name is _____ and _____ surname is _____.
_____ is years old. _____ birthday is on _____. _____ lives
with _____.

2. Physical
appearance

_____ has got _____ face. _____ eyes are _____ and
_____ hair. _____ is _____ and
_____.

3. Qualities /
interests

_____ favourite hobby is _____. _____ is a very
person. _____ is always ready to help _____ friends!

4. Conclusion

_____ is the best friend in the world!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the interview. Use the question words in the box to write the missing questions.

What time (2x)

Where

What (2x)

School Radio Programme



Karen: Hello, Peter! Let's talk about your daily routine. **1.** _____ ?

Peter: Hi, Karen! I usually get up **at 7 o'clock**.

Karen: **2.** _____ ?

Peter: I always have **a glass of milk and a piece of fruit** and I sometimes **have a pancake with syrup**.
I never have bread for breakfast.

Karen: **3.** _____ ?

Peter: I like the food in the school canteen so I often have lunch **at school**.

Karen: **4.** _____ ?

Peter: First **I do my homework** and after that **I listen to music** and **play the guitar**. Then **I have a shower**.

Karen: **5.** _____ ?

Peter: I always go to bed **at 10 o'clock**.

B Write a short text about Peter's daily routine.

This is Peter Smith's daily routine. He usually gets up at _____

He always _____

for breakfast.

In the afternoon, he does _____

first _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the interview. Use the questions in the box.

Completa a entrevista. Usa as questões na caixa.

What time do you get up?

Where do you have lunch?

What do you do in the afternoon?

What do you usually have for breakfast?

What time do you go to bed?

School Radio Programme**Karen:** Hello, Peter! Let's talk about your daily routine. **1.** _____ ?**Peter:** Hi, Karen! I usually get up **at 7 o'clock**.**Karen:** **2.** _____ ?**Peter:** I always have **a glass of milk and a piece of fruit** and I sometimes **have a pancake with syrup**. I never have bread for breakfast.**Karen:** **3.** _____ ?**Peter:** I like the food in the school canteen so I often have lunch **at school**.**Karen:** **4.** _____ ?**Peter:** First **I do my homework** and after that **I listen to music** and **play the guitar**. Then **I have a shower**.**Karen:** **5.** _____ ?**Peter:** I always go to bed **at 10 o'clock**.**B Circle the correct option to complete the short text about Peter's daily routine.**

Rodeia a opção correta para completares o breve texto sobre a rotina diária do Peter.

This is Peter Smith's daily routine. He usually gets up at **six / seven** o'clock. He **sometimes / always** has a glass of **milk / orange juice** and a piece of fruit for breakfast. He sometimes has a **pancake / waffle** with syrup. He **always / never** has bread for breakfast.

He **likes / doesn't like** the food in the school canteen so he often has lunch at school.

In the afternoon, he **does his homework / listens to music** first and after that he **does his homework / listens to music** and plays the guitar. Then he has a **shower / bath**.

He always goes to bed at **ten / eleven** o'clock.

Name

No.

Class

Date

Mark

Teacher

A Read Robert's email about his new school.

Greeting

Name of school,
size and location

Rooms and
places

What he likes
about his school

Closing
(name)

New Message

To _____@ myemail.com

Cc Bcc

Subject My new school

Hello,

I hope you're OK. I want to tell you all about my new school! I'm a student at King James's School. It's a big school in England.

There are two floors. The computer rooms and the labs are downstairs. There is a comfortable library next to the canteen. Our classroom is upstairs. There is and an interactive board. There are three large windows and there are lots of posters and maps on the walls. My school is great for sports. There are nine tennis courts, two gyms and a football field outside.

I really like my school because I've got lots of new friends and we usually meet after classes.

What about your school? Do you like it?

Bye,

Robert 😊



- B** Imagine you are Robert's friend. Use the information in the table to write an email describing your school.

Name of school	Dorchester Middle School
Size and location	small / Dorset (England)
Rooms and places	downstairs: canteen, music rooms, computer rooms, library
	upstairs: classrooms
	outside: 3 football fields, 2 rugby fields
What I like about school	very friendly and helpful teachers

Greeting

Name of school,
size and
location

Rooms and
places

What he/she
likes about
his/her school

Closing
(name)

New Message

To robert@myemail.com

Cc Bcc

Subject My new school

Hello, Robert

Thank you for your email. Your school is great! I want to tell you

! I'm a student at

.

There are

downstairs.

upstairs.

outside.

I really like my school because

.

See you soon,

Name

No.

Class

Date

Mark

Teacher

A

Read Robert's email about his new school.

Lê o email do Robert sobre a sua escola nova.

Greeting

Name of school,
size and location

Rooms and
places

What he likes
about his school

Closing
(name)

New Message

To _____@myemail.com

Cc Bcc

Subject My new school

Hello,

I hope you're OK. I want to tell you all about my new school! I'm a student at **King James's School**. It's a **big** school in **England**.

There are two floors. The **computer rooms** and the **labs** are downstairs. There is a comfortable **library** next to the **canteen**. Our **classroom** is upstairs. There is an interactive board. There are three large windows and there are lots of posters and maps on the walls. My school is great for sports. There are nine **tennis courts**, two **gyms** and a **football field** outside.

I really like my school because I've got lots of new **friends** and we usually **meet after classes**.

What about your school? Do you like it?

Bye,

Robert 😊



B Imagine you are Robert's friend. Use the information in the table to complete an email describing your school.

Imagina que és amigo/a do Robert. Usa a informação da tabela para completares um email a descrever a tua escola.

Name of school	Dorchester Middle School
Size and location	small / Dorset (England)
Rooms and places	downstairs: canteen, music rooms, computer rooms, library
	upstairs: classrooms
	outside: 3 football fields, 2 rugby fields
What I like about school	very friendly and helpful teachers

Greeting

Name of school, size and location

Rooms and places

What he/she likes about his/her school

Closing (name)

New Message

To _____ @ myemail.com
Cc Bcc

Subject My new school

Hello, Robert

Thank you for your email. Your school is great! I want to tell you

! I'm a student at

There are _____ floors. The _____, the _____,

the _____ and the _____ are downstairs.

The _____ are upstairs. There are

and _____ outside.

I really like my school because the teachers are _____ and

See you soon,

Name

No.

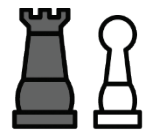
Class

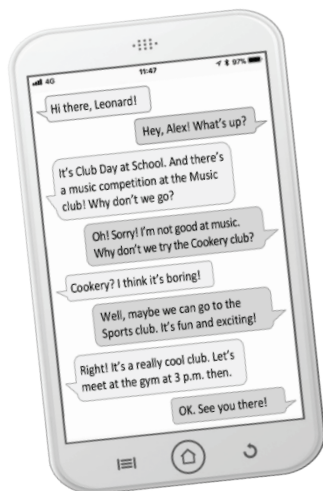
Date

Mark

Teacher

- A** Look at the poster and read Leonard and Stuart's WhatsApp conversation. Then complete the sentence below.

AFTER-SCHOOL CLUBS						
Tuesdays and Wednesdays after school						
						
Sports club 3 p.m. (gym)	Lego club 4 p.m. (room 108)	Chess club 3 p.m. (cafeteria)	Maths club 4 p.m. (maths room)	Music club 3 p.m. (music room)	Cookery club 3 p.m. (canteen)	Dance club 4 p.m. (dance room)



Hi there, Leonard!

Hey, Alex! What's up?

It's club day at school. And there's a music competition at the music club! Why don't we go?

Oh! Sorry! I'm not good at music. Why don't we try the cookery club?

Cookery? I think it's boring!

Well, maybe we can go to the sports club. It's fun and exciting!

Right! It's a really cool club. Let's meet at the gym at 3 p.m. then.

OK. See you there!

- They choose to go to the _____ club.

- B** Work in pairs. Look at the poster again and complete the WhatsApp conversation with your ideas.

Here is some help:

Different club activities: football match, lego workshop, chess competition, problem solving competition, concert, biscuit baking workshop, hip hop workshop

Adjectives: exciting, boring, fun, cool, great, awesome, amazing, tiring, difficult

Hi there, _____!

Hey, _____.
_____?

It's _____.
And _____.
Why don't we go?

Oh! Sorry! _____.
Why don't we try _____?

_____? I think
_____!

Well, maybe we can _____.
It's _____!

Right! It's _____.
_____. Let's meet
_____.

OK. _____!

Name _____

No. _____

Class _____

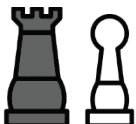
Date _____

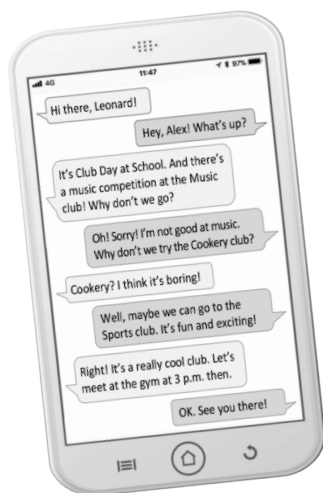
Mark _____

Teacher _____

- A** Look at the poster and read Leonard and Stuart's WhatsApp conversation. Then complete the sentence below.

Observa o poster e lê a conversa no WhatsApp entre o Leonard e o Stuart. De seguida completa a frase abaixo.

AFTER-SCHOOL CLUBS						
Tuesdays and Wednesdays after school						
						
Sports club 3 p.m. (gym)	Lego club 4 p.m. (room 108)	Chess club 3 p.m. (cafeteria)	Maths club 4 p.m. (maths room)	Music club 3 p.m. (music room)	Cookery club 3 p.m. (canteen)	Dance club 4 p.m. (dance room)



Hi there, Leonard!

Hey, Alex! What's up?

It's club day at school. And there's a music competition at the music club! Why don't we go?

Oh! Sorry! I'm not good at music. Why don't we try the cookery club?

Cookery? I think it's boring!

Well, maybe we can go to the sports club. It's fun and exciting!

Right! It's a really cool club. Let's meet at the gym at 3 p.m. then.

OK. See you there!

- They choose to go to the _____ club.

B

Work in pairs. Complete the WhatsApp conversation with the expressions from the box.

Trabalha em pares. Completa a conversa no WhatsApp com as expressões na caixa.

dancing club day awesome lego club maths club hip hop workshop

Hi there, _____! (*name*)Hey, _____ (*name*).
What's up?It's _____ at School.
And there's a _____
at the Dance club. Why don't we go?Oh! No way! I'm not good at _____.
Why don't we try the _____?
_____?

Maths? I think it's difficult.

Well, maybe we can go to the _____.
It's fun and exciting!Right! It's an _____ club.
Let's meet at room 108 at 4 p.m.

OK. See you there!

Name

No.

Class

Date

Mark

Teacher

A Read the text about Miguel and Héctor and complete the table.

Miguel Rivera lives in Santa Cecilia, Mexico. He is twelve years old. He wants to be a famous musician.

He usually plays the guitar secretly because his family doesn't like music.

At the moment he is singing and dancing with Héctor, the skeleton.



What does Miguel usually do?	What is he doing at the moment ?
1. He usually _____ _____.	2. At the moment Miguel _____ _____.

B Complete the table about Dante, Miguel's dog.

What does Dante usually do?	What is he doing at the moment ?
1. He usually _____ (follow) Miguel everywhere.	3. At the moment he _____ (try) to eat the food at the Rivera's family party.
2. He _____ (eat) food from trashcans.	4. He _____ (hide) from Abuelita.

C Use the information from the table to complete the text below.

Dante is a very skinny dog. He is Miguel's pet and friend.

He usually _____
_____.

At the moment he _____
_____.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text about Miguel and Héctor and complete the table:

Lê o texto sobre o Miguel e o Héctor e completa a tabela:

Miguel Rivera lives in Santa Cecilia, Mexico. He is twelve years old. He wants to be a famous musician.

He **usually** plays the guitar secretly because his family doesn't like music.

At the moment he is singing and dancing with Héctor, the skeleton.



What does Miguel usually do?	What is he doing at the moment ?
1. He usually _____ _____.	2. At the moment Miguel _____ _____.

B Circle the correct option to complete the table about Dante, Miguel's dog.

Rodeia a opção correta para completar a tabela sobre o Dante, o cão do Miguel.

What does Dante usually do?	What is he doing at the moment ?
1. He <u>usually</u> follow / follows Miguel everywhere.	3. <u>At the moment</u> he tries / is trying to eat the food at the Rivera's family party.
2. He eat / eats food from trashcans.	4. He hides / is hiding from Abuelita.

C Use the information from the table to complete the text below.

Usa a informação da tabela para completar o texto abaixo:

Dante is a very skinny dog. He is Miguel's pet and friend.

He usually _____ Miguel _____ and
he _____ trashcans.

At the moment he _____
the food at the Rivera's family party.

He _____ Abuelita.



Name

No.

Class

Date

Mark

Teacher

A Look at the city plan and read Jane and Liam's text messages.

Hello, Jane! Where are you?

Hey, Liam! I'm at home. What's up?

I've got a new skateboard and I want to try it out. Why don't you come with me?

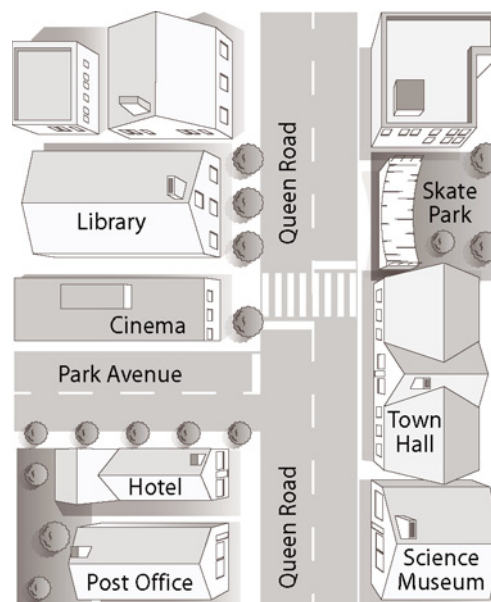
I love skateboarding! I'd love to!

Cool! Why don't we meet at the skate park?

Well, I don't know where it is. How do I get there?

Go along Park Avenue and turn left into Queen Road. The skate park is opposite the library.

OK. See you there! Bye!


B Work in pairs. You want to go to the shopping centre. Look at the city plan and write text messages in your notebook according to the instructions.

Greet and ask where he/she is	→	Greet back and say you're at home Ask "what's up"
Tell your friend the new shopping centre is open and invite him/her to go there with you	↙	Agree
Suggest meeting at the post office	↘	Say you don't know where it is and ask for directions
Give directions	↙	Say goodbye

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the city plan and read Jane and Liam's text messages.

Observa o mapa da cidade e lê as mensagens da Jane e do Liam.

Hello, Jane! Where are you?

Hey, Liam! I'm at home. What's up?

I've got a new skateboard and I want to try it out. Why don't you come with me?

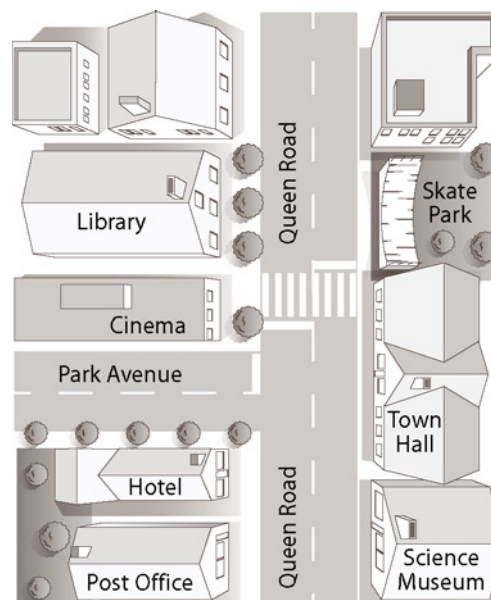
I love skateboarding! I'd love to!

Cool! Why don't we meet at the skate park?

Well, I don't know where it is. How do I get there?

Go along Park Avenue and turn left into Queen Road. The skate park is opposite the library.

OK. See you there! Bye!


B Work in pairs. You want to go to the shopping centre. Look at the city plan and complete the text messages.

Trabalha a pares. Queres ir ao centro comercial. Observa o mapa da cidade e completa as mensagens escritas.

Hi, _____! Where are _____?

Hey, _____. I'm at _____. _____?

The new shopping centre is open. Do you want to _____ there with me?

I _____ shopping. _____!

Cool! Why don't we _____ at the post office?

I don't know where it is. How _____?

Go along Park Avenue and _____. The post office is _____ the Science Museum.

OK. See you there! Bye!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the dialogue and fill in the box.
Jane: Good afternoon!

Shop assistant: Good afternoon! Can I help you?

Jane: Yes, please. I'd like to buy a dress.

Shop assistant: Well, we've got some very nice dresses.
What's your size?

Jane: Medium, please.

Shop assistant: Do you like this blue one?

Jane: Well, blue is not my favourite colour. Do you have it in green?

Shop assistant: Yes, sure. Here you are!

Jane: Can I try it on, please?

Shop assistant: Of course. The changing rooms are over there.

Jane: It's great! How much is it?

Shop assistant: It's £45.

Jane: I'll take it. Here you are.

Shop assistant: Here's your change. Thank you.

Jane: Thanks.

Item: _____

Size: _____

Colour: _____

Price: _____

B Write a similar dialogue. Use the information in the box.
You: Good afternoon!

Shop assistant: Good afternoon! _____ ?

You: _____ .

Shop assistant: _____ ?

You: _____ .

Shop assistant: _____ ?

You: _____ ?

Shop assistant: _____ .

You: _____ ?

Shop assistant: _____ .

You: _____ ?

Shop assistant: _____ .

You: _____ .

Shop assistant: Here's your change. Thank you.

You: Thanks.

Item: jacket

Size: small

Colour: brown

Price: £53

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the dialogue and circle the correct option.

Lê o diálogo e rodeia a opção correta.

Jane: Good afternoon!**Shop assistant:** Good afternoon! Can I help you?**Jane:** Yes, please. I'd like to buy a dress.**Shop assistant:** Well, we've got some very nice dresses.

What's your size?

Jane: Medium, please.**Shop assistant:** Do you like this blue one?**Jane:** Well, blue is not my favourite colour. Do you have it in green?**Shop assistant:** Yes, sure. Here you are!**Jane:** Can I try it on, please?**Shop assistant:** Of course. The changing rooms are over there.**Jane:** It's great! How much is it?**Shop assistant:** It's £45.**Jane:** I'll take it. Here you are.**Shop assistant:** Here's your change. Thank you.**Jane:** Thanks.

jeans / dress
small / medium
green / blue
£45 / £ 54

**B Complete the dialogue with the words in the box.**

Completa o diálogo com as palavras na caixa.

jacket much small here try help size take black changing £53 favourite

You: Good afternoon!**Shop assistant:** Good afternoon! Can I 1. _____ you?**You:** Yes, please. I'd like to buy a 2. _____.**Shop assistant:** Well, we've got some very nice jackets. What's your 3. _____?**You:** 4. _____, please.**Shop assistant:** Do you like this 5. _____ one?**You:** Well, black is not my 6. _____ colour. Do you have it in brown?**Shop assistant:** Yes, sure. 7. _____ you are.**You:** Can I 8. _____ it on, please?**Shop assistant:** Of course. The 9. _____ rooms are over there.**You:** It's great! How 10. _____ is it?**Shop assistant:** It's 11. _____.**You:** I'll 12. _____ it. Here you are.**Shop assistant:** Here's your change. Thank you.**Jane:** Thanks.

Name

No.

Class

Date

Mark

Teacher

A Read Ann's email.

New Message

To: catherine@myemail.com Cc Bcc

Subject: A special restaurant

Hi, Catherine!

Yesterday I was at **Jamie's Italian**. It's one of Jamie Oliver's famous restaurants in **London**. The menu was very **healthy** and the food was really tasty.

There was even a special menu for vegetarian people. There were lots of desserts but the **Warm Chocolate Brownie** was my favourite. It was really **yummy**!

Next time we have to go there together.

See you!

Ann

name of the restaurant → **Jamie's Italian**

location → **London**

special menu → **special menu for vegetarian people**

dessert (adjective) → **Warm Chocolate Brownie**

menu and food (adjectives) → **healthy**

favourite dessert → **Warm Chocolate Brownie**




B Write a similar email. Use the ideas in the box to help you.

New Message

To: Cc Bcc

Subject:

_____ !

Next time we have to go there together.

See you!

Here is some help:

Restaurant: La Vita è Bella (Italian)

Location: New York

Special menu: kids

Favourite dessert: chocolate ice cream

Adjectives: varied, rich, tasty, yummy, delicious, sweet

Name

No.

Class

Date

Mark

Teacher

A Read Ann's email.

Lê o email da Ann.

name of the restaurant

location

special menu

dessert (adjective)

menu and food (adjectives)

favourite dessert

New Message

To catherine@myemail.com Cc Bcc

Subject A special restaurant

Hi, Catherine!

Yesterday I was at **Jamie's Italian**. It's one of Jamie Oliver's famous restaurants in **London**. The menu was very **healthy** and the food was really tasty.

There was even a special menu for vegetarian people. There were lots of desserts but the **Warm Chocolate Brownie** was my favourite. It was really **yummy**!

Next time we have to go there together.

See you!

Ann




B Write a similar email. Use the ideas in the box to help you.

Escreve um email semelhante. Usa as ideias da caixa para te ajudar.

Hi, _____!

Yesterday I was at _____. It's an _____ restaurant in _____. The menu was very _____ and the food was really _____.

There was even a special menu _____. There were lots of desserts but the _____ was my favourite. It was really _____!

Next time we have to go there together.

See you!

Here is some help:

Restaurant: La Vita è Bella (Italian)
Location: New York
Special menu: kids
Favourite dessert: chocolate ice cream
Adjectives: varied, rich, tasty, yummy, delicious, sweet

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read Djamilia's notes about the school trip and complete her report.

School trip report



Yesterday we arrived in **1.** _____.

The weather **2.** _____.

In the morning we **3.** _____.

I **4.** _____.

After that we **5.** _____ in Central Park. At 13.00 it **6.** _____, so we stopped to have something to eat.

In the afternoon we **7.** _____ and we **8.** _____. That was the best part of the day!

Date: ~~yesterday~~

Location: New York

Weather: sunny and warm

Activities:

9.30 – visit / Guggenheim Museum; love the building

11.00 – enjoy a walk

13.00 – lunchtime

14.00 – visit Statue of Liberty / admire the view (favourite part 😊)

B Imagine a school trip. Fill in the fact file and write about it.

Date: _____

Location: _____

Weather: _____

Activities: _____

Favourite part: _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read Djamila's notes about the school trip and complete her report.

Lê as notas da Djamila sobre a visita de estudo e completa o seu relatório.

School trip report

Yesterday we arrived in 1. N Y . The weather was 2. s and w .

In the morning we visited the 3. G . I loved the 4. b .

After that we enjoyed a 5. l in Central Park. At 13.00 it was 6. l , so we stopped to eat something.

In the afternoon we visited the 7. S of L and we admired the 8. v . That was the best part of the day!

B Write about your school trip.

Escreve sobre a tua visita de estudo.

Date: yesterday**Location:** New York**Weather:** sunny and warm**Activities:**

9.30 – visit Guggenheim Museum; love the building

11.00 – enjoy a walk

13.00 – lunchtime

14.00 – visit Statue of Liberty / admire the view (favourite part 😊)

Date: last Tuesday**Location:** London**Weather:** sunny but cold**Activities:**

• **Morning** – visit / the Natural History Museum / dinosaur gallery

• **Around lunchtime** – enjoy a walk in Hyde Park / stop to have a picnic (at 12:30);

• **Afternoon:** visit Madame Tussauds / like taking a photo with Cristiano Ronaldo (favourite part)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the pictures with the places mentioned in the newspaper article.

My class went to the Warner Bros. Studio Tour London – The Making of Harry Potter. It was an incredible experience!

We started the tour at the Cupboard Under the Stairs where Harry spent his days with the Dursleys. After that, we saw a welcome video and then we went to the Great Hall, where we saw the real costumes from all the eight Harry Potter films. Next we walked down Diagon Alley and visited Dumbledore's office. We also visited Platform 9 $\frac{3}{4}$ and stepped on to the Hogwarts Express.

My favourite part was the broomstick ride! I had the time of my life!

John, 12



1. _____



2. _____



3. _____



4. _____



5. _____

B Write a newspaper article about a visit to KidZania. Use the information below.

Last weekend we _____

It's an indoor city run by kids. It was an incredible experience!

My favourite part was _____

I had the time of my life!

- Last weekend / we visit / KidZania
- First / I play / doctor at Alder Hey Hospital
- Next / I / be / an actor/actress / in the theatre / perform / a play
- Finally / I be / a radio presenter / on a radio station

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the pictures. Use the words in bold in the text.

Legenda as imagens. Usa as palavras destacadas no texto.

My class went to the Warner Bros. Studio Tour London – The Making of Harry Potter. It was an incredible experience!

We started the tour at the **Cupboard Under the Stairs** where Harry spent his days with the Dursleys. After that, we saw a welcome video and then we went to the **Great Hall**, where we saw the real costumes from all the eight Harry Potter films. Next we walked down **Diagon Alley** and visited Dumbledore's office. We also visited **Platform 9 ¾** and stepped on to the **Hogwarts Express**.

My favourite part was the broomstick ride! I had the time of my life!

John, 12



1. _____



2. _____



3. _____



4. _____



5. _____

B Write a newspaper article about a visit to KidZania. Use the information below.

Escreve um artigo sobre uma visita à KidZania. Usa a informação abaixo.

Last weekend we _____. It's an indoor city run by kids. It was an incredible experience!

First I played _____.

Next I was an _____ and performed in a play.

Finally I was _____ on a radio station. My favourite part was _____.

I had the time of my life!

- visit / Kidzania
- doctor at Alder Hey Hospital
- actor/actress / in the theatre
- a radio presenter / radio station

unit 5.1 Holiday activities

Writing – My last holidays

[A]

Name _____

No. _____

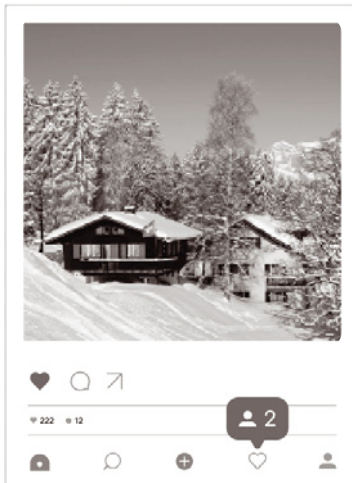
Class _____

Date _____

Mark _____

Teacher _____

A Read the student's post about his/her holidays and fill in the table.



Last winter I went to Switzerland by plane. The weather was cold and there was a lot of snow.

I went snowboarding with my parents. I had a great time!

Date	
Place	
Transport	
Weather	
Activities	
Go with	

B Write a similar text with the information from the table.



Last

I enjoyed myself very much!

Date	last month
Place	seaside
Transport	car
Weather	sunny and hot
Activities	swimming and camping
Go with	parents

C Write about your last holidays.

Last

It was fantastic!

Date	
Place	
Transport	
Weather	
Activities	
Go with	

Name _____

No. _____

Class _____

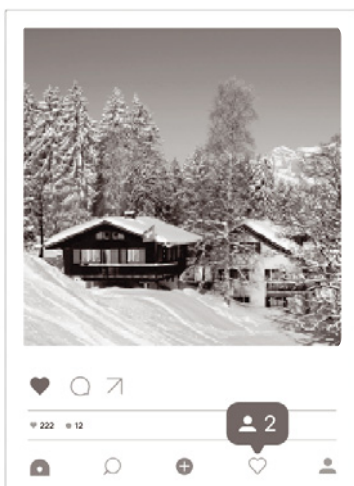
Date _____

Mark _____

Teacher _____

A Read the student's post about his/her holidays and fill in the table.

Lê o post do/a aluno/a sobre as suas férias e preenche a tabela.

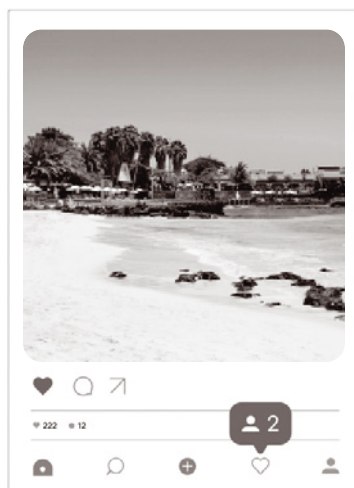


Last **winter** I went to **Switzerland** by **plane**. The weather was **cold** and there was a lot of **snow**. I went **snowboarding** with **my parents**. I had a great time!

Date	<u>Last</u>
Place	_____
Transport	_____
Weather	<u>_____ and snowy</u>
Activities	_____
Go with	_____

B Complete a similar text with the information from the table.

Completa um texto semelhante com a informação da tabela.



Last I went to the
by .
The weather was
and . I went
and
with .
I enjoyed myself very much!

Date	last month
Place	seaside
Transport	car
Weather	sunny and hot
Activities	swimming and camping
Go with	parents

C Write about your last holidays.

Escreve sobre as tuas últimas férias.

Last _____

The weather _____

 _____ . I went _____

It was fantastic! _____

Date	_____
Place	_____
Transport	_____
Weather	_____
Activities	_____
Go with	_____

Name

No.

Class

Date

Mark

Teacher

A Read the postcard and complete it with the expressions in the box.

the weather on holiday
surfing lessons
last weekend afternoon
beach volleyball



Bournemouth, July 7th

Hello, Harvey!

I'm 1. _____ here with my parents. We arrived 2. _____.

3. _____ is hot and we're having a wonderful time because there is a lot to do here.

Yesterday we went to the beach. My sister started her 4. _____

and I played 5. _____ with my new friends.

Tomorrow we are going to visit the oceanarium in the 6. _____.

Well, that's all for now. See you next week.

Bye,

Robert



Harvey Stanley

43 Church

Street

New York City

B Now write a holiday postcard to a friend. Use the ideas below.

_____ _____ _____ _____ _____ _____ _____ _____	
---	--

Here is some help:

Beginning: date and place /

Hi, (name)! / I'm on holiday in (place)

Who with: grandparents, family, friends...

Arrival date: last Saturday, yesterday

Weather: hot, cold, windy, sunny...

Activities so far: yesterday we went for a walk / went fishing / rode my bike...

Plans: tomorrow we are going to...

Ending: I miss you / Bye

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the postcard and complete it with the expressions in the box.

Lê o postal e completa-o com as expressões na caixa.

the weather on holiday
surfing lessons
last weekend afternoon
beach volleyball



Bournemouth, July 7th

Hello, Harvey!

I'm 1. _____ here with my parents. We arrived 2. _____.

3. _____ is hot and we're having a wonderful time because there is a lot to do here.

Yesterday we went to the beach. My sister started her 4. _____ and I played 5. _____ with my new friends.

Tomorrow we are going to visit the oceanarium in the 6. _____.

Well, that's all for now. See you next week.

Bye,

Robert



Harvey Stanley

43 Church
Street

New York City

B Now write a holiday postcard to a friend. Use the ideas below.

Escreve um postal sobre as férias a um/a amigo/a. Usa as ideias abaixo.

_____, _____

Hi _____!

I'm on holiday in _____

with my _____. We _____

arrived _____.

The weather is _____

and we're having a fantastic time. _____

Yesterday, we _____.

Tomorrow we're going _____.

I miss you, _____

Bye _____



Here is some help!

Beginning: date and place /

Hi, (name)! / I'm on holiday in (place)

Who with: grandparents, family, friends...

Arrival date: last Saturday, yesterday

Weather: hot, cold, windy, sunny...

Activities so far: yesterday we went for a walk / went fishing / rode my bike...

Plans: tomorrow we are going to...

Ending: I miss you / Bye

Name

No.

Class

Date

Mark

Teacher

A

Listen to Ann talking about her favourite celebrity. Are the sentences True (T) or False (F)?

CD 3 Tracks 1 • 2

1. Peyton List is an actress.
2. She is famous for playing the guitar.
3. She was born on the seventh of April.
4. Peyton List has got two brothers.
5. Spencer is her younger brother.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen again and match the columns. There is an extra option.

CD 3 Tracks 1 • 2

- | | | | | | |
|----------------|---|---|---|---|--------------------------|
| Peyton is from | 1 | • | • | a | a twin brother. |
| She is | 2 | • | • | b | a rabbit and three dogs. |
| She has got | 3 | • | • | c | reading. |
| Her pets are | 4 | • | • | d | an actress. |
| Peyton likes | 5 | • | • | e | the USA. |
| | | | • | f | birthday. |



Name

No.

Class

Date

Mark

Teacher

A

Listen to Ann talking about her favourite celebrity. Are the sentences True (T) or False (F)? CD 3 Tracks 1 • 2

Ouve a Ann falar sobre a sua celebridade preferida. As frases são verdadeiras ou falsas?

1. Peyton List is an **actress**.
2. She is famous for playing the **guitar**.
3. She was born on the **seventh** of April.
4. Peyton List has got **two** brothers.
5. Spencer is her **younger** brother.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen again and match the columns. CD 3 Tracks 1 • 2

Ouve novamente e liga as colunas.

- | | | | | | |
|----------------|---|---|---|---|--------------------------|
| Peyton is from | 1 | • | • | a | a twin brother. |
| She is | 2 | • | • | b | a rabbit and three dogs. |
| She has got | 3 | • | • | c | reading. |
| Her pets are | 4 | • | • | d | an actress. |
| Peyton likes | 5 | • | • | e | the USA. |



unit 1.2 Families and friends!

[A]

Listening – A cool picture

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to the dialogue. Use the names from the box to label the pictures. There is an extra name. CD 3 Tracks 3 • 4

Ann Caroline Sylvia Karen

1. _____ 2. _____ 3. _____



B

Listen again. Tick (✓) the correct option. CD 3 Tracks 3 • 4

1. Sylvia likes Ann's _____.
 a. photo ☐ b. clothes ☐ c. name ☐
2. Karen is _____ and elegant.
 a. short ☐ b. tall ☐ c. thin ☐
3. Karen's eyes are _____.
 a. brown ☐ b. blue ☐ c. green ☐
4. Caroline has got _____ face.
 a. an oval ☐ b. a round ☐ c. a long ☐
5. She has got _____ hair.
 a. short brown ☐ b. long brown ☐ c. short blond ☐
6. Caroline likes _____.
 a. skirts ☐ b. jeans ☐ c. shirts ☐

C

Listen again and complete Caroline's physical description. CD 3 Tracks 3 • 4

Caroline's physical description	height	
	weight	
	eyes	
	face	
	hair	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A
Listen to the dialogue. Use the names from the box to label the pictures.  CD 3 Tracks 3 • 4

Ouve o diálogo. Usa os nomes na caixa para legendar as fotografias.

Ann

Caroline

Karen

1. _____ 2. _____ 3. _____


B
Listen again. Tick (✓) the correct option.  CD 3 Tracks 3 • 4

Ouve novamente. Assinala (✓) a opção correta.

1. Sylvia likes Ann's _____.
a. photo ☐ b. clothes ☐
2. Karen is _____ and elegant.
a. short ☐ b. tall ☐
3. Karen's eyes are _____.
a. brown ☐ b. blue ☐
4. Caroline has got _____ face.
a. an oval ☐ b. a round ☐
5. She has got _____ hair.
a. short brown ☐ b. long brown ☐
6. Caroline likes _____.
a. skirts ☐ b. jeans ☐

C
Listen again and complete Caroline's physical description.  CD 3 Tracks 3 • 4

Ouve novamente e completa a descrição física da Caroline com as palavras da caixa.

brown

tall

oval

thin

Caroline's physical description	height	
	weight	
	eyes	
	face	
	hair	long brown wavy

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Harry Potter's daily routine

and tick (✓) the correct option.  CD 3 Tracks 5 • 6

1. Harry Potter usually _____ at five past seven.
 - a. wakes up ☐
 - b. gets up ☐
 - c. gets dressed ☐
2. Then he _____.
 - a. washes his face ☐
 - b. has a shower ☐
 - c. has a bath ☐
3. After that he _____.
 - a. makes his bed ☐
 - b. gets dressed ☐
 - c. combs his hair ☐
4. He has breakfast _____.
 - a. in the Great Hall ☐
 - b. in his dorm ☐
 - c. in the kitchen ☐
5. Lessons start at _____.
 - a. quarter to eight ☐
 - b. eight ☐
 - c. half past eight ☐
6. There are _____ morning lessons.
 - a. two ☐
 - b. three ☐
 - c. four ☐
7. He has lunch at _____.
 - a. twelve o'clock ☐
 - b. half past twelve ☐
 - c. quarter to twelve ☐
8. He plays Quidditch _____ doing his homework.
 - a. before ☐
 - b. after ☐
 - c. while ☐
9. Then he _____ at seven.
 - a. has dinner ☐
 - b. plays ☐
 - c. has lunch ☐
10. At nine o'clock he _____.
 - a. falls asleep ☐
 - b. goes to bed ☐
 - c. goes to his room ☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Harry Potter's daily routine and tick (✓) the correct option.  CD 3 Tracks 5 • 6

Ouve a rotina diária do Harry Potter e assinala (✓) a opção correta.



1. Harry Potter usually _____ at five past seven.
 - a. wakes up ☐
 - b. gets up ☐
2. Then he _____.
 - a. washes his face ☐
 - b. has a shower ☐
3. After that he _____.
 - a. makes his bed ☐
 - b. gets dressed ☐
4. He has breakfast _____.
 - a. in the Great Hall ☐
 - b. in his dorm ☐
5. Lessons start at _____.
 - a. quarter to eight ☐
 - b. eight ☐
6. There are _____ morning lessons.
 - a. two ☐
 - b. three ☐
7. He has lunch at _____.
 - a. twelve o'clock ☐
 - b. half past twelve ☐
8. He plays Quidditch _____.
 - a. before ☐
 - b. after ☐
9. Then he _____ at seven.
 - a. has dinner ☐
 - b. plays ☐
10. At nine o'clock he _____.
 - a. falls asleep ☐
 - b. goes to bed ☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



A

Listen to Kirsten and complete the table. CD 3 Tracks 7 • 8

Age	_____
Country	_____
Year	_____

B

Listen again. Write the missing information or tick (✓) the correct option. CD 3 Tracks 7 • 8

School	Northgate High School ☐	
	Southgate High School ☐	
Classes start at	_____	
Lunch time	_____	
Classes finish at	_____	
After-school activities	a. playing... the violin ☐ the piano ☐	b. dancing... hip hop ☐ ballet ☐
Favourite school room	_____	
Favourite subject	_____	
A subject she doesn't like	_____	

C

Listen again. Complete the sentences. CD 3 Tracks 7 • 8

- Kirsten has lunch at _____.
- She plays a musical _____.
- There are lots of instruments in the _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen to Kirsten and complete the table with the words in the box. CD 3 Tracks 7 • 8
Ouve a Kirsten e completa a tabela com as palavras na caixa.

England twelve 6

Age	_____
Country	_____
Year	_____



- B** Listen again and tick (✓) the correct option. CD 3 Tracks 7 • 8
Ouve novamente e assinala (✓) a opção correta.

School	Northgate High School	☐
	Southgate High School	☐
Classes start at	8.45 ☐	8.15 ☐
Lunch time	11.30 ☐	12.30 ☐
Classes finish at	2.30 ☐	2.00 ☐
After-school activities	a. playing...	b. dancing...
	the violin ☐	hip hop ☐
	the piano ☐	ballet ☐
Favourite school room	music room ☐	gym ☐
Favourite subject	English ☐	geography ☐
A subject she doesn't like	English ☐	geography ☐

- C** Listen again. Complete the sentences with the words/expressions: *music room, instrument, school*. CD 3 Tracks 7 • 8
Ouve novamente. Completa as frases com as palavras/expressões: *music room, instrument, school*.

- Kirsten has lunch at _____.
- She plays a musical _____.
- There are lots of instruments in the _____.

unit 2.2 After-school fun

[A]

Listening – After-school clubs

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen and write the correct club under each student's name. CD 3 Tracks 9 • 10 • 11 / 12 • 13 • 14



lego club



athletics club



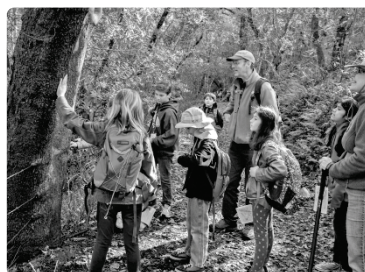
dance club



debate club



skateboarding club



nature club



maths club

Mark

Daniela

Kate

B Listen again. Who says...? Tick (✓) the right student. CD 3 Tracks 9 • 10 • 11 / 12 • 13 • 14

	Mark	Daniela	Kate
1. We have lots of projects.	☐	☐	☐
2. Running is cool!	☐	☐	☐
3. We clean the school playground.	☐	☐	☐
4. I like to give my opinion.	☐	☐	☐
5. My friends say I'm the best player at school.	☐	☐	☐
6. There are two competitions every year.	☐	☐	☐

Name

No.

Class

Date

Mark

Teacher

- A** Listen and write the correct club under each student's name.  CD 3 Tracks 9 • 10 • 11 / 12 • 13 • 14
Ouve e regista o clube correto por baixo do nome de cada aluno/a.



athletics club

Mark



debate club

Daniela



nature club

Kate

- B** Listen again. Who says...? Tick (✓) the right student.  CD 3 Tracks 9 • 10 • 11 / 12 • 13 • 14
Ouve novamente. Quem diz...? Assinala (✓) o(a) aluno(a) correto(a).

	Mark	Daniela	Kate
1. We have lots of projects .	☐	☐	☐
2. Running is cool!	☐	☐	☐
3. We clean the school playground .	☐	☐	☐
4. I like to give my opinion .	☐	☐	☐
5. My friends say I'm the best player at school.	☐	☐	☐
6. There are two competitions every year.	☐	☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen and tick (✓) the correct picture. Then complete the sentences.

CD 3 Tracks 15 • 16 • 17 / 18 • 19 • 20

1. What does Lisa usually do?

a. ☐

b. ☐


She usually _____.

2. What is she doing now?

a. ☐

b. ☐


She is _____.

3. What does Peter usually do?

a. ☐

b. ☐


He usually goes to school _____.

4. What is he doing now?

a. ☐

b. ☐


He is _____.

5. What does John usually do?

a. ☐

b. ☐


He usually _____.

6. What is he doing now?

a. ☐

b. ☐


He is _____.

Name

No.

Class

Date

Mark

Teacher

A Listen and tick (✓) the correct picture. Then circle the correct option.

CD 3 Tracks 15 • 16 • 17 / 18 • 19 • 20

Ouve e assinala (✓) a imagem correta. De seguida, rodeia as opções corretas.

1. What does Lisa usually do?

a. ☐



b. ☐



She usually **studies** / **has a pyjama party**.

2. What is she doing now?

a. ☐



b. ☐



She is **studying** / **having a pyjama party**.

3. What does Peter usually do?

a. ☐



b. ☐



He usually goes to school **on foot** / **by car**.

4. What is he doing now?

a. ☐



b. ☐



He is going to school **on foot** / **by car**.

5. What does John usually do?

a. ☐



b. ☐



He usually **watches TV at home** / **goes to the cinema**.

6. What is he doing now?

a. ☐



b. ☐



He is **watching TV at home** / **a film at the cinema**.

unit 3.1 What's in a city?

[A]

Listening – City tour bus

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to the city tour. Order the places and label them. CD 3 Tracks 21 • 22



B Listen again and complete the sentences. CD 3 Tracks 21 • 22

1. _____ Oliver is the tour guide.
2. They are visiting the city by _____.
3. The weather is _____.
4. The tour takes _____ hours.
5. In Kings Street there is a _____.
6. Main Street is famous for the _____.
7. The library is _____ the theatre.
8. The bus tour stops in front of the _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to the city tour. Order the places. Then label the pictures with the words in the box.

CD 3 Tracks 21 • 22

Ouve a visita guiada à cidade. Ordena os lugares. De seguida, legenda as imagens com as palavras na caixa.

shopping centre

library

football stadium

museum



B Listen again. Tick (✓) the correct information to complete the sentences. CD 3 Tracks 21 • 22

Ouve novamente. Assinala (✓) a informação correta para completares as frases.

- _____ Oliver is the tour guide.
- They are visiting the city by _____.
- The weather is _____.
- The tour takes _____ hours.
- In Kings Street there is a _____.
- Main Street is famous for the _____.
- The library is _____ the theatre.
- The bus tour stops in front of the _____.

Peter	☐	John	☐
train	☐	bus	☐
sunny	☐	foggy	☐
two	☐	three	☐
theatre	☐	museum	☐
library	☐	museum	☐
next to	☐	opposite	☐
shopping centre	☐	football stadium	☐

unit 3.2 Let's go shopping!

[A]

Listening – At the clothes shop

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to the dialogue. Who says...? CD 3 Tracks 23 • 24

Tick (✓) the right person.

	Shop assistant	Mark
1. What's your size?		
2. Yes, sure. Here you are.		
3. Can I try them on, please?		
4. How much are they?		
5. Can I help you?		
6. Yes, I do, but do you have them in black?		
7. Do you like this blue pair?		

B Listen again. Underline the mistakes and correct them. CD 3 Tracks 23 • 24

1. Mark wants to buy a T-shirt.

2. He's a small size.

3. He prefers the blue pair of jeans.

4. He pays fifty-four pounds.

5. The changing rooms are on the right.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



Listen to the dialogue. Who says...? Tick (✓) the right person. CD 3 Tracks 23 • 24

Ouve o diálogo. Quem diz...? Assinala (✓) a pessoa correta.

	Shop assistant	Mark
1. What's your size?		
2. Yes, sure. Here you are.		
3. Can I try them on, please?		
4. How much are they?		
5. Can I help you?		
6. Yes, I do, but do you have them in black?		
7. Do you like this blue pair?		



Listen again and correct the underlined mistakes. CD 3 Tracks 23 • 24

Ouve novamente e corrige os erros sublinhados.

1. Mark wants to buy a T-shirt.

2. His size is small.

3. He prefers the blue pair of jeans.

4. He pays fifty-four pounds.

5. The changing rooms are on the right.

Name

No.

Class

Date

Mark

Teacher

A

Listen to the text about Jasmine Stuart.

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

CD 3 Tracks 25 • 26



- Jasmine Stuart was the winner of MasterChef Junior 2016.
- She was twelve at the time.
- She doesn't cook with her mother.
- She collects comic books.
- She likes to create new recipes.
- She wants to be a doctor

T

F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen again. Complete the answers for these questions. CD 3 Tracks 25 • 26

- Where is Jasmine's father from?
He's from _____.
- Why does she like cooking?
It's fun and _____.
- What was her favourite dish in the competition?
It was the rum _____.
- What does she want to be in the future?
She wants to be a great _____.

Name

No.

Class

Date

Mark

Teacher

A

Listen to the text about Jasmine Stuart.

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

CD 3 Tracks 25 • 26

Ouve o texto sobre Jasmine Stuart.

As frases são verdadeiras ou falsas?



1. **Jasmine Stuart** was the winner of MasterChef Junior 2016.
2. She was **twelve** at the time.
3. She **doesn't cook** with her mother.
4. She likes to create new **recipes**.
5. She collects **comic** books.
6. She wants to be a **doctor**.

T

F

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

B

Listen again. Choose the correct option to complete the answers for these questions.

CD 3 Tracks 25 • 26

Ouve novamente. Escolhe a opção correta para completares as perguntas.

1. Where is Jasmine's father from?
He's from _____.
a. Jamaica b. the USA c. Brazil
2. Why does she like cooking?
It's fun and _____.
a. amusing b. tiring c. relaxing
3. What was her favourite dish in the competition?
It was the rum _____.
a. bread b. cake c. pie
4. What does she want to be in the future?
She wants to be a great _____.
a. teacher b. chef c. doctor

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Karen, Oliver and Chris. Are the sentences True (T) or False (F)?

CD 3 Tracks 27 • 28 • 29 / 30 • 31 • 32

Correct the false ones.

KAREN

T F

1. Karen's cousin lives in a small city.

☐ ☐

2. She visited the city for the second time.

☐ ☐

3. The park was her favourite spot.

☐ ☐

OLIVER

4. Oliver was at a museum.

☐ ☐

5. The exhibition was about "Medieval kids".

☐ ☐

6. He was there in the afternoon.

☐ ☐

CHRIS

7. Chris was at the cinema with her parents.

☐ ☐

8. They watched a police drama.

☐ ☐

9. She liked her day.

☐ ☐

B

Listen again and fill in the table in note form. CD 3 Tracks 27 • 28 • 29 / 30 • 31 • 32

	KAREN	OLIVER	KRIS
1. Where were they yesterday? (Place)			
2. How did they travel? (Means of transport)			

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Karen, Oliver and Chris. Are the sentences True (T) or False (F)?

CD 3 Tracks 27 • 28 • 29 / 30 • 31 • 32

Ouve a Karen, o Oliver e a Chris. As frases são verdadeiras ou falsas?

KAREN

T F

1. Karen's cousin lives in a **small** city.☐ ☐2. She visited the city for the **second** time.☐ ☐3. The **park** was her favourite spot.☐ ☐

OLIVER

4. Oliver was at a **museum**.☐ ☐5. The **exhibition** was about «Medieval kids».☐ ☐6. He was there in the **afternoon**.☐ ☐

CHRIS

7. Chris was at the cinema with her **parents**.☐ ☐8. They watched a **police drama**.☐ ☐9. She **liked** her day.☐ ☐

B

Listen again and fill in the table with words from the box. CD 3 Tracks 27 • 28 • 29 / 30 • 31 • 32

Ouve novamente e completa a tabela com palavras na caixa.

boat

museum

cinema

park

bus

restaurant

underground

	KAREN	OLIVER	KRIS
1. Where were they yesterday? (Place)			
2. How did they travel? (Means of transport)			

Name

No.

Class

Date

Mark

Teacher

A

When did Tracy go to these theme parks?

Listen and answer in note form. CD 3 Tracks 33 • 34



1. _____

2. _____

3. _____

B

Listen and fill in the gaps with the missing words. CD 3 Tracks 33 • 34

Awesome theme parks

Hello, everybody! My name's Tracy and I'm lucky to live in 1. _____. It's a wonderful city and there's always a lot to do.

Last weekend I went to *Shrek's Adventure*. It's a great theme 2. _____ near the London Eye. I loved the 4D magic 3. _____ ride. Donkey was our tour guide and he was very funny. My 4. _____ part was the magic mirror maze.

5. _____ month I went to *Chessington World of Adventures*. There is a zoo with tigers, 6. _____, giraffes and penguins and a shark sealife centre. There are also lots of rides full of adrenaline! I was not afraid to ride the 7. _____.

My favourite theme park so far is definitely *Legoland Windsor*. I went there last year and I had so much fun! There are amazing Lego 8. _____ and lots of other attractions at Legoland. The best thing was riding the 9. _____ in the castle. I was not scared at all!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

When did Tracy go to these theme parks? Listen and label the pictures with the words from the box. CD 3 Tracks 33 • 34

Quando é que a Tracy foi a estes parques temáticos? Ouve e legenda as imagens com as palavras da caixa.

last year

last month

last weekend



1. _____



2. _____



3. _____

B

Listen and fill in the gaps with the words from the box. CD 3 Tracks 33 • 34

Preenche os espaços com as palavras da caixa.

lions

dragon

bus

park

London

roller coaster

favourite

constructions

last

Awesome theme parks

Hello, everybody! My name's Tracy and I'm lucky to live in **1.** _____. It's a wonderful city and there's always a lot to do.

Last weekend I went to *Shrek's Adventure*. It's a great theme **2.** _____ near the London Eye. I loved the 4D magic **3.** _____ ride. Donkey was our tour guide and he was very funny. My **4.** _____ part was the magic mirror maze.

5. _____ month I went to *Chessington World of Adventures*. There is a zoo with tigers, **6.** _____, giraffes and penguins and a shark sealife centre. There are also lots of rides full of adrenaline! I was not afraid to ride the **7.** _____.

My favourite theme park so far is definitely *Legoland Windsor*. I went there last year and I had so much fun! There are amazing Lego **8.** _____ and lots of other attractions at Legoland. The best thing was riding the **9.** _____ in the castle. I was not scared at all!

Name

No.

Class

Date

Mark

Teacher

A

Listen carefully and write *Emily*, *Ann* or *John* under the correct type of holiday.

There is an extra picture. CD 3 Tracks 35 • 36 • 37 / 38 • 39 • 40



1. _____



2. _____



3. _____



4. _____

B

Listen again. Who says...? Tick (✓) the right student. CD 3 Tracks 35 • 36 • 37 / 38 • 39 • 40

	Emily	Ann	John
1. I love adventure holidays.	☐	☐	☐
2. I'm always busy doing sports at the beach.	☐	☐	☐
3. I think waterskiing is awesome.	☐	☐	☐
4. My grandparents have lots of farm animals.	☐	☐	☐
5. There was music and dancing.	☐	☐	☐
6. I went on holiday with my friends.	☐	☐	☐
7. It's not easy to ride a horse.	☐	☐	☐
8. My parents worry about me.	☐	☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen carefully and write *Emily*, *Ann* or *John* under the correct type of holiday.

CD 3 Tracks 35 • 36 • 37 / 38 • 39 • 40

Ouve com atenção e escreve *Emily*, *Ann* ou *John* por baixo do tipo de férias correto.


1. _____



2. _____



3. _____

B

Listen again. Who says...? Tick (✓) the right student. CD 3 Tracks 35 • 36 • 37 / 38 • 39 • 40

Ouve novamente. Quem diz...? Assinala (✓) o(a) aluno(a) correto(a).

	Emily	Ann	John
1. I love adventure holidays.	☐	☐	☐
2. I'm always busy doing sports at the beach .	☐	☐	☐
3. I think waterskiing is awesome.	☐	☐	☐
4. My grandparents have lots of farm animals.	☐	☐	☐
5. There was music and dancing .	☐	☐	☐
6. I went on holiday with my friends .	☐	☐	☐
7. It's not easy to ride a horse .	☐	☐	☐
8. My parents worry about me.	☐	☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen and choose the correct option. CD 3 Tracks 41 • 42

1. What is Peter going to do on his summer holidays?



A



B



C

2. What sport is he going to play?



A



B



C

3. What are they going to watch on Saturday?



A



B



C

B Listen again. Answer the questions with one word. CD 3 Tracks 41 • 42

1. Who is going with Peter on holidays? _____

2. What is he going to do on Tuesday? _____

3. What is the first country he is going to go to? _____

4. Who are the souvenirs for? _____

5. When is he going home? _____

unit 5.2 Holidays abroad

Listening – Summer holidays are here!

[B]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen and choose the correct option.  CD 3 Tracks 41 • 42
Ouve e escolhe a opção correta.

1. What is Peter going to do on his summer holidays?



A



B



C

2. What sport is he going to play?



A



B



C

3. What are they going to watch on Saturday?



A



B



C

- B** Listen again. Choose the correct option.  CD 3 Tracks 41 • 42
Ouve novamente. Escolhe a opção correta.

- Peter is going on holidays with his **grandparents / parents**.
- He is going **surfing / swimming** on Tuesday.
- First he is going to go to **Monaco / Spain**.
- He is going to buy some souvenirs for his **cousins / friends**.
- He is going home on **Saturday / Sunday**.

Name

No.

Class

Date

Mark

Teacher

A**Pair work.****Fill in your partner's English club membership card.****Ask your partner questions.****Here is some help:**

- What / your name / surname?
- What / your nickname?
- How old / you?
- What year / you in?
- What / your nationality?
- What / your address?
- What / your phone number?
- What / your favourite subject(s)?
- What / your hobbies?

Union Jack	ENGLISH CLUB MEMBERSHIP CARD		Photo	
Name:				
Surname:				
Nickname:				
Age:		School year:		
Nationality:				
Address:				
Phone number:				
Favourite subject(s):				
Hobbies:				

B**Present the new member of the English club to your class. Follow the example.**

His/Her name and surname is...

His/Her nickname is...

He/She is... years old.

He/She is in Year 6.

Name

No.

Class

Date

Mark

Teacher

A Pair work.**Fill in your partner's English club membership card.****Ask your partner questions.**

Preenche o cartão de membro do Clube de Inglês do(a) teu/tua colega. Faz-lhe perguntas.

**Here is some help:**

- What's your name?
- What's your surname?
- What's your nickname?
- How old are you?
- What year are you in?
- What's your nationality?
- What's your address?
- What's your phone number?
- What is/are your favourite subject(s)?
- What is/are your hobby/hobbies?

Union Jack	ENGLISH CLUB MEMBERSHIP CARD		Photo	
Name:				
Surname:				
Nickname:				
Age:		School year:		
Nationality:				
Address:				
Phone number:				
Favourite subject(s):				
Hobbies:				

B Present the new member of the English club to your class. Follow the example.

Apresenta o novo membro do Clube de Inglês à turma. Segue o exemplo.

His/Her name and surname is...

His/Her nickname is...

He/She is... years old

He/She is in Year 6.

His/Her address is...

His/Her phone number is...

His/Her favourite subject(s) is/are...

His/Her favourite hobby/hobbies is/are...

Name

No.

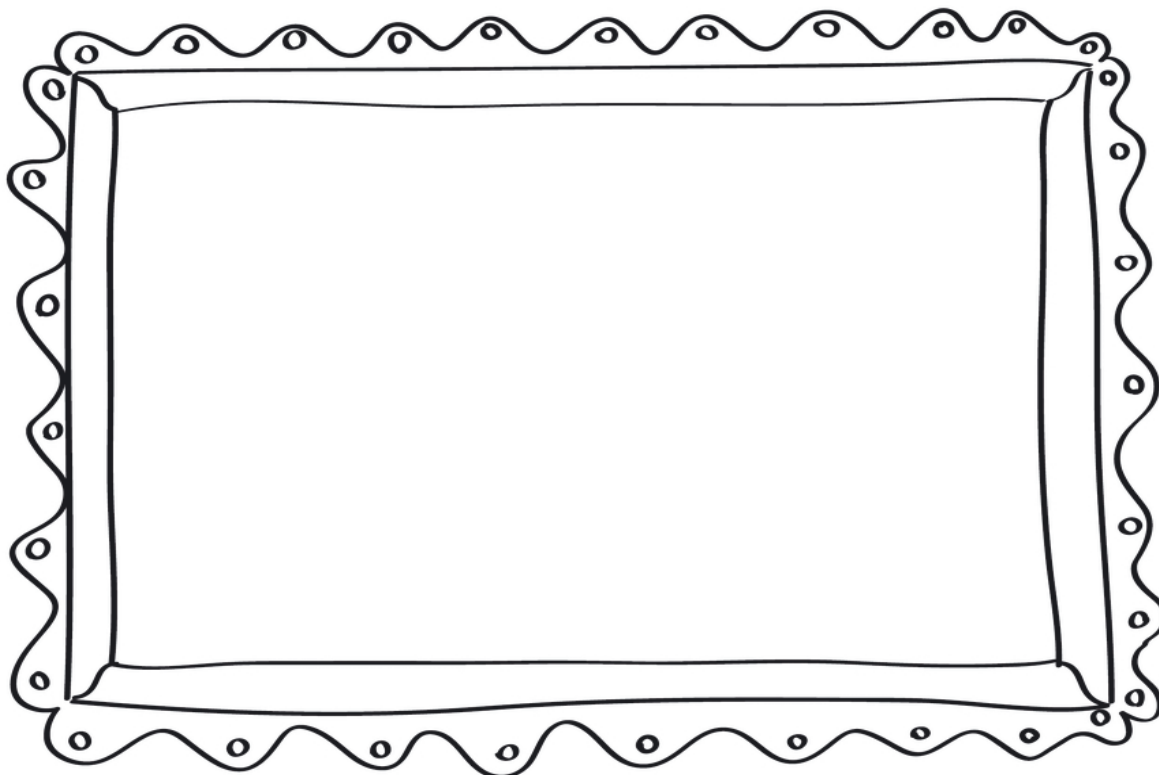
Class

Date

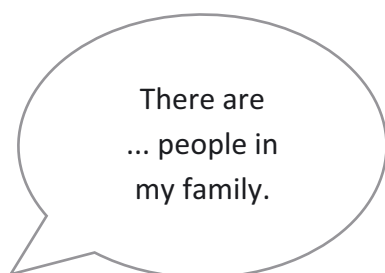
Mark

Teacher

A Draw or stick a photo of your family in the frame below.



B Present your family to the class. The questions and suggestions will help you.



Here is some help:

- How many people are there in your family?
- What are their names?
- How old are they?
- What do they look like?
(*height, weight, hair and eye colour*)
- What are they like?
(*personality*)
- What are your father's and mother's jobs?

Name

No.

Class

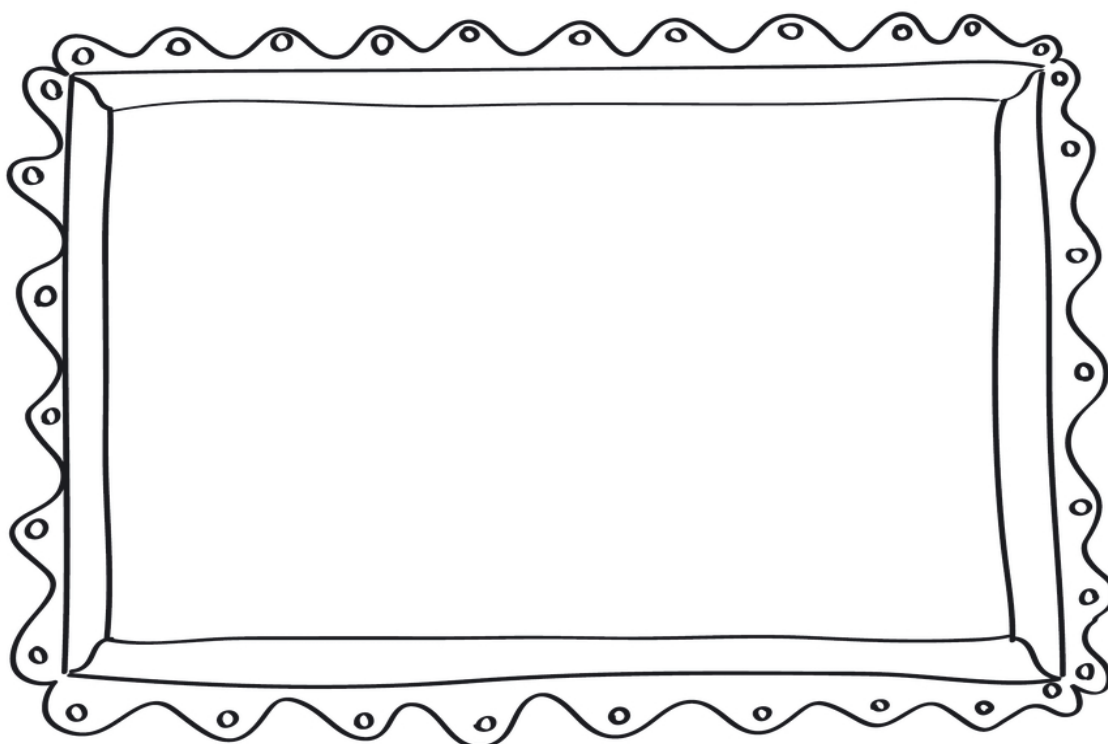
Date

Mark

Teacher

A Draw or stick a photo of your family in the frame below.

Desenha ou cola uma fotografia da tua família na moldura abaixo.

**B Present your family to the class. Follow the example.**

Apresenta a tua família à turma. Segue o exemplo.

- There are *three, five...* people in my family.
- My mum's name is ..., my dad's name is ..., my sister's/brother's name is ...
- My mum is ... years old, my dad is ... years old, my sister/brother ... years old.
- My mum is tall / short / medium height and slim / thin / fat. My mum has got black / brown / blonde hair and brown / green / blue eyes.
- My dad ...
- My brother/sister ...
- My mum is kind / intelligent / stubborn. My dad is fun / lazy / hard-working. My sister is friendly / talkative / happy. My brother is polite / noisy / funny.
- My mum is a doctor / police officer / teacher ...
- My dad is ...
- My brother/sister ...

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Follow the instructions.

1. Close your  .

Point to a picture below.

Open your eyes and describe the action as quickly as you can.

2. Add an adverb of frequency (*always, never, sometimes...*) to the daily routine action in picture number 3.
3. Add a time to the action in picture number 4.
4. Say complete sentences about pictures number 2, 3, 4 and 5 without any mistakes!

























B Now it's time to talk about daily routines. Follow these steps.

1. Order the pictures (1-12) according to **your** daily routine. Use the line below the picture.
2. Write an **adverb of frequency** and **time** next to the number.
3. Exchange worksheets with your partner.
4. Describe **his/her** daily routine.

Name

No.

Class

Date

Mark

Teacher

A Follow the instructions. Segue as instruções.

1. Close your  . Fecha os olhos.
2. Point to a picture below. Aponta para uma imagem abaixo.
3. Open your eyes and describe the action. Follow the example.
Abre os olhos e descreve a ação. Segue o exemplo.
4. Say the sentences 3 and 4 without any mistakes! Diz as frases 3 e 4 sem erros!


Example:

I brush my teeth at 7 o'clock.

1. I get up
at _____.

2. I have breakfast
at _____.

3. I have a shower
at _____.

4. I get dressed
at _____.

5. I go to school
at _____.

6. I have lunch
at _____.

7. I go home
at _____.

8. I do my homework
at _____.

9. I have dinner
at _____.

10. I watch TV
at _____.

11. I go to bed
at _____.

B Now it's time to talk about daily routines.

Agora está na hora de falar sobre rotinas diárias.

1. Exchange worksheets with your partner.
Troca de ficha de trabalho com o/a teu/tua colega.
2. Describe his/her daily routine. Follow the example.
Descreve a sua rotina diária. Segue o exemplo.

He/She gets up at...
He/She has breakfast...

Name

No.

Class

Date

Mark

Teacher

A Ask each other questions as follows:

- ask your classmate the first question;
- he/she answers and asks another classmate the second question;
- and so on.



1. What's your name?
2. What year are you in?
3. What's the name of your school?
4. Where is your school located?
5. How many students are there in your class?
6. How old are the students in your class?
7. How many students are there in your school?
8. Use three (3) adjectives to describe your school.
9. How many floors has your school got?
10. What rooms are there on the first floor?
11. What rooms are there on the second floor?
12. Which floor is the library on?
13. Are there any science labs in your school?
14. What's the name of the place where you buy school stuff (rulers, books, pencils, pens...)?
15. Where do you have PE lessons?
16. What's the name of the room where you have computer lessons?
17. Where do you play football at school?
18. What's your favourite place/room in school?
19. What is your first lesson on Mondays?
20. What time is your lunch break?
21. What's your third lesson on Wednesday morning?
22. In what lesson do you study maps, learn about rivers, mountains, etc?
23. What's the name of the lesson where we learn about past events?
24. "I love playing instruments and singing". What's the subject?
25. In what lessons do you learn about numbers?
26. What is/are your favourite lesson(s)?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Ask each other questions as follows:**Faz perguntas seguindo as instruções:**

- ask your classmate the first question;
faz a primeira pergunta a um(a) colega;
- he/she answers and asks another classmate the second question;
ele/ela responde e faz a segunda pergunta a um(a) colega diferente;
- and so on.
e assim por diante.

**1. What's your name?***My name is ...***2. What year are you in?***I am in Year 6.***3. What's the name of your school?***The name of my school is ...***4. How many students are there in your class?***There are ... students in my class.***5. Use two (2) adjectives to describe your school.***My school is big/small and comfortable/uncomfortable.***6. How many floors has your school got?***My school has got ... floors.***7. Where do you have PE lessons?***I have PE lessons in the ...***8. Where do you have computer lessons?***I have computer lessons in the ... room.***9. Where do you play football at school?***I play football in the ...***10. What's your favourite place/room in school?***My favourite place in school is the ...***11. What is your first lesson on Mondays?***My first lesson on Mondays is ...***12. In what lesson do you study maps, learn about rivers, mountains, etc?***In ... lesson.***13. In what lessons do you learn about numbers?***In ... lesson.***14. What is/are your favourite lesson(s)?***My favourite lesson(s) is/are ...*

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Pair work.**

TV5 is interviewing students at your school. Role play the interview about school clubs and then switch roles.



Interviewer: Hello! We're doing an interview for TV5 about school clubs. Can we ask you some questions?

Student: Hello! Yes, you can.

Interviewer: Are there any school clubs at your school?

Student: _____

Interviewer: Do you belong to any school club or would you like to belong to one?

Student: _____

Interviewer: What's the name of the club?

Student: _____

Interviewer: Which days does the club meet?

Student: _____

Interviewer: Where do you meet?

Student: _____

Interviewer: What sort of activities do you do?

Student: _____

Interviewer: Which activity do you like the best?

Student: _____

Interviewer: Do you think the club has a positive effect on you? Why?

Student: _____

Interviewer: What club would you like to have at school?

Student: _____

Interviewer: Thank you for taking part in this interview.

Student: You're welcome!

Name

No.

Class

Date

Mark

Teacher

A**Pair work.**

TV5 is interviewing students at your school. Role play the interview about school clubs and then switch roles with your partner.

A TV5 está a entrevistar alunos na tua escola. Encena a entrevista sobre clubes extracurriculares e depois troca de papel com o/a teu/tua colega.



Interviewer: Hello! We're doing an interview for TV5 about school clubs. Can we ask you some questions?

Student: *Hello! Yes, you can.*

Interviewer: Are there any school clubs at your school?

Student: *Yes, there are.*

Interviewer: Do you belong to any school club?

Student: *Yes, I do.*

Interviewer: What's the name of the club?

Student: *The club's name is...*

Interviewer: Which days does the club meet?

Student: *The club meets on...*

Interviewer: What sort of activities do you do?

Student: *We...*

Interviewer: Which activity do you like the best?

Student: *The activity I like best is...*

Interviewer: What club would you like to have at school?

Student: *I would like to have a...*

Interviewer: Thank you for taking part in this interview.

Student: You're welcome!

unit 2.3 My interests

Speaking – “Despicable” free time activities

[A]

Name

No.

Class

Date

Mark

Teacher

- A** Look at the pictures and tell your partner if you like 😊 or don't like ☹️ doing the activity and why. Follow the example.



I like playing the guitar because it makes me happy!

I don't like cooking because it is boring!



unit 2.3 My interests

[B]

Speaking – “Despicable” free time activities

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the pictures and tell your partner if you like ☺ or don't like ☹ doing the activity and why. Follow the example.

Observa as imagens e diz ao/à teu/tua colega se gostas ☺ ou não gostas ☹ de fazer a atividade e porquê. Segue o exemplo.

Here is some help:

Adjectives to describe activities

- fun
- boring
- exciting
- relaxing
- cool
- healthy



I like playing the guitar because it makes me happy!

I don't like cooking because it is boring!



I like/don't like swimming because it is _____.



1

I like/don't like watching TV because it is _____.



2

I like/don't like dancing because it is _____.



3

I like/don't like running because it is _____.



4

I like/don't like reading because it is _____.



5

I like/don't like going to the cinema because it is _____.



6

I like/don't like riding a bike because it is _____.



7

I like/don't like having a pyjama party because it is _____.



8

I like/don't like playing tennis because it is _____.



9

I like/don't like playing online games because it is _____.



10

unit 3.1 What's in a city?

[A]

Speaking – All roads leads to Rome!

Name _____

No. _____

Class _____

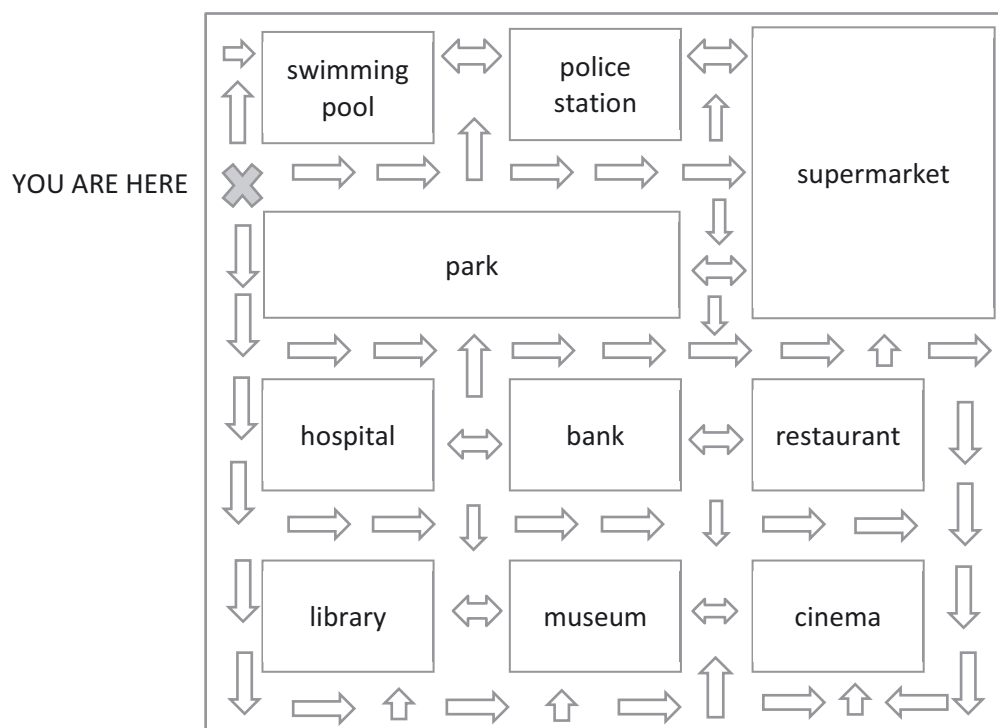
Date _____

Mark _____

Teacher _____

A Pair work.

Give your partner directions to different places on the map. He/She must guess the name of the building/place he/she's going to. Follow the examples. Exchange roles.



Turn right, go straight ahead, take the third turn on the left.
The second building on the left is the...

... museum!

Turn right and then take the first turn on the left. The place
opposite the hospital and the bank is the...

... park!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Pair work.

Give your partner directions to the places in the box according to the map. He/She must guess the name of the building/place he/she's going to. Exchange roles.

Dá indicações ao/à teu/tua colega para os lugares na caixa, de acordo com o mapa. Ele/Ela terá de descobrir o nome do edifício/lugar para onde vai. Troca de papel com o/a teu/tua colega.

supermarket

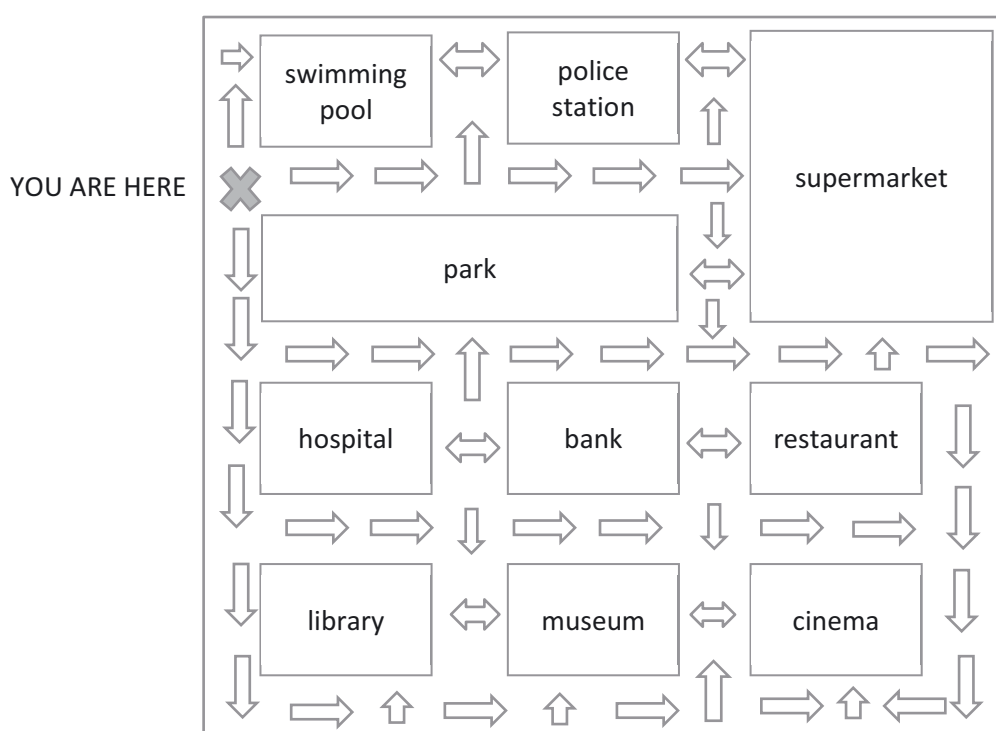
restaurant

museum

park

bank

swimming pool



Turn right, go straight ahead, take the third turn on the left. The second building on the left is the...

Turn right and then take the first turn on the left. The place opposite the hospital and the bank is the...

Turn left, the first building on the right is the...

Turn right and take the first turn on the left. Go straight ahead to the end of the road. The last building on the right is the...

Turn right and take the first turn on the left. The building opposite the park and between the hospital and the restaurant is the...

Go straight ahead. At the end of the road is the...

unit 3.2 Let's go shopping!

Speaking – Everything is on sale!

[A]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



- A** Make your shopping lists and tell your classmates what you'd like to buy. Follow the example.

In the **bookshop**, I want a dictionary, the latest Harry Potter book, an atlas and a present for my mum.

Bookshop list

- ✓ dictionary
- ✓ latest Harry Potter book
- ✓ atlas
- ✓ present for my mum

Newsagent's list

Clothes shop list

Sports shop list

Pet shop list

Supermarket list

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



- A** Tick (✓) two items you want in each shop and tell your classmates what you'd like to buy. Follow the example.

Assinala (✓) dois itens que queres em cada loja e diz aos teus colegas o que gostarias de comprar. Segue o exemplo.

In the **bookshop**, I want a dictionary and the latest Harry Potter book.

Bookshop list

dictionary



latest Harry Potter book



atlas



Newsagent's list

a magazine



a notebook



pens



Clothes shop list

hoodie



T-shirt



shorts



Sports shop list

pair of trainers



track suit



sports bag



Pet shop list

goldfish



dog food



snake



Supermarket list

crisps



rice



juice



Name

No.

Class

Date

Mark

Teacher

- A** Think about what you want to cook to surprise your family and write your special dinner menu!



My Special Family Menu

Starters

Main course

Drinks

Desserts

- B** Present your menu to the class. Follow the example.



Yesterday dinner was very special because I was the MasterChef in our kitchen.

For starters, there was...

For the main course, there was...

The drinks were...

For dessert, there was...

The dinner was a success! I love cooking!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Think about what you want to cook to surprise your family and choose from the list below the dishes you want for your special dinner menu!

Pensa sobre o que gostarias de cozinhar para surpreender a tua família e escolhe os pratos que queres para o teu menu especial de jantar!

My Special Family Menu

Starters

Main course

Drinks

Desserts



- Prawn cocktail
- Croquets
- Salted nuts

- Steak and chips with salad
- Fish and chips
- Chicken with rice

- Juice
- Coke
- Wine

- Profiteroles
- Ice-cream
- Milk pudding

- B** Present your menu to the class. Follow the example.

Apresenta o teu menu à turma. Segue o exemplo.

Yesterday dinner was very special because I was the MasterChef in our kitchen.

For starters, there was...

For the main course, there was...

The drinks were...

For dessert, there was...

The dinner was a success! I love cooking!



Name

No.

Class

Date

Mark

Teacher

A

We all have special holidays and/or trips we love to remember. Use the boxes below to stick some of your memories (postcards, photographs, newspaper cuttings, etc.).



B

Tell the class about your memories. The questions below will help.

Here is some help:

- How did you travel? (*by train, by plane, on foot, on the underground, by car, by bus...*)
- Where did you stay? (*hotel, at a family member's house, hostel...*)
- What did you visit? (*museums, theatres, historical sites, parks, bridges, cathedrals...*)
- What did you most enjoy doing?
- What is your favourite holiday memory?

Name

No.

Class

Date

Mark

Teacher

A

We all have special holidays we remember. Use the boxes below to stick some of your memories (postcards, photographs, newspaper cuttings, etc.).

Todos temos umas férias especiais inesquecíveis. Usa as caixas abaixo para colares algumas recordações (postais, fotografias, recortes de jornal, etc.).



B

Tell the class about your memories. The information below will help you.

Apresenta à turma as tuas memórias. A informação da caixa pode ajudar-te.

Here is some help:

- I travelled to... by train / by plane / on foot / on underground / by car / by bus...
- I stayed at a hotel / at a family member's house / at a hostel...
- I visited museums / theatres / the cinema / bridges / cathedrals / parks...
- I enjoyed going for a walk in the park / visiting the museum / going to a concert...
- My favourite holiday memory is...

Name

No.

Class

Date

Mark

Teacher

A Look at the theme parks below and choose the one you like most.

Universal Studios



SeaWorld



B Imagine you visited that theme park last weekend. Talk about:

- what you saw;
- what you did;
- what you watched;
- what rides you went on;
- how many times you went on each ride;
- how you felt;
- your favourite ride and why.

Last
weekend
I went to...

Name

No.

Class

Date

Mark

Teacher

A Look at the theme parks below and choose the one you like most.

Observa os parques temáticos abaixo e escolhe o teu favorito.

Universal Studios**SeaWorld****B** Imagine you visited that theme park last weekend. Talk about that visit.

Imagina que visitaste esse parque temático na semana passada. Fala sobre essa visita.

Here is some help:

	Universal Studios	SeaWorld
What you saw	Saw the sets* from films like <i>Jurassic Park</i> , <i>The Fast & Furious</i> .	Watched the whale and dolphin shows.
What you did	Took a picture next to the Universal Globe. Explored the «Wizarding World of Harry Potter».	Saw the shark aquarium and the polar bears in their habitats. Went to the water ride and got all wet.
What rides you went on	Got on the Hogwarts Express – a big, beautiful train that took us to Hogwarts. Rode the Hulk Coaster.	Took a ride on Skytower and saw the whole view of the park. Enjoyed the ride in a submarine.
How many times you went on each ride	Once / Twice.	Once / Twice.
How you felt	Not scared at all.	Safe, had a great time.
Your favourite ride / and why	The Hogwarts Express of course (from King's Cross Station to Hogwarts) because I'm a big Harry Potter fan.	The submarine ride because I'd like to explore the undersea world.

*sets – cenários

unit 5.1 Holiday activities

[A]

Speaking – Which type of holiday do you prefer?

Name

No.

Class

Date

Mark

Teacher

- A** Choose one type of holiday and talk about the activities you can do in that place. Follow Emma's example.



Hello! My name is Emma. I love sports and nature, so I prefer holidays in the countryside.

You can do lots of outdoor sports in the countryside! I love riding my bike, rock climbing and going canoeing on the river. My favourite activity is camping because it is very peaceful!

unit 5.1 Holiday activities

[B]

Speaking – Which type of holiday do you prefer?

Name

No.

Class

Date

Mark

Teacher

A Choose one picture and match the activities you can do in that place. Use the words in the box.

Escolhe uma imagem e faz a correspondência com as atividades. Usa as palavras na caixa.

Here is some help:

- rock climbing
- surfing
- swimming
- sunbathing
- waterskiing
- riding a bike
- fishing
- canoeing
- camping
- skiing
- snowboarding



B Follow Emma's example and talk about the activities you can do in that place.

Segue o exemplo da Emma e fala sobre as atividades que podes realizar nesse lugar.



Hello! My name is Emma. My favourite holidays are in the countryside.

I love riding my bike, rock climbing and going canoeing on the river. My favourite activity is camping.

Name

No.

Class

Date

Mark

Teacher

A It's summer time and you're finally going on holiday! Your parents are letting you choose your holidays, but you have to make some decisions first. Think about:

- where are you going on holiday;
- when you are going;
- who you are going with;
- what you are going to pack in your suitcase;
- what you are going to visit;
- what you are going to do there (sports/activities);
- what you are going to eat.



B Tell the class about the fabulous summer holiday you are going to have!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A It's summer time and you're going on holiday but you have to make some decisions first.

É verão e tu vais de férias, mas primeiro tens de tomar algumas decisões.

- where are you going on holiday;
- when you are going;
- who you are going with;
- what you are going to pack in your suitcase;
- what you are going to do there (sports/activities);
- what you are going to eat.



B Complete the sentences and tell the class about the summer holiday you are going to have!

Completa as frases e fala sobre as férias que vais ter!

This summer I'm going to _____ (country) from _____ (date) to _____ (date). I am going with my (family / friends / cousins...)

In my suitcase, I am going to pack _____

I'm going to _____ (sports/activities).

I'm going to eat _____ (food).

It is going to be a great summer!

GRAMMAR

1.1 Personal pronouns / Possessive determiners A/B

- A. 1. He – E 2. She – C 3. They – A 4. It – B 5. I – D
B. 1. Her 2. His 3. Our 4. Their 5. My 6. your
C. 1. c 2. d 3. a 4. b 5. e

1.1 Verb to be A/B

- A. 1. is 2. is 3. are 4. am 5. are
B. 1. am not 2. is not 3. is not 4. is not 5. are not
C. 1. Is Miss Harris a teacher? 2. Are you sad? 3. Isn't he Chinese? 4. Are we from Lisbon? 5. Is he your brother?
D. 1. Susan **isn't** a teacher. 2. **Are you** a good student? 3. My favourite colours **are** blue and green. 4. We **are** Portuguese. 5. My brothers **aren't** twins.

1.2 Verb to have got A/B

- A. 1. has got 2. has got 3. have got 4. have got 5. have got
B. 1. haven't got 2. haven't got 3. hasn't got 4. hasn't got 5. hasn't got
C. 2. Has Susan got a moustache? No, she hasn't. 3. Has Bryan got grey hair? No, he hasn't. 4. Has Bryan got a moustache? Yes, he has. 5. Have Mr and Mrs Smith got blue eyes? No, they haven't. 6. Have Mr and Mrs Smith got grey hair? Yes, they have.

1.2 Possessive case / Possessive pronouns A/B

- A. 1. hers 2. his 3. his 4. mine 5. theirs 6. ours
B. 2. Whose skateboard is it? It's Lucas's. 3. Whose bicycles are they? They're my parents'. 4. Whose guitar is it? It's Helen's.
C. 2. **Whose** ice skates are they? They're Miss Sullivan's ice skates. They're **hers**. 3. **Whose** boat is it? It's my cousins' boat. It's **theirs**. 4. **Whose** puzzles are they? They're the little girl's puzzles. They're **hers**.

1.2 Definite and indefinite articles A/B

- A. 1. a 2. Ø 3. Ø 4. an 5. a 6. Ø 7. an 8. an 9. Ø 10. a 11. a 12. Ø
B. 1. a 2. Ø 3. a 4. a 5. Ø 6. a 7. a 8. a 9. a 10. The 11. a

1.3 Present Simple A/B

- A. 1. has – Picture E 2. goes – Picture D 3. work – Picture B 4. ride – Picture C 5. play – Picture F 6. brushes – Picture A
B. 1. I **don't** walk to school. 2. Sarah **doesn't** have lunch at home. 3. My mother **doesn't** go to work by car. 4. They **don't** have a shower in the morning. 5. My brother **doesn't** study Japanese. 6. We **don't** have dinner at half past seven.
C. 1. Do; don't 2. Does; doesn't 3. Does; does 4. Do; don't 5. Do; do 6. Does; doesn't

1.3 Adverbs of frequency A/B

- A. 1. I **usually** get up late at the weekend. 2. I **always** read before I go to bed. 3. I **am never** late for classes. 4. I **often have** orange juice for breakfast.
B. 1. I usually have toast and milk for breakfast. 2. I sometimes go to the cinema. 3. Sally is never sad. 4. Cathy often visits her grandparents.

- C. 2. Thomas **always** gets good grades at school. 3. Mary **hardly ever** goes to parties, so she **is often** at home. 4. They **sometimes** go to the theatre.

2.1 There to be (Present Simple) A/B

- A. 1. there are 2. there is 3. there are 4. there is 5. there are
B. 1. there aren't 2. there isn't 3. there isn't 4. there aren't 5. there aren't
C. 2. Is there; No, there isn't. 3. Is there; Yes, there is. 4. Are there; Yes, there are. 5. Are there; No, there aren't.
D. 1. There isn't; there is 2. There is; there isn't

2.1 Plural of nouns A/B

- A. 2. baby – babies 3. box – boxes 4. hand – hands 5. foot – feet 6. chair – chairs 7. man – men 8. woman – women 9. witch – witches 10. knife – knives 11. wolf – wolves 12. city – cities
B. 1. boys; hands; chairs 2. boxes; witches 3. babies; cities 4. knives; wolves 5. feet; men; women

2.2 Comparative A/B

- A. 1. better than 2. worse than 3. smaller than 4. more beautiful than 5. older than 6. sweeter than 7. funnier than 8. fatter than 9. more delicious than
B. 1. The girl is younger than her brother. 2. Ben is more serious than Tom. 3. The wolf is more dangerous than the dog. 4. She is faster than her brother. 5. Jenny is happier than Kevin. 6. The dog is bigger than the cat.

2.2 Superlative A/B

- A. 1. a 2. b 3. a 4. b 5. a 6. a
B. 1. the best; the worst 2. the youngest 3. the funniest 4. the most exciting 5. the most intelligent 6. the tastiest 7. the happiest 8. the biggest

2.2 Adjectives + prepositions A/B

- A. 1. c 2. b 3. f 4. d 5. a 6. g 7. e
B. 1. of 2. at 3. on 4. for 5. about 6. in 7. for
C. 1. John is very good **at** science. 2. I'm crazy **about** music. 3. Peter is crazy **about** dance.

2.3 Present Continuous A/B

- A. 1. is playing 2. is reading 3. are working 4. are studying 5. am doing 6. are travelling
B. 1. I'm not taking photographs. 2. Sam isn't writing an email. 3. Paul isn't waiting for the bus. 4. We aren't having a great time. 5. They aren't watching a film. 6. The dogs aren't sleeping.
C. 2. Is Matt riding his bike? No, he isn't. He is playing tennis. 3. Is Megan walking the dog? No, she isn't. She is feeding the ducks. 4. Are they singing? No, they aren't. They are dancing.

2.3 Present Simple and Present Continuous A/B

- A. 1. c 2. d 3. b 4. a 5. f 6. e
B. 1. play 2. is driving 3. drinks 4. reads 5. is running 6. makes
C. 1. listen 2. go 3. is talking 4. am doing 5. drinks; is drinking 6. eats; is eating

3.1 Prepositions of place and movement A/B

- A. 1. between 2. next to 3. opposite 4. in 5. in front of
B. 1. across 2. along 3. towards 4. through

3.2 Adverbs A/B

- A. 1. badly 2. slowly 3. angrily 4. quickly 5. terribly 6. noisily 7. happily 8. comfortably
B. 1. happily – B 2. carefully – C 3. peacefully – A 4. gracefully – D 5. quickly – F 6. slowly – E
C. 1. noisily 2. dangerously 3. easily 4. silently 5. loudly 6. attentively

3.3 Verb to be (Past Simple) A/B

- A. 1. were 2. was 3. were 4. was 5. was
B. 1. weren't 2. wasn't 3. wasn't 4. weren't 5. wasn't
C. 1. Was Jim at home last night? 2. Were they with you? 3. Was Mandy at school? 4. Was David at the museum? 5. Was your brother born in 1996?
D. 1. Was; wasn't; was 2. Were; was 3. were; was 4. was; were 5. weren't; were

3.3 There to be (Past Simple) A/B

- A. 1. There were 2. there was 3. There were 4. there was 5. there were
B. 1. there weren't 2. There weren't 3. there wasn't 4. There weren't 5. there wasn't
C. 2. Were there any pets at the restaurant? No, there weren't. 3. Were there any clowns at the circus? Yes, there were. 4. Was there an ice cream truck at the park? No, there wasn't.

4.1 Past Simple – Regular verbs (affirmative and negative) A/B

- A. 1. visited 2. arrived 3. walked 4. watched 5. travelled 6. lived
B. 1. packed 2. finished 3. looked; smiled 4. enjoyed 5. studied 6. cried
C. 1. a 2. c 3. b
D. 1. didn't stop 2. didn't play 3. didn't visit 4. didn't ride 5. didn't travel 6. didn't like

4.1 Past Simple – Regular verbs (interrogative) A/B

- A. 1. c 2. d 3. a 4. b 5. e 6. f
B. 1. Did / go 2. Did / like 3. Did / cry 4. Did / listen 5. Did; study
C. 1. I visited the British Museum last Sunday. / Last Sunday I visited the British Museum. 2. Anne didn't call her aunt yesterday. 3. Justin loved his birthday present. 4. Did your mum study French at school?

4.2 Past Simple – Irregular verbs A/B

- A. 1. went 2. met 3. wrote 4. ate 5. bought 6. told
B. 1. didn't buy 2. didn't find 3. didn't see 4. didn't have 5. didn't take 6. didn't drive
C. 1. Did / give 2. Did / drink 3. Did / do 4. Did / go 5. Did / have 6. Did / take
D. 1. Did you buy the tickets? 2. Mr Walker met his friends in the afternoon. 3. Mary took a lot of photos. 4. He didn't tell me his secret. 5. Did David buy a new tablet? 6. I didn't go on the water slide.

5.1 Reflexive pronouns A/B

- A. 1. myself 2. ourselves 3. herself 4. itself 5. himself 6. themselves
B. 1. b 2. c 3. a 4. d 5. e
C. 1. herself 2. himself 3. ourselves 4. yourself 5. myself 6. themselves

READING

1.1 I'm a tomboy A/B

B. Name: Claire Smith; **Age:** 11; **Nationality:** Canadian; **Address:** 47 Aberdeen Street, Vancouver BC; **Phone number:** 145 237 997; **email:** claire.smith55@webmail.com

C. 1. Her surname is Smith. **2.** Yes, she is. **3.** Her hobbies are surfing the net, riding her bike and skateboarding.

1.2 This is my family A/B

B. 1. F (His surname is Adams.) **2.** T **3.** F (His mother is tall and slim.) **4.** T **5.** F (She's a teacher.) **6.** T **7.** F (His brother is eight.) **8.** F (They have got one pet, a dog called Rex.) **9.** T **10.** T

1.3 A day in the life of a country boy A/B

B. 1. c **2.** a **3.** d **4.** b

C. 1. He goes to school by bus. **2.** His classes finish at 1 o'clock. **3.** He has lunch in the school canteen. **4.** After dinner he sometimes plays video games.

2.1 My school A/B

B. 1. Ford; eleven (11); year 6 **2.** Ashley Oaks Middle School; London **3.** big; old; beautiful **4.** two **5.** Physical Education (PE)
C. 1. classrooms; music room; art rooms **2.** labs; computer room; library; canteen; staffroom; school office; headmaster's office **3.** playground; gym; sport field

2.2 Cool school clubs A/B

B. 1. f **2.** a **3.** b **4.** c **5.** e **6.** g **7.** d **8.** h

2.3 On the phone A/B

B. 1. F (Judy calls Lucy.) **2.** T **3.** F (She invites Lucy to go to the cinema.) **4.** T **5.** F (Judy's parents are at home. They are helping her sister.) **6.** T **7.** T
C. 1. She is studying. **2.** She is doing a science project.

3.1 Out in the city A/B

B. 1. c **2.** a **3.** g **4.** b **5.** h **6.** d **7.** e **8.** f
C. 1. Yes, he does. **2.** They cross the road because they want to take some pictures.

3.2 At the supermarket A/B

B. (1. Lisa is at the supermarket.) **2.** She is shopping with her mother/mum. **3.** They are buying milk, toilet paper, eggs, butter, bread and some fruit. **4.** At the food section they are buying oranges and bananas. **5.** Lisa loves bananas. **6.** Her mother is in a hurry. **7.** It's almost dinner time. **8.** The queues are getting really long.

3.3 Amy's birthday party A/B

B. 1. d **2.** a **3.** e **4.** c **5.** b
C. 1. Adrian is Alice's brother. **2.** He wasn't at the restaurant because he was working.

4.1 Trip to New York A/B

A. 1. New York City **2.** her parents and her brother. **3.** at a hotel in Times Square. **4.** Central Park.
B. 1. Yes, she did. She visited the Guggenheim Museum. **2.** She visited Times Square, the Statue of Liberty, Central Park, the Empire State Building and Broadway.

4.2 Weekend fun A/B

B. 1. F (Julie liked her weekend.) **2.** T **3.** F (She had dinner with her friends.) **4.** T **5.** T **6.** F (He went to the park with his brother.) **7.** F (David's brother almost broke his leg.) **8.** T
C. 1. She ate a lot of popcorn. **2.** She had dinner at her favourite restaurant. **3.** He tried out his new bike on Saturday.

5.1 The best week of my life A/B

B. a.3 b.2. c.1

C. 1. She went to Riviera Maya/Mexico. **2.** She travelled by plane. **3.** The weather was sunny and hot. **4.** She visited Chichen Itza, Tulum and Cozumel.

5.2 Summer plans A/B

B. 1. T **2.** F (She is going with her family.) **3.** T **4.** T **5.** T **6.** T **7.** F (He is going to travel by plane.)
C. 1. She is going to spend her summer holidays on a cruise. **2.** He is going to visit Rome. **3.** His father is going to buy the plane tickets today.

WRITING

1.1 All about Sarah A/B

A. Hi! My name is Sarah Jones and I'm ten years old. I'm in class 6B. I'm from England so I'm English. My address is 46 Colegate, Norwich and my phone number is 020 4322 5187. I live with my parents and my younger sister.

I love lasagna, my favourite colour is dark blue and football is my favourite sport!

B. There's a new student at school. Her name is Sarah Jones and she is ten years old. She's in class 6B. She's from England so she is English. Her address is 46 Colegate, Norwich and her phone number is 020 4322 5187. She lives with her parents and her younger sister. Sarah loves lasagna, her favourite colour is dark blue and football is her favourite sport.

1.2 My best friend A/B

A.

1. Introduction: name; surname; age; birthday; family **2. Physical appearance:** face; hair; eyes; height; weight **3. Qualities / interests:** personality; hobbies

B. Personal answer

1.3 Peter's daily routine A/B

A. 1. What time do you get up? **2.** What do you usually have for breakfast? **3.** Where do you have lunch? **4.** What do you do in the afternoon? **5.** What time do you go to bed?

B.

This is Peter Smith's daily routine. He usually gets up at seven o'clock. He always has a glass of milk and a piece of fruit for breakfast. He sometimes has a pancake with syrup. He never has bread for breakfast. He likes the food in the school canteen so he often has lunch at school. In the afternoon, he does his homework first and after that he listens to music and plays the guitar. Then he has a shower. He always goes to bed at ten o'clock.

2.1 My school A/B

B.

Hello, Robert
Thank you for your email. Your school is great! I want to tell you all about my school! I'm a student at Dorchester Middle School. It's a small school in Dorset, England. There are two floors. The canteen, the music rooms, the computer rooms and the library are downstairs. The classrooms are upstairs. There are three football fields and two rugby fields outside.

I really like my school because the teachers are very friendly and helpful.

See you soon,
(Signature)

2.2 Club Day at school A/B

A. Sports

B. [Sugestão de resposta para a ficha A / solução da ficha B]

– Hi, there, ...!

– Hey, ...! What's up?

– It's club day at school. And there's a hip hop workshop at the dance club! Why don't we go?

– Oh! Sorry! I'm not good at dancing. Why don't we try the maths club?

– Maths? I think it's difficult.

– Well, maybe we can go to the lego club. It's fun and exciting!

– Right It's an awesome club. Let's meet at room 108 at 4 p.m.

– OK. See you there!

2.3 Miguel, Héctor and Dante A/B

A.

1. ... plays the guitar secretly.

2. ... is singing and dancing with Héctor.

B.

1. follows **2.** eats **3.** is trying **4.** is hiding

C. Dante is a very skinny dog. He's Miguel's pet and friend. He usually follows Miguel everywhere and he eats food from trashcans.

At the moment he is trying to eat the food at the Rivera's family party. He is hiding from Abuelita.

3.1 How do I get there? A/B

B.

– Hi, ... Where are you?

– Hey, ... I'm at home. What's up?

– The new shopping centre is open. Do you want to come there with me?

– I love shopping. I'd love to!

– Cool! Why don't we meet at the post office?

– I don't know where it is. How do I get there?

– Go along Park Avenue and turn right into Queen Road. The post office is opposite the Science Museum.

– Ok. See you there. Bye!

3.2 Let's go shopping! A/B

A.

Item: dress
Size: medium
Colour: green
Price: £45

B.

You: Good afternoon!

Shop assistant: Good afternoon! Can I help you?

You: Yes, please. I'd like to buy a jacket.

Shop assistant: Well, we've got some really nice jackets. What's your size?

You: Small, please.

Shop assistant: Do you like this black one?

You: Well, black is not my favourite colour. Do you have it in brown?

Shop assistant: Yes, sure. Here you are.

You: Can I try it on, please?

Shop assistant: Of course. The changing rooms are over there.

You: It's great! How much is it?

Shop assistant: It's £53.

You: I'll take it. Here you are.

Shop assistant: Here's your change. Thank you.

You: Thanks.

3.3 A special restaurant A/B

B.

Hi, ...!

Yesterday I was at **La Vita è Bella**. It's an **Italian** restaurant in **New York**. The menu was very **rich** and the food was really **delicious**. There was even a special menu **for kids**. There were lots of desserts but the **chocolate ice cream** was my favourite. It was really **sweet**! Next time we have to go together.

See you!

(Signature)

4.1 School trip report A/B

A. 1. New York 2. was sunny and warm 3. visited the **Guggenheim Museum** 4. loved the **building** 5. enjoyed a walk 6. was **lunchtime** 7. visited the **Statue of Liberty** 8. admired the **view**

B. [Sugestão de resposta para a ficha A / solução da ficha B]

Last **Tuesday** we arrived in **London**. The weather was **sunny but cold**. In the morning we visited the **Natural History Museum**. I loved the **dinosaur gallery**.

After that we **enjoyed a walk in Hyde Park**. At 12.30 it was lunchtime so we **stopped to have a picnic**.

In the afternoon we visited **Madame Tussauds** and I **liked taking a photo with Cristiano Ronaldo**. That was the best part of the day.

4.2 An incredible experience A/B

A. 1. the Cupboard Under the Stairs 2. the Great Hall 3. Diagon Alley 4. Platform 9 ½ 5. the Hogwarts Express

B. Sugestão:

Last weekend we **visited KidZania**. It's an indoor city run by kids. It was an incredible experience!

First I played doctor at Alder Hey Hospital. Next I was an actor and performed in a play. Finally I was a **radio presenter** on a radio station.

My favourite part was ... I had the time of my life!

5.1 My last holidays A/B

A. **Date:** Last winter **Place:** Switzerland

Transport: plane **Weather:** cold and snowy

Activities: snowboarding **Go with:** parents

B.

Last **month** I went to the **seaside** by **car**. The weather was **sunny** and **hot**. I went **swimming** and **camping** with my **parents**.

I enjoyed myself very much!

C. Personal answer

5.2 Holiday postcard A/B

A. 1. on holiday 2. last weekend 3. The weather 4. surfing lessons 5. beach volleyball 6. afternoon

B. Personal answer

LISTENING

1.1 Peyton List A/B

A. 1. T 2. F 3. F 4. T 5. F

B. 1. e 2. d 3. a 4. b 5. c

1.2 A cool picture A/B

A. 1. Caroline 2. Karen 3. Ann

B. 1. a 2. b 3. b 4. a 5. b 6. b

C. **Height:** tall **Weight:** thin **Eyes:** brown **Face:** oval **Hair:** long brown wavy

1.3 Harry Potter's daily routine A/B

A. 1. b 2. a 3. b 4. a 5. b 6. a 7. b 8. b 9. a 10. b

2.1 Kirsten's school A/B

A. **Age:** 12; **Country:** England; **Year:** 6

B. **School:** Northgate High School; **Classes start at:** 8.15; **Lunch time:** 12.30; **Classes finish at:** 2.30; **After-school activities:** playing the piano; dancing hip hop; **Favourite school room:** music room; **Favourite subject:** English;

A **subject she doesn't like:** geography

C. 1. school 2. Instrument 3. music room

2.2 After-school clubs A/B

A. **Mark:** athletics club; **Daniela:** debate club; **Kate:** nature club

B. 1. Kate 2. Mark 3. Kate 4. Daniela 5. Mark 6. Daniela

2.3 Kids' interests A/B

A. 1. a. She usually studies. 2. b. She is having a pyjama party. 3. b. He usually goes to school on foot. 4. a. He is going to school by car. 5. a. He usually watches TV at home. 6. b. He is watching a film at the cinema.

3.1 City tour bus A/B

A. shopping centre 4; library 2; football stadium 3; museum 1

B. 1. Peter 2. bus 3. lovely / sunny 4. three 5. museum 6. library 7. next to 8. shopping centre

3.2 At the clothes shop A/B

A. **Shop assistant:** 1, 2, 5, 7; **Customer:** 3, 4, 6

B. 1. Mark wants to buy a **pair of jeans**. 2. His size is **medium**. 3. He prefers the **black** pair of jeans. 4. He pays **forty-five** pounds. 5. The changing rooms are **on the left**.

3.3 A young chef A/B

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

B. 1. He's from **Jamaica**. 2. It's fun and **relaxing**. 3. It was the rum **cake**. 4. She is very **happy**.

4.1 City fun A/B

A. 1. F (Karen's cousin lives in a **big** city.) 2. F (She visited the city for the **first** time.) 3. T 4. T 5. T 6. F (He was there in the **morning**.) 7. F (Chris was at the cinema with her **mother**.) 8. F (They watched a **comedy**.) 9. T

B.

Karen: park (city); bus

Oliver: museum, restaurant (New York City); boat

Chris: cinema (city); underground

4.2 Awesome theme parks A/B

A. 1. last year 2. last weekend 3. last month

B. 1. London 2. park 3. bus 4. favourite 5. Last 6. lions 7. roller coaster 8. constructions 9. dragon

5.1 Holiday fun A/B

A. 1. John 2. Emily 3. Ann

B. 1. Ann 2. John 3. John 4. Emily 5. Ann 6. Ann 7. Emily 8. John

5.2 Summer holidays are here! A/B

A. 1. C 2. A 3. B

B. 1. parents 2. swimming 3. Spain 4. friends 5. Sunday

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Name _____

No. _____

Class _____

Date _____

Teacher _____

A Match the literary terms to their definitions.

- | | |
|--------------------|---|
| 1. rhyme | a. using the same words over and over again |
| 2. repetition | b. the use of words together that have the same sound |
| 3. personification | c. a comparison using the words "like" or "as" |
| 4. metaphor | d. a comparison that says one thing is another |
| 5. simile | e. to give human qualities to objects/animals |
| 6. alliteration | f. words that have the same ending sounds |

B Find the literary terms in the word search. → ↓ Then label the examples.

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

We see orange,
We see brown,
We see leaves
On the ground.



1. _____

Books are **keys** to our
imagination!



2. _____

He is **as brave**
as a lion.



3. _____

Rain, rain, go **away**.
Come again
another **day**.



4. _____

The **big brown**
bear bought
bananas.



5. _____

The **sun** is
smiling!



6. _____

Name _____

No. _____

Class _____

Date _____

Teacher _____

A

Tick (✓) the correct option.

How much do you know about the French Revolution?



1. Until October 1789, the French king lived in...
a. Versailles. ☐ b. the Tuileries. ☐
2. The king of France at that time was...
a. Louis XVI. ☐ b. Henry VIII. ☐
3. The French Revolution started in...
a. 1799. ☐ b. 1789. ☐
4. At that time the poor people were...
a. happy. ☐ b. hungry. ☐
5. The king was ...
a. tortured. ☐ b. killed. ☐
6. The Queen was...
a. Marie Antoinette. ☐ b. Maria Pia. ☐
7. The most important document of the revolution is *The Declaration of the Rights of Man and of the...*
a. Citizen. ☐ b. Woman. ☐
6. The famous slogan of the French Revolution was "Liberty, Equality and..."
a. Fraternity. ☐ b. Prosperity. ☐

Name _____

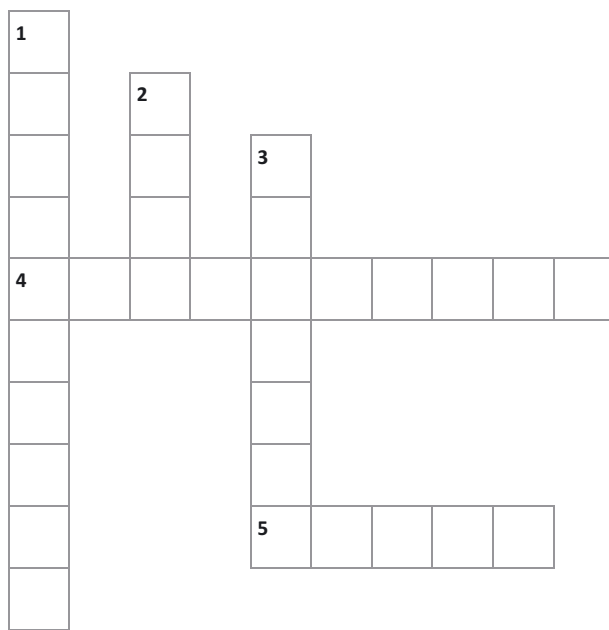
No. _____

Class _____

Date _____

Teacher _____

A Read the clues and use the words in the word cloud to complete the crossword.



HYDROPOWER
WIND
BIOMASS
SOLAR
GEOTHERMAL

Across

4. Energy obtained from the water.
 5. Energy obtained from the sun.

Down

1. Energy obtained from the hot dry rocks, magma and hot water springs.
 2. Energy obtained from moving air.
 3. Energy obtained from plant and animal matter.

B Label the different renewable energy sources.



1. _____



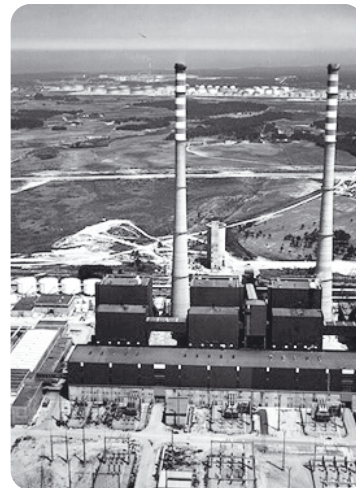
2. _____



3. _____



4. _____



5. _____

Name _____

No. _____

Class _____

Date _____

Teacher _____

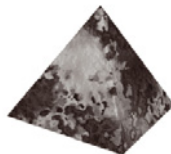
A Match the name of the object to its description.

rectangular prism	1	•	•	a	a solid with a circular base and a curved side that ends in one point
cube	2	•	•	b	a pyramid with a triangular base
triangular prism	3	•	•	c	a prism with triangular bases
octagonal prism	4	•	•	d	a prism with rectangular bases
triangular pyramid	5	•	•	e	a pyramid with a square base
square pyramid	6	•	•	f	a solid with two parallel circular bases
cylinder	7	•	•	g	a solid with all points at the same distance from the centre
cone	8	•	•	h	a prism with six equal squares as faces
sphere	9	•	•	i	a prism with octagons for bases

B Label the objects with the names in exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Name _____

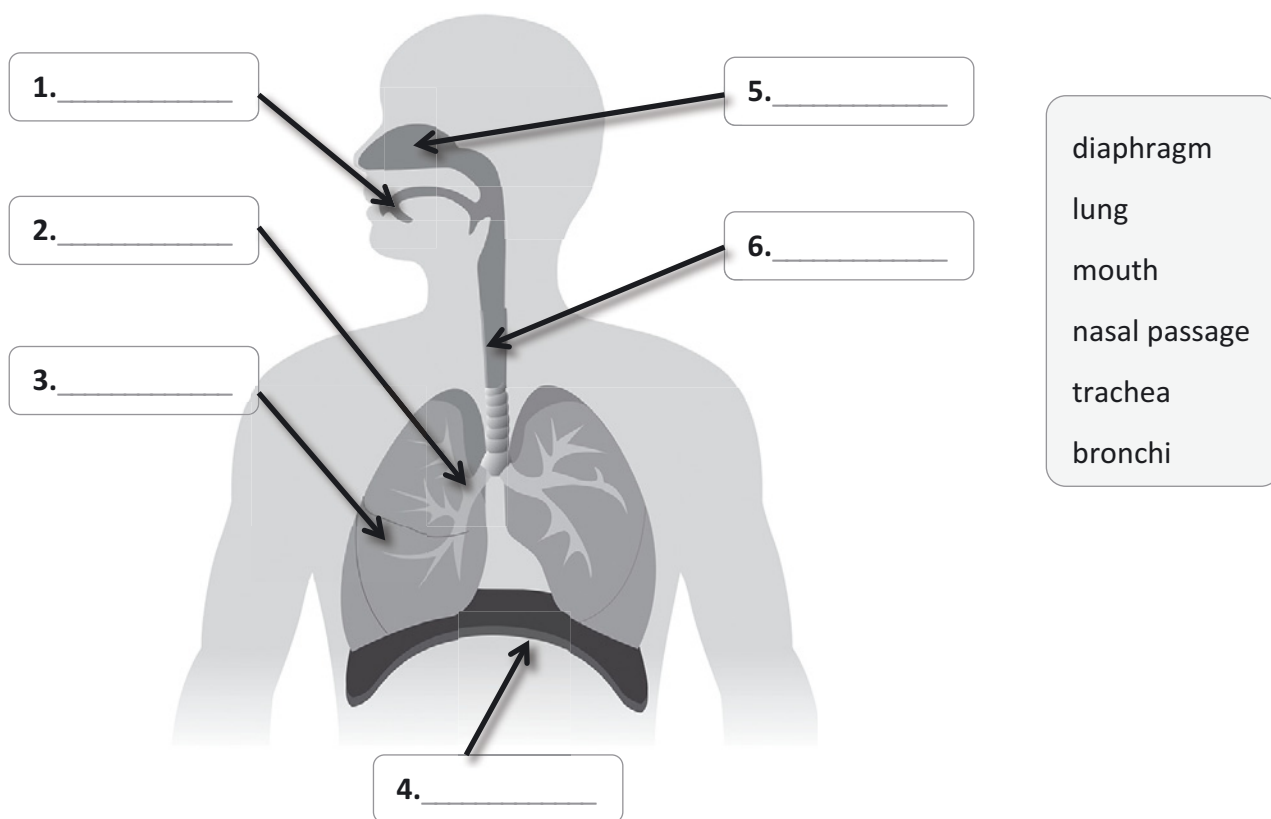
No. _____

Class _____

Date _____

Teacher _____

A Label the different respiratory system organs with the words in the box.



B Match each organ with its function.

Organ	Function
1. trachea	a. the main part of the respiratory system; they put oxygen into the bloodstream and release carbon dioxide.
2. lungs	b. can be used to expel air.
3. bronchi	c. muscle that moves up and down to help expand your lungs
4. diaphragm	d. a tube that brings air to and from the lungs
5. mouth	e. tubes that connect the trachea to the lungs

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the picture with the words *length* or *width*.



1. _____

2. _____

B Measure the *length* of the following objects.

1. your art book

_____ cm

_____ in

2. a piece of paper

_____ cm

_____ in

3. your desk

_____ cm

_____ in

Here is some help:

cm = centimeter(s)

in = inch(es)

1 in = 2,54 cm

C Measure the *width* of the same objects.

1. your art book

_____ cm

_____ in

2. a piece of paper

_____ cm

_____ in

3. your desk

_____ cm

_____ in

Name _____

No. _____

Class _____

Date _____

Teacher _____

A Complete the sentences with the correct type of instrument.

woodwind instruments string instruments
percussion instruments keyboard instruments

1. _____ are operated by pressing keys, pedals or levers.
2. _____ make sounds when strings vibrate.
3. _____ make music when air is blown through a tube.
4. _____ are played by striking or shaking them.

B Write the correct number in front of each word.



saxophone _____	harp _____	tambourine _____
piano _____	guitar _____	xylophone _____
violin _____	maracas _____	clarinet _____

C Complete the table with the instruments from exercise B.

1. woodwind	2. percussion	3. string	4. keyboard

CLIL – Physical Education

Basketball

Name _____

No. _____

Class _____

Date _____

Teacher _____

A Find the words in the word search.

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



B Fill in the text with the words from the box.

dribbling teams ball players court

Basketball is fun. It is a sport played by two **1.** _____ of five **2.** _____ on a rectangular court. The objective is to score points by placing the **3.** _____ in the opponent's basket (hoop). Each player has a position to play, but he or she can go anywhere on the **4.** _____. The players move the ball by bouncing it with one hand, called **5.** _____, or by passing it to a teammate.

C Label the pictures with the words from the box.

block chest pass dribble time-out



1. _____

2. _____

3. _____

4. _____

Name _____

No. _____

Class _____

Date _____

Teacher _____

A Unscramble the words and number the pictures.



1. ointmro

2. kradeoyb

3. eeakrssp

4. rioehmpocn

5. abwcme

6. rrtelpin

7. caebls

8. hfasl rvide

9. DDV

10. epedhonhas

11. neacrns

12. uosme



Citizenship skills

No.

Class

Teacher

Complete the graphic organizer.

is..	is not...
responsible	rude
says...	doesn't say...
"Please"	"I don't care"

A good citizen ...

Draw a situation/story that illustrates...

a GOOD citizen	a BAD citizen

Answer key

CLIL

Portuguese

Literary terms

A.

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

B.

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

1. repetition 2. metaphor 3. simile 4. rhyme
5. alliteration 6. personification

History

The French Revolution

1. a 2. a 3. b 4. b 5. b 6. a 7. a 8. a

Geography

Renewable energy sources

A.

¹ g														
e		² w												
o		i		³ b										
t		n		i										
⁴ h	y	d	r	o	p	o	w	e	r					
e				m										
r				a										
m				s										
a				⁵ s	o	l	a	r						
l														

B.

1. solar 2. wind 3. hydropower 4. Geothermal
5. biomass

Maths

3-Dimensional shapes

A.

1. d 2. h 3. c 4. i 5. b 6. e 7. f 8. a 9. g

B.

1. sphere 2. square pyramid 3. cone 4. cube
5. cylinder 6. rectangular prism 7. triangular prism
8. triangular pyramid 9. octagonal prism

Science

Respiratory system

A.

1. mouth 2. bronchi 3. lung 4. diaphragm
5. nasal passage 6. trachea

B.

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

Arts

Measurement

A.



Music

Musical instruments

A.

1. keyboard instruments 2. string instruments
3. woodwind instruments 4. percussion instruments

B.

Saxophone – 4, piano – 9, violin – 6, harp – 3, guitar – 8
maracas – 7, tambourine – 5, xylophone – 2, clarinet – 1

C.

woodwind	percussion	string	keyboard
saxophone clarinet	xylophone tambourine maracas	guitar violin harp	piano

Physical Education

Basketball

A.

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

B.

1. teams 2. players 3. ball 4. court 5. dribbling

C.

1. dribble 2. chest pass 3. block 4. time-out

ICT

Computer parts

1. monitor 2. keyboard 3. speakers 4. microphone
5. webcam 6. printer 7. cables 8. flash drive
9. DVD 10. headphones 11. scanner 12. mouse

CITIZENSHIP

Citizenship skills

A.

is..	is not...
responsible helpful friendly honest nice caring respectful	rude dishonest disrespectful
says...	doesn't say...
"Please" "Thank you"	"I don't care" "Leave me alone"

A good
citizen
...

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Name

No.

Class

Date

Mark

Teacher

A Complete with the possessive determiners *his, her, its, our, your* or *their*.

Completa com os pronomes possessivos *his, her, its, our, your* ou *their*.


1. Mr and Mrs Allen are in _____ car.



2. Look at Grace and _____ skateboard.



3. This is a dog and _____ toy.



4. We're at home and this is _____ garden.



5. This is Simon's bike. It's _____ bike.



6. Is this _____ tablet, Erica?

B Complete the table with the possessive pronouns. Follow the example.

Completa a tabela com os pronomes possessivos. Segue o exemplo.

Possessive determiners	Possessive pronouns
1. my	<i>mine</i>
2. your	
3. his	
4. her	

Possessive determiners	Possessive pronouns
5. its	
6. our	
7. your	
8. their	

C Circle the correct option.

Rodeia a opção correta.

1. Harry: Is this your bike, Anna?

Anna: Yes, it's **my / mine**.

2. This is my parents' car. It's **ours / theirs**.

3. Look, this is Pedro's English book. It's **hers / his**.

4. This is Sophie's mobile phone. It's **her / hers**.

5. These are our skateboards. They're **ours / yours**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option.

Rodeia a opção correta.

- Julia _____ a student.
a. 'm not b. isn't c. aren't
- Where _____ you from?
a. am b. is c. are
- _____ Patrick English?
a. Am b. Is c. Are
- I _____ eleven years old.
a. 'm not b. isn't c. aren't
- We _____ from China.
a. am b. is c. are
- What _____ she like?
a. am b. is c. are

B Fill in the blanks with the correct form of the verb *to be*: *am, is, are, 'm not, isn't, aren't*.Completa os espaços com a forma correta do verbo *to be*: *am, is, are, 'm not, isn't, aren't*.

- _____ you at school?
No, we _____. We _____ at the park.
- Where _____ your house?
It _____ near the library.
- _____ you Chinese?
No, I _____. I _____ Japanese.
- _____ your birthday in April?
No, it _____. It _____ in March.

C Circle the correct option.

Rodeia a opção correta.

- Matilda **has got / have got** long hair.
- She **hasn't got / haven't got** brown eyes.
- We **has got / have got** a pet.
- My friends **has got / have got** skateboards.
- I **hasn't got / haven't got** an English dictionary.

D Complete with the verb *to have got*.Completa com o verbo *to have got*.

- We _____ a nice garden.
- William _____ (**not**) any brothers or sisters. He _____ a cat and a dog.
- My grandfather _____ (**not**) a new car. He _____ an old car.
- _____ a dog? No, I _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option.

Rodeia a opção correta.

1. Helen **watch** / **watches** TV after dinner.
2. I **swim** / **swims** every day.
3. **Do** / **Does** the teacher speak in English?
4. We **study** / **studies** English at school.
5. My brother **don't** / **doesn't** like running.
6. She **play** / **plays** tennis very well.

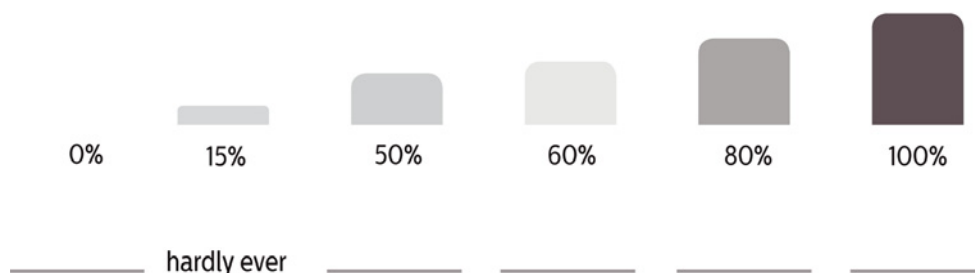
B Write the sentences in the negative.

Escreve as frases na negativa.

1. He goes to the park in the afternoon.

2. My uncle enjoys playing football.

3. Miguel and Sandro go to school by car.

**C Complete the diagram with the adverbs of frequency *always, never, sometimes, usually, often*.**Completa o diagram com os advérbios de frequência *always, never, sometimes, usually, often*.**D Insert the adverb of frequency in the correct place.**

Insere o advérbio de frequência no local correto.

1. Helen goes to school by bike. (**sometimes**) _____
2. They are late. (**never**) _____
3. We don't go to the cinema. (**usually**) _____
4. Harry goes to the park. (**often**) _____

Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.

Selecione a opção correta.

1. **There is / There are** a big gym in my school.
2. How many students **is there / are there** in the class?
3. **There isn't / there aren't** a swimming pool.
4. **There is / There are** two labs upstairs.
5. **There isn't / There aren't** any rubbers in my pencil case.

B Complete the table with the comparatives and superlatives in the box.

Completa a tabela com os comparativos e os superlativos da caixa.

Adjective	Comparative	Superlative
1. small	smaller than	the smallest
2. funny		
3. good		
4. bad		
5. interesting		
6. beautiful		

- the best
- funnier than
- the worst
- the most interesting
- more beautiful than
- better than
- worse than
- the most beautiful
- more interesting than
- the funniest

C Complete with the comparative of adjectives.

Completa com o comparativo dos adjetivos.



1. The cat is _____
(small) the dog.



2. The boy is _____
(tall) the girl.



3. The puppy is _____
(funny) the dog.

D Choose the correct option.

Selecione a opção correta.

1. Jack is **the best / better** football player in the team.
2. Sophie is **more hard-working / the most hard-working** student in class.
3. My brother is **the youngest / younger** boy in his class.
4. The goat club is **more popular / the most popular** at school.

unit 2 School rocks!

Grammar – Present Continuous / Present Simple and Present Continuous

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the pictures and complete the sentences with the verbs in the box.

Observa as imagens e completa as frases com os verbos da caixa.



1. The students _____ their homework
2. The girl _____ a song.
3. The boy _____ to catch the bus.
4. Alice: I _____ the guitar.

am playing
are doing
is running
is singing

B Write the sentences in the negative.

Escreve as frases na negativa.

1. I am listening to music at the moment. _____
2. We are climbing ropes. _____
3. They are meeting their friends. _____
4. She is dancing now. _____

C Match the questions with the answers.

Liga as perguntas às respostas.

- | | | | | | |
|-------------------------|---|---|---|---|------------------|
| Is she watching a film? | 1 | • | • | a | No, they aren't. |
| Are they skateboarding? | 2 | • | • | b | Yes, she is. |
| Are you taking photos? | 3 | • | • | c | No, he isn't. |
| Is he riding his bike? | 4 | • | • | d | Yes, I am. |

D Present Simple or Present Continuous? Tick (✓) the correct option. Follow the example.

Present Simple ou Present Continuous? Assinala (✓) a opção correta. Segue o exemplo.

1. Jack is painting now.
2. We are having fun at the moment.
3. He usually gets to school by bus.
4. She always has lunch in the school canteen.
5. The kids are playing football at the moment.

Present Simple	Present Continuous
	✓

unit 3 Out... in the city!

Grammar – Prepositions of place and movement /
Verb to be – Past Simple / There to be – Past Simple

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete with *next to*, *in*, *in front of* or *between*.

Completa com *next to*, *in*, *in front of* ou *between*.

1. The hotel is _____ the restaurant and the bank.



2. The supermarket is _____ the café.



3. The dog is _____ the car.



4. The taxi is _____ of the bus.



B Choose the correct option.

Escolhe a opção correta.



1. They are walking **across** / **through** the bridge.

2. He is walking the dog **along** / **towards** the street.

3. The little girl is running **towards** / **through** her mother.

C Choose the correct option.

Escolhe a opção correta.

1. Yesterday the kids **was** / **were** at a birthday party.

2. She **was** / **were** born in 2006.

3. We **was** / **were** at the cinema last Saturday.

4. I **was** / **were** at school yesterday.

D Write the sentences in the negative.

Escreve as frases na negativa.

1. I was at the museum yesterday. _____

2. My parents were at a concert last week. _____

3. She was at the post office yesterday. _____

E Complete with *was, were, wasn't* or *weren't*.Completa com *was, were, wasn't* ou *weren't*.

- _____ they at Jamie's restaurant last Sunday? Yes, they _____.
- _____ Alice at the swimming pool yesterday? No, she _____.
- _____ you at home last night? No, I _____.
- _____ he in London last weekend? Yes, he _____.
- _____ the kids at school yesterday? No, they _____.

F Write correct sentences. Follow the example.

Escreve frases corretas. Segue o exemplo.

There was There were	1. great music
	2. lots of balloons
	3. beautiful presents
	4. a clown
	5. a birthday cake
	6. delicious sandwiches



- There was great music.*
- _____
- _____
- _____
- _____
- _____

G Write the sentences in the negative.

Escreve as frases na negativa.

- There was a special event at school. _____
- There were lots of students. _____
- There was a group of teachers. _____
- There was a sports activity. _____
- There were beautiful flowers. _____

H Ask and answer. Follow the example.

Pergunta e responde. Segue o exemplo.

- birthday party? ✓ *Was there a birthday party? Yes, there was.*
- any musicians? ✗ _____
- a big birthday cake? ✓ _____
- any drinks? ✓ _____
- chocolate mousse ✗ _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete with the Past Simple of regular verbs.Completa com o *Past Simple* dos verbos regulares.

1. Yesterday I _____ (**arrive**) home at 5 o'clock.
2. The tourists _____ (**visit**) the church.
3. She _____ (**enjoy**) the party last Saturday.
4. He _____ (**study**) for the test.
5. The guide _____ (**stop**) in front of the Museum.

B Write the sentences in the negative.

Escreve as frases na negativa.

1. He **listened** to music yesterday evening.

2. The students **studied** for the test.

3. We **enjoyed** the ride on the London Eye.

4. Mel **visited** the Museum with her parents.

C Choose the correct option.

Escolhe a opção correta.

1. Did the tourists **listened** / **listen** to the guide?
2. Did she **visited** / **visit** her grandparents last Saturday?
3. Did Jack **play** / **played** football yesterday?
4. Did the teacher **explain** / **explained** the story?
5. Did you **walked** / **walk** to school?

D Write the answers to the questions. Follow the examples.

Escreve as respostas às perguntas. Segue os exemplos.

1. Did **she** travel to London? ✓ Yes, she did.
2. Did **he** visit the museum? ✗ No, he didn't.
3. Did **they** watch TV before dinner? ✓ _____
4. Did **you** like the trip? ✓ _____
5. Did the kids play video games? ✗ _____

Remember this

1. Verbs ending in -e
admire – admired
2. One syllable verbs (one vowel + one consonant)
stop – stop**ped**
3. Vowel + y
stay – stay**ed**
4. Consonant + y
study – stud**ied**

Remember this

- I / you / he / she / it we / they
+ **didn't** + verb in the
infinitive
I worked – I **didn't work**

Remember this

- **Did** I / you / he / she / it /
we / they + verb in the
infinitive
Did you **work**?

Remember this**Short answers:**

- **Yes**, I / you / he / she / it /
we / they **did**.
- **No**, I / you / he / she / it /
we / they **didn't**.

E Complete with the Past Simple of irregular verbs in the box.Completa com o *Past Simple* dos verbos irregulares na caixa.

1. My parents _____ (**go**) to the cinema yesterday.
2. I _____ (**take**) some cool photos.
3. Mr White _____ (**drive**) to work in the morning.
4. Ricky _____ (**meet**) his friends last Saturday.
5. The students _____ (**have**) a great time in London.

went
drove
took
had
met

F Use the verbs in the box to write the sentences in the negative.

Usa os verbos da caixa para escrever frases na negativa.

didn't go didn't take didn't meet didn't find didn't drive

1. The cat **found** the ball in the garden.

2. I **drove** to work yesterday morning.

3. They **went** to Paris last week.

4. She **took** photos yesterday.

5. He **met** his friends in the shopping centre.

**G Write the words in the correct order to ask the questions.**

Escreve as palavras na ordem correta para fazer as perguntas.

1. _____ ? (**where / they / go / did**)
They went to Seville.
2. _____ ? (**she / the train / take / did**)
No, she didn't. She didn't take the train.
3. _____ ? (**did / meet / where / the boys**)
The boys met at the airport.
4. _____ ? (**did / he / what / buy**)
He bought a souvenir for his parents.
5. _____ ? (**did / have a great time / you**)
Yes, I did. I had a great time.

unit 5 Hurray, it's the summer holidays!

Grammar – Reflexive pronouns / Be going to

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option.

Rodeia a opção correta.

1. The little boy hurt **himself** / myself.
2. She is looking at **yourself** / herself in the mirror.
3. They are enjoying **themselves** / yourselves at the party.
4. I bought **itself** / myself a new skirt.
5. We cooked lunch by **ourselves** / yourself.

B Complete with *be going to*. Use the verbs in the box.

Completa com *be going to*. Usa os verbos da caixa.

going to ride going to buy going to read going to swim



1. They are _____ tickets.
2. She is _____ in the swimming pool.
3. We are _____ our bikes.
4. He is _____ a book.

C Write the sentences in the negative. Follow the example.

Escreve as frases na negativa. Segue o exemplo.

1. Ann is going to drink milk. *Ann isn't going to drink milk.*
2. The students are going to study for the test. _____
3. My father is going to fly to Madrid tomorrow. _____
4. I am going to travel to London next week. _____
5. We are going to buy a present. _____

D Match the questions with the answers.

Liga as perguntas às respostas.

Are they going to buy a souvenir?

1 •

• a

I am going to travel tomorrow.

Is she going to visit the museum?

2 •

• b

He's going to stay at a friend's house.

When are you going to travel?

3 •

• c

Yes, they are.

Where is he going to stay?

4 •

• d

No, she isn't.

unit 1 Hi there!

Vocabulary – Countries and nationalities / Jobs / Daily routine

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Find eight nationalities in the word cloud. Write them in the table. Then complete it with the names of the countries. Follow the example.

Encontra oito nacionalidades na sopa de letras. Escreve-as na tabela. De seguida completa-a com os nomes dos países. Segue o exemplo.

BRAZILIAN
ANGOLAN
JAPANESE
FRENCH
ITALIAN
SPANISH
AMERICAN
SCOTTISH
PORTUGUESE

Nationality	Country
1. <i>Portuguese</i>	<i>Portugal</i>
2.	
3.	

Nationality	Country
4.	
5.	
6.	

Nationality	Country
7.	
8.	
9.	

- B** Complete the words.

Completa as palavras.



1. n _ _ _ _ e



2. m _ _ _ _ _ c



3. t _ _ _ _ _ r



4. e _ _ _ _ _ r

- C** Label the pictures with the expressions in the box.

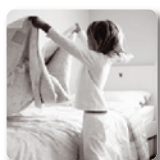
Legenda as imagens com as expressões da caixa.



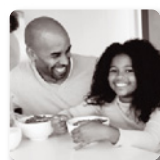
1. _____



2. _____



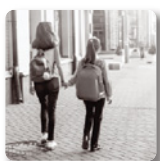
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

have breakfast
 go to school
 get dressed
 go to bed
 have a shower
 make my bed
 put on my pyjamas
 brush my teeth

unit 2 School rocks!

Vocabulary – Parts of the school / Free time activities

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the pictures and choose the correct word/expression.

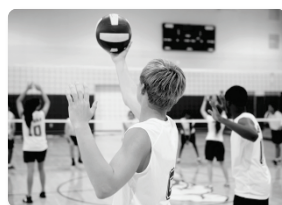
Observa as imagens e escolhe a palavra/expressão correta.



1. library / school office



2. playground / canteen



3. headmaster's office / gym



4. computer room / lab



5. maths / history



6. science / ICT



7. geography / PE



8. music / art

B What are the activities? Complete with the words in the box.

Quais são as atividades? Completa com as palavras da caixa.



1. _____ photos



2. riding _____



3. listening _____

watching

taking

a bike

friends

playing

to music



4. _____ TV



5. meeting _____



6. _____ video games

unit 3 Out... in the city!

Vocabulary – Public buildings and places of interest / Shops

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the pictures with the expressions.

Liga imagens às expressões.



1

• a post office



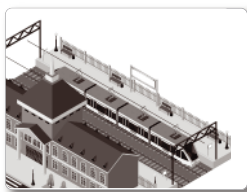
2

• b train station



3

• c police station



4

• d fire station



5

• e airport

B Where can you buy these things? Write the words in the correct column.

Onde podem comprar-se estas coisas? Escreve as palavras na coluna correta.

medicine

meat

magazine

chicken

biscuits

skirt

newspaper

bread

T-shirt

boots

1. butcher's	2. baker's	3. clothes shop	4. shoe shop	5. newsagent's	6. chemist's

unit 4 Fun trips

Vocabulary – Visiting a city / Theme parks

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Use the words in the word snake to label the pictures.

Usa as palavras na cobra de palavras para legendar as imagens.

underground sightseeing tour bus double-deck taxi duck truck souvenir shop museum church



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Write the number of the picture next to the correct word.

Escreve o número da imagem ao lado da palavra correta.



1



2

roller coaster

☐

ticket office

☐

water slides

☐

merry-go-round

☐


3



4

5

unit 5 Hurray, it's the summer holidays!

Vocabulary – Holidays

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

Legenda as imagens. Usa as palavras da caixa.

skis camera sunglasses goggles boots cap tickets
flip flops sun cream suitcase beach towel gloves



1. s _____



2. b _____ h t _____



3. g _____



4. c _____



5. s _____ c _____



6. f _____ f _____



7. t _____



8. c _____



9. s _____ b _____



10. s _____



11. s _____



12. g _____

B Choose the correct word/expression.

Escolhe a palavra/expressão correta.

- I am going to travel next weekend. I bought the plane **tickets / gloves** online.
- My mother is going to the mountains. She is taking her **flip flops / skis**.
- Harry is going to take some pictures with his **cap / camera**.
- Alice is at the beach. She is sunbathing on her **beach towel / sunglasses**.

Name

No.

Class

Date

Mark

Teacher

A Read the text.

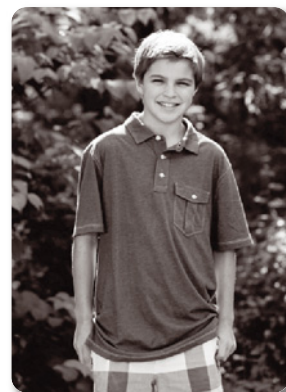
Lê o texto.

Nelson Senna

My name is Nelson and my surname is Senna. I'm twelve years old and my birthday is on 12th December. I'm from Brazil. I live in Canada with my parents and my baby brother, Daniel.

I usually get up at seven o'clock. I have a shower and I get dressed. I make my bed and then I have breakfast. I always have toast and a glass of milk in the morning. I have breakfast with my mum and my brother. My father always goes to work at six o'clock. He is a taxi driver. My mum stays at home with my baby brother. After breakfast I brush my teeth. I go to school on foot.

My lessons start at half past eight. I have lunch in the school canteen at half past twelve and then I have lessons again. I go home at half past three. Then I have a snack and I go to basketball practice.

**B Tick (✓) the correct option.**

Assinala (✓) a opção correta.

1. Nelson is

a. American.

☐

b. Canadian.

☐

c. Brazilian.

☐

2. He makes his bed

a. before breakfast.

☐

b. after breakfast.

☐

c. before his shower.

☐

3. His father goes to work at

a. six o'clock.

☐

b. seven o'clock.

☐

c. half past eight.

☐**C Match the columns.**

Liga as colunas.

Nelson is 1 •

• a milk in the morning.

He has got 2 •

• b after his afternoon snack.

He drinks 3 •

• c doesn't work.

His father drives 4 •

• d 12.

His mother 5 •

• e a taxi.

He plays basketball 6 •

• f a brother.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

My school

Hi, I'm Emily Scott and my brother and I go to a small school near my house. It is small but comfortable. There is only one building but there is a big playground. There are two floors. Downstairs
5 there are classrooms and there is a canteen. The headmaster's office is upstairs, and there is also a music room and a lab.



I always have five lessons in the morning. My favourite subject is science. I have it on Mondays and Thursdays. I also like sports. Doing gymnastics is my favourite sport. My
10 brother loves music and he plays in the school band. We like our school very much.

B Match the columns.

Liga as colunas.

Emily and David's school

1

•

•

a

upstairs.

The music room and the lab are

2

•

•

b

gymnastics.

Emily has science

3

•

•

c

like their school a lot.

Her favourite sport is

4

•

•

d

is small but comfortable.

Her brother

5

•

•

e

on Mondays and Thursdays.

Emily and her brother

6

•

•

f

plays in the school band.

C Are the sentences True (T) or False (F)?

As frases são verdadeiras ou falsas?

1. Emily and David's school is near their home.

2. There are two buildings in their school.

3. The playground isn't small.

4. Emily's favourite subject is PE because she likes sports.

5. David likes music very much.

T

F

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

My city

My name is Ann and this is a photo of my city. It's a very nice city. My favourite place is the square¹ in the city centre. It is very beautiful. There is a big park with trees and flowers. Lots of people go there to relax. Opposite the park is the Town Hall and next to it is the hospital. In the square there are some shops too.



My favourite shop in the city is a pet shop. I love animals. I

go there to see the animals and play with them. Yesterday was a special day at the shop. There was a dog show. There were lots of kids there.

¹square: praça

B Tick (✓) the places mentioned in the text.

Assinala (✓) os locais mencionados no texto.



C Tick (✓) the correct option.

Assinala (✓) a opção correta.

1. Ann's favourite part of the city is

a. the square. ☐

b. the park. ☐

2. Ann's city is

a. big and modern. ☐

b. nice and beautiful. ☐

3. The Town Hall is

a. next to the park. ☐

b. opposite the park. ☐

D Match the questions with the answers.

Liga as perguntas às respostas.

Where is the park?

1

•

•

a

She goes there because she loves animals.

Are there flowers in the park?

2

•

•

b

It's in a square in the city centre.

What's Ann's favourite shop?

3

•

•

c

It was special because there was a dog show.

Why does she go to the pet shop?

4

•

•

d

Yes, there are.

Why was yesterday a special day at the pet shop?

5

•

•

e

It's the pet shop.

unit **4 Fun trips**
Reading – School trip

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

School trip

My name is Dylan Pearce. I am eleven years old and I live with my parents and my sister in Manchester.

Last Monday there was a school trip to Cambridge. We took the train and arrived in Cambridge at ten o'clock. We visited the University and listened to the guide very attentively. Next we had a picnic in the park. I loved it. In the afternoon we walked around the city and bought some souvenirs.

We went back to Manchester at half past five.

The students loved the school trip to Cambridge.



B Complete the table.

Completa a tabela.

1. name	2. surname	3. age	4. city	5. trip to

C True (T) or False (F)?

Verdadeiro ou falso?

- There was a school trip to Manchester.
- The group travelled by car.
- They listened to the guide at the University .
- They had lunch in the park.
- The students visited the city in the morning.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match the questions with the answers.

Liga as perguntas às respostas.

- | | | | |
|--|-----|-----|--------------------|
| Does Dylan live with his grandparents? | 1 • | • a | At half past five. |
| When was the school trip to Cambridge? | 2 • | • b | Yes, they did. |
| What did they buy? | 3 • | • c | Last Monday. |
| What time did they go back? | 4 • | • d | No, he doesn't. |
| Did they enjoy the trip? | 5 • | • e | Some souvenirs. |

unit 5 Hurray, it's the summer holidays!

Reading – A postcard from Brazil

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text.

Lê o texto.

A postcard from Brazil

Hi, Amelia. I am in Rio de Janeiro with my parents. I arrived last Sunday. The weather is sunny but windy.

Yesterday we visited Copacabana beach and I swam in the sea. It was great.

5 Tomorrow morning we are going to see the Christ and the fantastic view over the city. My father is going to take some beautiful pictures.

In the evening we are going to dance samba and taste some Brazilian food.

We are going to fly back to England next weekend but first we are going to visit S. Paulo.

10 See you soon,
Helen



B Circle the correct option.

Rodeia a opção correta.

1. Helen is writing **a postcard / an email** to Amelia.
2. Helen and her family arrived in Rio last **week / weekend**.
3. The weather is sunny and **windy / hot**.
4. Helen swam on Copacabana **beach / swimming pool**.
5. They are going to dance samba tomorrow **morning / evening**.

C Choose the correct option to complete the answers.

Escolhe a opção correta para completar as questões. Segue o exemplo.

1. Where is Helen?

a. In Rio de Janeiro.

☐

b. In S. Paulo.

☐

2. Did they visit Copacabana beach yesterday?

a. No, they didn't.

☐

b. Yes, they did.

☐

3. What are they going to do in the evening?

a. They're going to taste Brazilian food.

☐

b. They're going to swim in the sea.

☐

4. When are they going to fly back to England?

a. Next weekend.

☐

b. Tomorrow evening.

☐

Name

No.

Class

Date

Mark

Teacher

A

Write the correct sentence in the correct place.

Follow the example.

Escreve a frase correta no local correto. Segue o exemplo.


Julie Collins

1. name / surname


My name is Julie and my surname is Collins.

2. age



3. country



4. nationality



5. birthday



6. parents



7. parents' jobs



8. brothers / sisters



9. pets



10. daily routine



11. favourite sport



- I have got a brother. His name is Patrick.
- I am from Ireland.
- My favourite sport is football.
- I am Irish.
- My father is David and my mother is Patricia.
- I am eleven years old.
- I have got a dog. His name is Blackie.
- My birthday is on 5th November.
- I usually get up at quarter past seven. I go to school on foot with my friend, Mary. I have lunch at school. I go home at half past four.
- My name is Julie and my surname is Collins. ✓
- My father is a chef and my mother is a bus driver.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find the words in the word snake to complete the text.

Encontra as palavras na cobra de palavras e completa o texto.

musicroomlabclassroomslibraryheadmaster'sofficecanteenschooloffice

My school

Hi, My name is Jason and my school is old but very big.

There are two floors and a gym. The M_____ r_____, the l_____ and the c_____ are upstairs. The l_____, the h_____m_____er's o_____ and the c_____t_____n are downstairs. There is a sch_____l_____ff_____ downstairs next to the canteen.



B Look at the pictures and rewrite the text with the correct words.

Observa as imagens e reescreve o texto com as palavras corretas.

My school

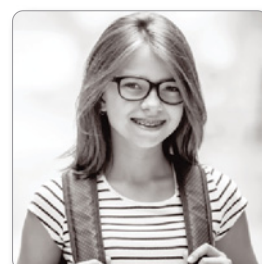
I'm Lara and this is my . It is big and modern. There are two floors.

The  and the  are upstairs. The 

and the  are downstairs. There are two 

downstairs too. There is a big _____.

My school



Name

No.

Class

Date

Mark

Teacher

A Read the notes and the text.

Lê as notas e o texto.

- last Sunday / be / Mary's birthday party
- there to be / lots of kids / there
- Mary's parents / there / too
- her best friend / not be / there
- she / be / sick
- the food / fantastic / . / there to be / sandwiches / biscuits / and / birthday cake
- there to be / fruit juices / to drink
- it / be / great

- Mary's birthday party**
- Last Sunday it was Mary's birthday party.
- There were lots of kids there.
- Mary's parents were there too.
- Her best friend wasn't there.
- She was sick.
- The food was fantastic. There were sandwiches, biscuits and birthday cake.
- There were fruit juices to drink.
- It was great.

B Now it's your turn to write a text about Brian's birthday party. Follow the example in A.

Agora é a tua vez de escrever um texto sobre a festa de anos do Brian. Segue o exemplo em A.

- last Sunday / be / Brian's birthday party
- there to be / lots of kids / there
- Brian's cousins / there / too
- his grandparents / not be / there
- they / be / at home
- the food / fantastic / . / there to be / sandwiches / biscuits / and / birthday cake
- there to be / lemonade / to drink
- it / be / great

- Brian's birthday party**
- Last Sunday _____ Brian's _____.
- There _____ lots of _____ there.
- Brian's _____ there too.
- His _____ there.
- They _____.
- The food _____.
- There _____, _____ and _____.
- There _____ to drink.
- It _____.



unit 4 Fun trips

Writing – A school trip to Oxford

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the notes on the board and read the text.

Observa as notas no quadro e lê o texto.



A school trip to Newcastle

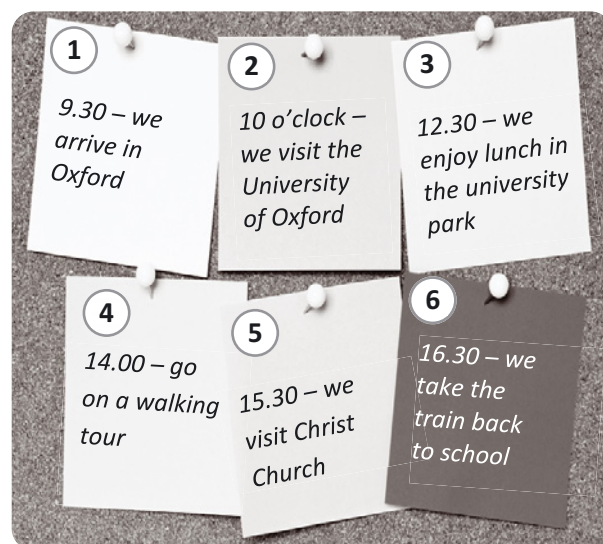
1. Yesterday at half past nine we **arrived** in Newcastle.
2. At ten o'clock we **walked** around the city.
3. At half past twelve we **had** lunch in the park.
4. At two o'clock we **listened** to the guide in the castle.
5. Then, at half past three, we **visited** Grey's monument.
6. Finally we **went** back to school at half past four.

B Write the sentences about Melanie's school trip to Oxford.

Escreve as frases sobre a visita de estudo da Melanie a Oxford.

A school trip to Oxford

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



unit 5 Hurray, it's the summer holidays!

Writing – About Emma

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Read the text about George.

Lê o texto sobre o George.

Where is he?	Madrid; with family
When did they arrive?	two days ago
Where are they staying?	fantastic hotel
What is the weather like?	cloudy and cold
What did they do yesterday?	visited Prado Museum; went on a sightseeing tour bus
What are they going to do tomorrow?	going to visit Zoo Aquarium; going to explore Santiago Bernabéu Stadium
When are they going to fly back home?	next Saturday

George is in **Madrid with his family**.

They arrived **two days ago** and they are staying at a **fantastic hotel**.

The weather is **cloudy and cold**.

Yesterday they **visited the Prado Museum** and they **went on a sightseeing tour bus**.

Tomorrow they **are going to visit the Zoo Aquarium** and they **are going to explore Santiago Bernabéu Stadium**.

They are going to fly back home **next Saturday**.

B

Complete the text about Emma.

Completa o texto sobre a Emma.

Where is she?	1. London; 2. with friends
When did they arrive?	3. last weekend
Where are they staying?	4. friend's house
What is the weather like?	5. sunny and cold
What did they do yesterday?	6. visited the Natural History Museum; 7. went on a ride on the London Eye
What are they going to do tomorrow?	8. going to cross Tower Bridge; 9. going to have a picnic in St James's park.
When are they going to fly back home?	10. next Wednesday

Emma is in **1.** _____ with her **2.** _____.

They arrived **3.** _____ and they are staying at a **4.** _____.

The weather is **5.** _____.

Yesterday they **6.** _____.

and they **7.** _____.

Tomorrow they **8.** _____.

and they **9.** _____.

They are going to fly back home **10.** _____.

Class

Teacher

A

Listen and circle the correct answer. CD 3 Tracks 45 • 46

Ouve e rodeia a resposta correta.

1. Mr Brown is from
 - a. England.
 - b. Scotland.
2. Mrs Brown is a
 - a. taxi driver.
 - b. nurse.
3. Mr and Mrs Brown have got
 - a. three children.
 - b. a dog.
4. Their children go to school
 - a. by car.
 - b. by bus.
5. They come home at
 - a. quarter past four.
 - b. half past four.



B

Listen and tick (✓) True (T) or False (F). CD 3 Tracks 47 • 48

Ouve e assinala (✓) verdadeiro ou falso.

1. Thomas goes to football practice at the weekend.
2. He has swimming lessons on Thursday.
3. Thomas and his friends play video games.
4. They have a snack before playing.
5. Thomas's friends stay for dinner, too.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name

No.

Class

Date

Mark

Teacher

I – Reading
A Read the text.

Lê o texto.

James Graham

James Graham is eleven years old. He lives in a house in Tayport, Scotland, with his parents and his little sister, Maura. Maura is only four years old. She doesn't go to school. She stays home with her grandmother. James's father is Arthur and his mother is Arabel.

- 5 Every morning James gets up early. At seven o'clock he has a quick shower. Then he goes to the kitchen and he has breakfast with his grandmother and his mother. His dad is at work. He goes to work at a quarter to seven. James usually has cereal. His grandmother and his mother have tea and toast. After breakfast
- 10 his mother goes to work by car. James walks to school with his friend, Callum.

James goes home at five o'clock and has a snack. Then he does his homework. They have dinner at seven o'clock. After dinner they watch TV. James goes to bed at half past nine.


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

As frases são verdadeiras ou falsas?

1. The Grahams are American.
2. James's sister is not a student.
3. James has breakfast in the dining room.
4. James and Callum go to school by car.
5. James does his homework before dinner.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Match the columns.

Liga as colunas.

- | | | | | | |
|-------------------------|---|---|---|---|-------------------------------|
| James has | 1 | • | • | a | breakfast with his father. |
| James's grandmother | 2 | • | • | b | by car. |
| James doesn't have | 3 | • | • | c | after dinner. |
| Mrs Graham goes to work | 4 | • | • | d | stays with his sister, Maura. |
| James watches TV | 5 | • | • | e | a shower in the morning. |

II – Vocabulary

Write the country or nationality.

Escreve o país ou a nacionalidade.

Country	Nationality
1. Greece	G ____ k
2. It ____	Italian
3. Scotland	Sc _____

Country	Nationality
4. Spain	S _____ sh
5. S _____ zerl ____ d	Swiss
6. China	C _____ e

III – Grammar

A Circle the correct option.

Rodeia a opção correta.

- James and his sister have got bikes. They are **ours / theirs**.
- This is my schoolbag. It's **ours / mine**.
- This is James's book. It's **his / hers**.
- We have got a new car. The car is **yours / ours**.
- Is this Maura's dress? Yes, it's **hers / his**.

B Insert the adverbs of frequency in the correct place.

Insere os advérbios de frequência no local correto.

- The children have dinner at home. (**always**)

- My brother is on time for school. (**never**)

- They drink coffee in the morning. (**often**)

- We don't get up at seven o'clock. (**usually**)

C Circle the correct option.

Rodeia a opção correta.

Callum **1. is / are** James's friend. He sometimes **2. go / goes** to his friend's house and they **3. play / plays** football. He **4. don't stay / doesn't stay** for dinner because he **5. have / has** dinner with his family.

IV – Writing

Complete the sentences about your daily routine.

Completa as frases sobre a tua rotina diária.

In the morning I get up at _____. I _____ a shower and then I _____ dressed. Then I _____ breakfast: I have _____ and _____. My morning lessons start at _____. After school I _____.

Instrumento de Avaliação – Compreensão do Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer-se a si e ao outro; Identificar-se a si e ao outro Comparar diferentes rotinas diárias	A. Escolha múltipla	5 x 10 = 50	Certo / Errado
		B. Verdadeiro / Falso	5 x 10 = 50	Certo / Errado
		Total: 100		

Instrumento de Avaliação – Leitura e Produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar rotinas diárias	I		
		B. Verdadeiro / Falso	5 x 3 = 15	Certo / Errado
		C. Correspondência	5 x 5 = 25	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (países e nacionalidades)		II		
		Preenchimento de tabela	6 x 2 = 12	Certo / Errado
• Aplicar estruturas frequentes do funcionamento da língua (<i>possessive pronouns, adverbs of frequency, Present Simple</i>)		III		
		A. Seleção de informação	5 x 2 = 10	Certo / Errado
		B. Preenchimento de espaços	4 x 2 = 8	Certo / Errado
		C. Seleção de informação	5 x 2 = 10	Certo / Errado
• Produzir um texto simples (completar frases)		IV		
		Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho página 328)
			Total: 100	

unit 2 Listening Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen to part 1. Match the two columns to make true sentences. CD 3 Tracks 49 • 50
Ouve a parte 1. Liga as duas colunas para formar frases verdadeiras.

Ann's school is	1	•	•	a	her school very much.
Ann likes	2	•	•	b	is upstairs.
There are classrooms	3	•	•	c	small and old.
The library	4	•	•	d	is history.
Her favourite subject	5	•	•	e	upstairs and downstairs.

- B** Listen to part 2. Tick (✓) the correct option. CD 3 Tracks 51 • 52
Ouve a parte 2. Assinala (✓) a opção correta.

1. Jane's favourite school club is



2. Mark's favourite school club is



- C** Listen to part 3. Circle the correct option. CD 3 Tracks 53 • 54
Ouve a parte 3. Rodeia a opção correta.

- Today is **Saturday** / **Sunday**.
- The Walkers are in the **park** / **garden**.
- Mr and Mrs Walker **are watching** / **are listening to** Jacob singing.
- He plays the guitar **every day** / **every afternoon** after school.
- Emily **is playing** / **is running** with their dog.

Name

No.

Class

Date

Mark

Teacher

I – Reading
A Read the text.

Lê o texto.

My school

Hi! I'm Megan Walker and this is my school. It's a beautiful modern school. There are two floors. Upstairs there are two labs, a music room, a library and five classrooms. There is a canteen downstairs next to the computer room. There is a great playground and a big gym too.



My favourite subject is PE. I like history and science too but I think history is more interesting. I'm in the best club at school: the sports club.

At the moment I am at home with my friends Emma and Ronnie. We usually meet on Friday afternoon. Emma is listening to music and Ronnie is playing with my dog. We are having a great time.

B Complete the table.

Completa a tabela.

1. Name	Megan Walker
2. Number of floors at school	
3. Rooms upstairs	
4. Rooms downstairs	
5. Favourite subject	
6. School club	

C Match the questions with the answers.

Liga as perguntas às respostas.

- | | | | |
|------------------------------------|-----|-----|----------------------------|
| What is Megan's school like? | 1 • | • a | She's listening to music. |
| Is there a big gym? | 2 • | • b | Yes, he is. |
| What's her favourite school club? | 3 • | • c | It's the sports club. |
| What is Emma doing? | 4 • | • d | It's beautiful and modern. |
| Is Ronnie playing with Emma's dog? | 5 • | • e | Yes, there is. |

II – Vocabulary

Choose the correct word.

Escolhe a palavra correta.



1. a. canteen
b. gym



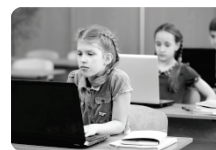
2. a. science
b. maths



3. a. school office
b. library



4. a. art
b. PE



5. a. computer room
b. music room

III – Grammar

A

Choose the correct comparative.

Escolhe o comparativo correto.

- | | | |
|-------------------------------------|---------------------|---------------------|
| 1. Thomas is _____ than Ricky. | a) taller | b) tallest |
| 2. The puppy is _____ than the cat. | a) funnier | b) funniest |
| 3. Ann is _____ than me. | a) more intelligent | b) most intelligent |

B

Complete the table with the superlative of the adjectives.

Completa a tabela com o superlativo dos adjetivos.

Adjective	Comparative	Superlative
1. young	younger than	1. _____
2. good	better than	2. _____
3. interesting	more interesting than	3. _____

C

Present Simple or Present Continuous? Circle the correct form.

Present Simple ou Present Continuous? Rodeia a forma correta.

- We **always do** / **are doing** our homework in the afternoon.
- Olivia **has** / **is having** dinner with her family **at the moment**.
- The kids **always ride** / **are riding** their bikes after school.
- Cynthia **drinks** / **is drinking** milk **now**.

IV – Writing

Write sentences with this information.

Escreve frases com esta informação.

- School – small and modern
- Upstairs – 2 labs next to the computer room
- Downstairs – the school office opposite the headmaster's office
- School club – art club
- Favourite subject – art

My school is 1. _____ and 2. _____.
 Upstairs there 3. _____ two 4. _____
 next to the 5. _____.
 Downstairs 6. _____ the 7. _____
 opposite the 8. _____.
 I'm in the 9. _____ club because my
 favourite 10. _____ is art.

Instrumento de Avaliação – Compreensão do Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
- Compreender discursos articulados de forma clara e pausada - Entender informações simples	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar disciplinas, horários e espaços de trabalho e de lazer na escola, clubes e interesses dos alunos.	A. Correspondência	5 x 6 = 30	Certo / Errado
		B. Seleção de informação	2 x 10 = 20	Certo / Errado
		C. Seleção de informação	5 x 10 = 50	Certo / Errado
			Total: 100	

Instrumento de Avaliação – Leitura e Produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar formas de socialização familiar e convenções sociais: identificar atividades relacionadas com a visita a uma cidade	I		
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (disciplinas, horários e espaços de trabalho e de lazer na escola, clubes e interesses dos alunos)		B. Preenchimento de tabela	5 x 3 = 15	Certo / Errado
		C. Correspondência	5 x 3 = 15	Certo / Errado
		II		
		Legendagem de imagens	5 x 3 = 15	Certo / Errado
• Aplicar estruturas frequentes do funcionamento da língua (<i>comparatives and superlatives; Present Simple and Present Continuous</i>)		III		
		A. Preenchimento de espaços	3 x 4 = 12	Certo / Errado
	B. Preenchimento de tabela	3 x 7 = 21	Certo / Errado	
	C. Seleção de informação	4 x 3 = 12		
• Produzir um texto simples (completar frases)		IV		
		Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho página 328)
			Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to dialogues 1 and 2 to complete the city plan. Use the words in the box.

CD 3 Tracks 55 • 56 / 57 • 58

Ouve os diálogos 1 e 2 para completares o plano da cidade. Usa as palavras da caixa.

1. S _ _ _ _ C _ _ _ _

2. C _ _ _ _

3. F _ _ _ S _ _ _ _

4. T _ _ _ S _ _ _ _

train station
shopping centre
cinema
fire station

B Listen to Laura and Sophie. Tick (✓) the things Laura is showing her sister. CD 3 Tracks 59 • 60

Ouve a Laura e a Sophie. Assinala (✓) as coisas que a Laura está a mostrar à sua irmã.

1. ☐

2. ☐

3. ☐

4. ☐

5. ☐

6. ☐

7. ☐

C Listen again and tick True (T) or False (F). CD 3 Tracks 59 • 60

Ouve novamente e assinala verdadeiro ou falso.

- Laura has got a T-shirt for her brother.
- There are some lovely clothes in the clothes shop.
- The box of chocolates is from the supermarket.
- There's a new bookshop next to the restaurant.
- There are some cute animals in the pet shop.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

I – Reading

A Read the text.

Lê o texto.

A day in the city

Kevin: There are lots of cool places in my city. I go to the park in the city centre every Saturday with my family. I like to ride my bike in the park and my little brother plays with our father. My mother sometimes goes to the library. It is next to the cinema. We usually have lunch at our favourite restaurant. It is near the theatre.



There are some very good shops in my city. My favourite shop is the sports shop. I like to look at the new trainers and the skateboards.

Yesterday there were lots of kids with their parents at the park. It was a city party. There was a big table with food and drinks. There was great music too!

B Where are these places in the city?

Onde são estes locais na cidade?

1. the park: _____
2. the library: _____
3. their favourite restaurant: _____

C Are these sentences True (T) or False (F)?

As frases são verdadeiras ou falsas?

1. There are some nice places in Kevin's city.
2. Kevin goes to the city centre every Sunday.
3. Kevin and his little brother play with their father in the park.
4. The library is next to the cinema.
5. They have lunch at home.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Read the questions. Complete the answers.

Lê as perguntas. Completa as respostas.

1. What is Kevin's favourite shop? It's the _____ shop.
2. Why were the kids and their parents at the park yesterday? They _____ at the park because there was a city _____.
3. Was there music at the park? _____, there _____.

II – Vocabulary**Where were they? Circle the correct option.**

Onde estiveram? Rodeia a opção correta.



1. He was at the **bus station / train station.**



2. They were at the **theatre / library.**



3. They were at the **butcher's / baker's.**



4. They were at the **clothes shop / shoe shop.**

III – Grammar**Complete the dialogue. Circle the correct option.**

Completa o diálogo. Rodeia a opção correta.

Lillian: Where **1. was / were** you last weekend?Stuart: I **2. was / were** at the beach with my friends.Lillian: **3. Was / Were** your brother there too?Stuart: No, he **4. wasn't / weren't**. He **5. was / were** at home.What about you? Where **6. was / were** you?**IV – Writing****Yesterday there was a special school lunch. Use the words in the box to complete the text.**

Ontem houve um almoço especial na escola. Usa as palavras na caixa para completar o texto.

A special school lunchYesterday **1.** _____ a cool activity at school.There was a group of **2.** _____ in the kitchen **3.** _____ a healthy lunch.There **4.** _____ (**not**) any teachers in the **5.** _____.There **6.** _____ lots of vegetables and **7.** _____ on the table.There **8.** _____ (**not**) any wine. There was only **9.** _____.The food was **10.** _____.

cooking
there was
students
kitchen
weren't
fish
were
wasn't
fantastic
water

Instrumento de Avaliação – Compreensão do Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar edifícios públicos e lojas e seguir indicações	A. Preenchimento de espaços	4 x 10 = 40	Certo / Errado
		B. Seleção de informação	5 x 6 = 30	Certo / Errado
		C. Verdadeiro / Falso	5 x 6 = 30	Certo / Errado
		Total: 100		

Instrumento de Avaliação – Leitura e Produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: Identificar edifícios públicos e lojas	I B. Respostas a perguntas sobre o texto C. Verdadeiro / Falso D. Preenchimento de espaços	5 x 3 = 15 5 x 4 = 20 3 x 3 = 9	Certo / Errado Certo / Errado Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (espaços públicos e lojas)		II Seleção de informação	4 x 3 = 12	Certo / Errado
• Aplicar estruturas frequentes do funcionamento da língua (<i>Past Simple of verb to be and there to be</i>)		III Seleção de informação	6 x 4 = 24	Certo / Errado
• Produzir um texto simples (completar frases)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho página 328)
			Total: 100	

unit 4 Listening Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Fill in the table. CD 3 Tracks 61 • 62

Ouve a parte 1. Preenche a tabela.

1. When	
2. Who	
3. What	
4. Where	



B

Listen again. Are the sentences True (T) or False (F)? CD 3 Tracks 61 • 62

Ouve novamente. As frases são verdadeiras ou falsas?

1. The maths teacher organised the visit.
2. There were students and tourists there.
3. The tourists were all English.
4. The students learnt a lot about history.
5. Emily's favourite animals were the dinosaurs.
6. The students had a lot of fun.

T

F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C

Listen to part 2. Complete the text with the words in the box. CD 3 Tracks 63 • 64

Ouve a parte 2. Completa o texto com as palavras na caixa.

birthday had sang went food was rides

Last weekend was my _____. My friends and I _____ to an amusement park to celebrate. We went on roller coasters, water slides and other exciting _____. At half past one we _____ lunch at a restaurant in the park. The _____ was delicious. There was a big birthday cake and my friends _____ "happy birthday" to me. I _____ very happy.



Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

Lê o texto.

Matt's school trip

Matt's school organised a two-day school trip to York and Alton Towers Theme Park last week. They travelled to York by bus and they visited York Minster in the morning.

After lunch they went to York Castle Museum and they
5 walked around the shopping streets of York. Matt bought a cool souvenir for his mother. In the evening the teachers took them on a river cruise. It was amazing!

They stayed at a youth hostel in York.

On the second day they went to Alton Towers. They went on
10 fantastic rides.

They were all very happy because this trip was fantastic!



B Circle the correct option.

Rodeia a opção correta.

1. Matt went on a school trip for **two / three** days.
2. They travelled by **car / bus**.
3. Matt bought a souvenir for his **grandmother / mother**.
4. They went on a river cruise **in the evening / on the second day**.
5. The trip was **fantastic / boring**.

C Match the questions with the answers.

Liga as perguntas às respostas.

- | | | | |
|---|-----|-----|-----------------------|
| When was Matt's school trip? | 1 • | • a | On the second day. |
| Did they visit York Minster in the morning? | 2 • | • b | No, they didn't. |
| What did Matt buy for his mother? | 3 • | • c | It was last week. |
| When did they go to Alton Towers? | 4 • | • d | He bought a souvenir. |
| Did they stay in a hotel in York? | 5 • | • e | Yes, they did. |

II – Vocabulary

Label the pictures with the activities in the box.

Legenda as imagens com as atividades na caixa.

merry-go-round tickets water slide souvenirs roller coaster



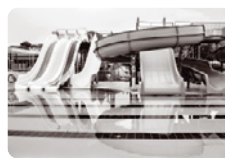
1. _____



2. _____



3. _____



4. _____



5. _____

III – Grammar

A

Use the verbs in the box to complete the sentences.

Usa os verbos da caixa para completar as frases.

did (3x) stayed didn't travel listen work didn't watch enjoyed didn't

- Jack _____ the trip to London yesterday.
- Miriam _____ to France last month.
- They _____ in a hotel in Liverpool.
- _____ your father _____ Last Saturday? No, he _____.
- My parents _____ a film yesterday.
- _____ she _____ to the guide? Yes, she _____.

B

Circle the correct form of the verbs in the Past Simple.

Rodeia a opção correta dos verbos no *Past Simple*.

- The students **go** / **went** on the trip to Cambridge by train last week.
- Daniel **meet** / **met** his friends last weekend.
- The tourist didn't **buy** / **bought** the ticket online.
- Did Emma **drink** / **drank** milk this morning? Yes, she **did** / **drink**.
- We didn't **took** / **take** any photos two days ago.

IV – Writing

Write sentences with these words.

Escreve frases com estas palavras.

- last week / to / I / went / Legoland
- bought / four tickets / **my dad** / in / ticket office / the
- fantastic / on / went / rides / **My sister and I**
- had / lunch / park restaurant / **We** / at / the /
- loved / to / Legoland / visit / I / the

Instrumento de Avaliação – Compreensão do Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para comparar universos diferenciados: visita a uma cidade e a parques temáticos	A. Preenchimento de tabela	4 x 6 = 24	Certo / Errado
		B. Verdadeiro / Falso	6 x 8 = 48	Certo / Errado
		C. Preenchimento de espaços	7 x 4 = 28	Certo / Errado
		Total: 100		

Instrumento de Avaliação – Leitura e Produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar formas de socialização familiar e convenções sociais: identificar atividades relacionadas com a visita a uma cidade e com parques temáticos	I		
		B. Seleção de informação	5 x 3 = 15	Certo / Errado
		C. Correspondência	5 x 3 = 15	Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (comparar formas de socialização familiar e convenções sociais)		II		
		Legendagem de imagens	5 x 3 = 15	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>Past Simple – regular and irregular verbs</i>)		III		
		A. Preenchimento de espaços	10 x 2 = 20	Certo / Errado
		B. Seleção de informação	5 x 3 = 15	Certo / Errado
Produzir um texto simples (completar frases)		IV		
		Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho página 328)
		Total: 100		

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



Listen to Jamie and tick (✓) the correct option. CD 3 Tracks 65 • 66

Ouve o Jamie e assinala (✓) a opção correta.

1. Jamie is spending his holidays at a

a.



b.



2. He travelled to Edinburgh by

a.



b.



3. Jamie is staying in a

a.



b.



4. The weather is

a.



b.



5. Tomorrow afternoon they are going to

a.



b.



Listen again. Are the sentences True (T) or False (F)? CD 3 Tracks 65 • 66

Ouve novamente. As frases são verdadeiras ou falsas?

1. The summer camp is in London.

2. Some kids went by bus.

3. Jamie is staying with three other boys.

4. Tomorrow morning they are going on a boat trip.

5. He is having a great time.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

Lê o texto.

A trip to New York!

Isabella is in New York with her family. They are visiting her grandparents.

Isabella: Hi, Rosie! I'm in New York! I flew here two days ago.

Rosie: Cool. Where are you staying?

5 **Isabella:** I'm staying with my grandparents. I'm very happy.

Rosie: What did you do yesterday?

Isabella: Yesterday I visited the Statue of Liberty. It was awesome. Later we walked around Central Park. I loved the squirrels¹!

Rosie: What are you going to do tomorrow?

10 **Isabella:** Tomorrow morning we're going to cross Brooklyn Bridge. In the afternoon we're going to do some shopping in Rockefeller Center.

Rosie: Enjoy yourself!

Isabella: Thanks! We're going to fly back on Sunday. See you next week.


¹squirrels: esquilos

B Match the columns.

Liga as colunas.

Isabella is visiting her grandparents

1

•

•

a

two days ago.

They travelled to New York

2

•

•

b

tomorrow morning.

It was awesome to visit

3

•

•

c

in Rockefeller Center.

They are going to cross Brooklyn Bridge

4

•

•

d

with her family.

They're going to do some shopping

5

•

•

e

the Statue of Liberty.

C Are the sentences True (T) or False (F)?

As frases são verdadeiras ou falsas?

1. Isabella and her family are visiting some friends.

T	F
☐	☐

2. They travelled by plane.

☐	☐
--------------------------	--------------------------

3. They visited Central Park yesterday.

☐	☐
--------------------------	--------------------------

4. There weren't any squirrels in Central Park.

☐	☐
--------------------------	--------------------------

5. They are going to fly back home next month.

☐	☐
--------------------------	--------------------------

II – Vocabulary

Write the correct words for the numbers.

Escreve as palavras corretas para os números.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



1

C

2

G

3

B

4

T

5

S

6

S

7

S

8

C

9

F

10

S

III – Grammar

Complete with *be going to*.

Completa com *be going to*.

1. Grace _____ (buy) a souvenir.

2. _____ (catch) the train? Yes, they _____.

3. I _____ (not eat) an ice cream.

4. The kids _____ (not play) football.

IV – Writing

Complete the sentences with the information in the box.

Completa o texto com a informação na caixa.

- I / arrive / in Sicily in Italy / yesterday
- I / travel / with my parents / by train
- The weather / be / fantastic. It / be / warm and sunny
- Yesterday / we / taste Italian food
- Tomorrow we / going to swim in the sea; going to ride our bikes
- We / going to fly back home / next weekend

I 1. _____ in 2. _____ yesterday.

I 3. _____ with my parents 4. _____.

The weather 5. _____. It 6. _____ and sunny.

Yesterday we 7. _____

Tomorrow we 8. _____

And 9. _____ bikes.

We 10. _____ next weekend.

Instrumento de Avaliação – Compreensão do Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para comparar universos diferenciados: tipos de férias	A. Escolha múltipla	5 x 10 = 50	Certo / Errado
		B. Verdadeiro / Falso	5 x 10 = 50	Certo / Errado
		Total: 100		

Instrumento de Avaliação – Leitura e Produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar tipos de férias e vocabulário relacionado com férias	I B. Correspondência	5 x 4 = 20	Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (férias)		C. Verdadeiro / Falso	5 x 4 = 20	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>be going to</i>)		II Identificação de imagens	10 x 2 = 20	Certo / Errado
Produzir um texto simples (completar frases)		III Preenchimento de espaços	5 x 4 = 20	Certo / Errado
		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho página 328)
		Total: 100		

GRAMMAR

Unit 1

Possessive determiners / Possessive pronouns

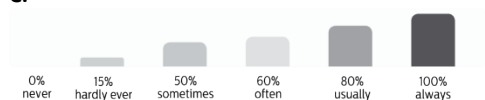
- A. 1. their 2. her 3. its 4. our 5. his 6. your
B. 2. yours 3. his 4. hers 5. its 6. ours 7. yours 8. theirs
C. 1. mine 2. theirs 3. his 4. hers 5. ours

Verb to be / Verb to have got

- A. 1. b 2. c 3. b 4. a 5. c 6. b
B. 1. Are; aren't; are 2. is; is 3. Are; 'm not; am 4. Is; isn't; is
C. 1. has got 2. hasn't got 3. have got 4. have got 5. haven't got
D. 1. have got 2. hasn't got; has got 3. hasn't got; has got
4. Have you got; haven't

Present Simple / Adverbs of frequency

- A. 1. watches 2. swim 3. Does 4. study 5. doesn't 6. plays
B. 1. He doesn't go to the park in the afternoon. 2. My uncle doesn't enjoy playing football. 3. Miguel and Sandro don't go to school by car.
C.



- D. 1. Helen sometimes goes to school by bike. 2. They are never late. 3. We don't usually go to the cinema. 4. Harry often goes to the park.

Unit 2

There to be / Comparative / Superlative

- A. 1. There is 2. are there 3. There isn't 4. There are 5. There aren't
B. 2. funnier than; the funniest 3. better than 4. the best 5. worse than 6. the worst 7. more interesting than 8. the most interesting 9. more beautiful than 10. the most beautiful
C. 1. smaller than 2. taller than 3. funnier than
D. 1. the best 2. the most hard-working 3. the youngest 4. the most popular

Present Continuous / Present Simple and Present Continuous

- A. 1. are doing 2. is singing 3. is running 4. am playing
B. 1. I am not listening to music at the moment. 2. We aren't climbing ropes. 3. They aren't meeting their friends. 4. She isn't dancing now.
C. 1. b 2. a 3. d 4. c
D. Present Simple: 3, 4; Present Continuous: 2, 5

Unit 3

Prepositions of place and movement / Verb to be – Past Simple / There to be – Past Simple

- A. 1. between 2. next to 3. in 4. in front of
B. 1. across 2. along 3. towards
C. 1. were 2. was 3. were; 4. was
D. 1. I wasn't at the museum yesterday. 2. My parents weren't at a concert last week. 3. She wasn't at the post office yesterday
E. 1. Were; were 2. Was; wasn't 3. Were; wasn't 4. Was; was 5. Were; weren't
F. 2. There were lots of balloons. 3. There were beautiful presents. 4. There was a clown. 5. There was a birthday cake. 6. There were delicious sandwiches.

- G. 1. There wasn't a special event at school. 2. There weren't lots of students. 3. There wasn't a group of teachers. 4. There wasn't a sports activity. 5. There weren't beautiful flowers.
H. 2. Were there any musicians? No, there weren't. 3. Was there a big birthday cake? Yes, there was. 4. Were there any drinks? Yes, there were. 5. Was there chocolate mousse? No, there wasn't.

Unit 4

Past Simple

- A. 1. arrived 2. visited 3. enjoyed 4. studied 5. stopped
B. 1. He **didn't listen** to music yesterday evening. 2. The students **didn't study** for the test. 3. We **didn't** enjoy the ride on the London Eye. 4. Mel **didn't** visit the Museum with her parents.
C. 1. listen 2. visit 3. play 4. explain 5. walk
D. 3. Yes, they did. 4. Yes, I did. 5. No, they didn't.
E. 1. went 2. took 3. drove 4. met 5. had
F. 1. The cat didn't find the ball in the garden. 2. I didn't drive to work yesterday morning. 3. They didn't go to Paris last week. 4. She didn't take photos yesterday. 5. He didn't meet his friends in the shopping centre.
G. 1. Where did they go? 2. Did she take the train? 3. Where did the boys meet? 4. What did he buy? 5. Did you have a great time?

Unit 5

Reflexive pronouns / Be going to

- A. 1. himself 2. herself 3. themselves 4. myself 5. ourselves
B. 1. going to buy 2. going to swim 3. going to ride 4. going to read
C. 2. The students aren't going to study for the test. 3. My father isn't going to fly to Madrid tomorrow. 4. I am not going to travel to London next week. 5. We aren't going to buy a present.
D. 1. c 2. d 3. a 4. b

VOCABULARY

Unit 1

- A. 2. French, France 3. Spanish, Spain 4. Italian, Italy 5. American, USA 6. Scottish, Scotland 7. Angolan, Angola 8. Japanese, Japan 9. Brazilian, Brazil
B. 1. nurse 2. mechanic 3. teacher 4. engineer
C. 1. have a shower 2. get dressed 3. make my bed 4. have breakfast 5. brush my teeth 6. go to school 7. put on my pyjamas 8. go to bed

Unit 2

- A. 1. library 2. playground 3. gym 4. computer room 5. maths 6. science 7. PE 8. art
B. 1. taking 2. a bike 3. to music 4. watching 5. friends 6. playing

Unit 3

- A. 1. c 2. d 3. e 4. b 5. a
B. 1. meat; chicken 2. bread; biscuits 3. skirt; T-shirt 4. boots 5. magazine; newspaper 6. medicine

Unit 4

A. 1. taxi 2. underground 3. double-decker 4. duck truck
5. sightseeing tour bus 6. church 7. museum 8. souvenir shop
B. roller coaster: 3; ticket office: 4; water slides: 1; merry-go-round: 2

Unit 5

A. suitcase 2. beach towel 3. goggles 4. cap 5. sun cream
6. flip flops 7. tickets 8. camera 9. ski boots 10. skis
11. sunglasses 12. gloves
B. 1. tickets 2. skis 3. camera 4. beach towel

READING

Unit 1

B. 1. c 2. a 3. a
C. 1. d 2. f 3. a 4. e 5. c 6. b

Unit 2

B. 1. d 2. a 3. e 4. b 5. f 6. c
C. 1. T 2. F 3. T 4. F 5. T

Unit 3

B. 1, 3
C. 1. a 2. b 3. b
D. 1. b 2. d 3. e 4. a 5. c

Unit 4

B. 1. Dylan 2. Pearce 3. 11 4. Manchester 5. Cambridge
C. 1. T 2. F 3. T 4. T 5. F
D. 1. d 2. c 3. e 4. a 5. b

Unit 5

B. 1. a postcard 2. weekend 3. windy 4. beach 5. evening
C. 1. a 2. b 3. a 4. a

WRITING

Unit 1

2. I am eleven years old. 3. I am from Ireland. 4. I am Irish.
5. My birthday is on 5th November. 6. My father is David and my mother is Patricia. 7. My father is a chef and my mother is a bus driver. 8. I have got a brother. His name is Patrick. 9. I have got a dog. His name is Blackie. 10. I usually get up at quarter past seven. I go to school on foot with my friend, Mary. I have lunch at school. I go home at half past four. 11. My favourite sport is football.

Unit 2

A. Music room; lab; classrooms; library; headmaster's office; canteen; school office
B. I'm Lara and this is my school. It is big and modern. There are two floors. The library and the computer room are upstairs. The classroom(s) and the headmaster's office are downstairs. There are two labs downstairs too. There is a big playground.

Unit 3

Last Sunday was Brian's birthday party.
There were lots of kids there.
Brian's cousins were there too.
His grandparents weren't there.
They were at home.
The food was fantastic. There were sandwiches, biscuits and birthday cake.
There was lemonade to drink.
It was cool.

Unit 4

B. 1. Yesterday at half past nine we arrived in Oxford. 2. At ten o'clock we visited the University of Oxford. 3. At half past twelve we enjoyed lunch in the university park. 4. At two o'clock we went on a walking tour. 5. Then, at half past three, we visited the Christ Church. 6. Finally we took the train back to school at half past four.

Unit 5

1. London 2. friends 3. last weekend 4. friend's house
5. sunny and cold 6. visited the Natural History Museum
7. went on a ride on the London Eye 8. are going to cross Tower Bridge 9. are going to have a picnic in St James's Park.
10. next Wednesday

Answer Keys

Tests

LISTENING TESTS

Unit 1 Listening test

- A. 1. a 2. b 3. a 4. a 5. b
B. 1. F 2. T 3. T 4. F 5. F

Unit 1 – Progress test

I – Reading

- B. 1. F 2. T 3. F 4. F 5. T
C. 1. e 2. d 3. a 4. b 5. c

II – Vocabulary

1. Greek 2. Italy 3. Scottish 4. Spanish 5. Switzerland
6. Chinese

III – Grammar

- A. 1. theirs 2. mine 3. his 4. ours 5. hers
B. 1. The children always have dinner at home. 2. My brother is never on time for school. 3. They often drink coffee in the morning. 4. We don't usually get up at seven o'clock.
C. 1. is 2. goes 3. play 4. doesn't stay 5. has

IV – Writing

Personal answer

Unit 2 Listening test

- A. 1. c 2. a 3. e 4. b 5. d
B. 1. b 2. c
C. 1. Saturday 2. garden 3. are listening to 4. every day 5. is playing

Unit 2 – Progress test

I – Reading

- B. 1. Megan Walker 2. 2 3. two labs, a music room, a library and five classrooms 4. a canteen and a computer room 5. PE 6. sports club
C. 1. d 2. e 3. c 4. a 5. b

II – Vocabulary

- A. 1. b 2. b 3. b 4. a 5. a

III – Grammar

- A. 1. taller 2. funnier 3. more intelligent
B. 1. the youngest 2. the best 3. the most interesting
C. 1. do 2. is having 3. ride 4. is drinking

IV – Writing

1. small 2. modern 3. are 4. labs 5. computer room 6. there is 7. school office 8. headmaster's office 9. art 10. subject

Unit 3 Listening test

- A. 1. shopping centre 2. cinema 3. fire station 4. train station
B. ✓ 1, 3, 4, 5, 7; ✗ 2, 6
C. 1. F 2. T 3. F 4. F 5. T

Unit 3 – Progress test

I – Reading

- B. 1. in the city centre 2. next to the cinema 3. near the theatre

- C. 1. T 2. F 3. F 4. T 5. F

- D. 1. sports 2. were; party 3. Yes; was

II – Vocabulary

- A. 1. train station 2. theatre 3. butcher's 4. shoe shop

III – Grammar

- A. 1. were 2. was 3. Was 4. wasn't 5. was 6. were

IV – Writing

1. there was 2. students 3. cooking 4. weren't 5. kitchen 6. were 7. fish 8. wasn't 9. water 10. fantastic

Unit 4 Listening test

- A. 1. Tuesday 2. class 3. trip 4. Museum
B. 1. F 2. T 3. F 4. F 5. T 6. T
C. birthday; went; rides; had; food; sang; was

Unit 4 – Progress test

I – Reading

- B. 1. two 2. bus 3. mother 4. in the evening 5. fantastic
C. 1. c 2. e 3. d 4. a 5. b

II – Vocabulary

1. souvenirs 2. roller coaster 3. merry-go-round 4. water slide 5. tickets

III – Grammar

1. enjoyed 2. didn't travel 3. stayed 4. Did / work; didn't 5. didn't watch 6. Did / listen; did
B. 1. went 2. met 3. buy 4. drink; did; 5. take

IV – Writing

1. I went to Legoland last week. 2. My dad bought four tickets in the ticket office. 3. My sister and I went on fantastic rides. 4. We had lunch at the park restaurant. 5. I loved the visit to Legoland.

Unit 5 Listening test

- A. 1. a 2. b 3. b 4. a 5. b
B. 1. F 2. T 3. F 4. F 5. T

Unit 5 – Progress test

I – Reading

- B. 1. d 2. a 3. e 4. b 5. c
C. 1. F 2. T 3. T 4. F 5. F

II – Vocabulary

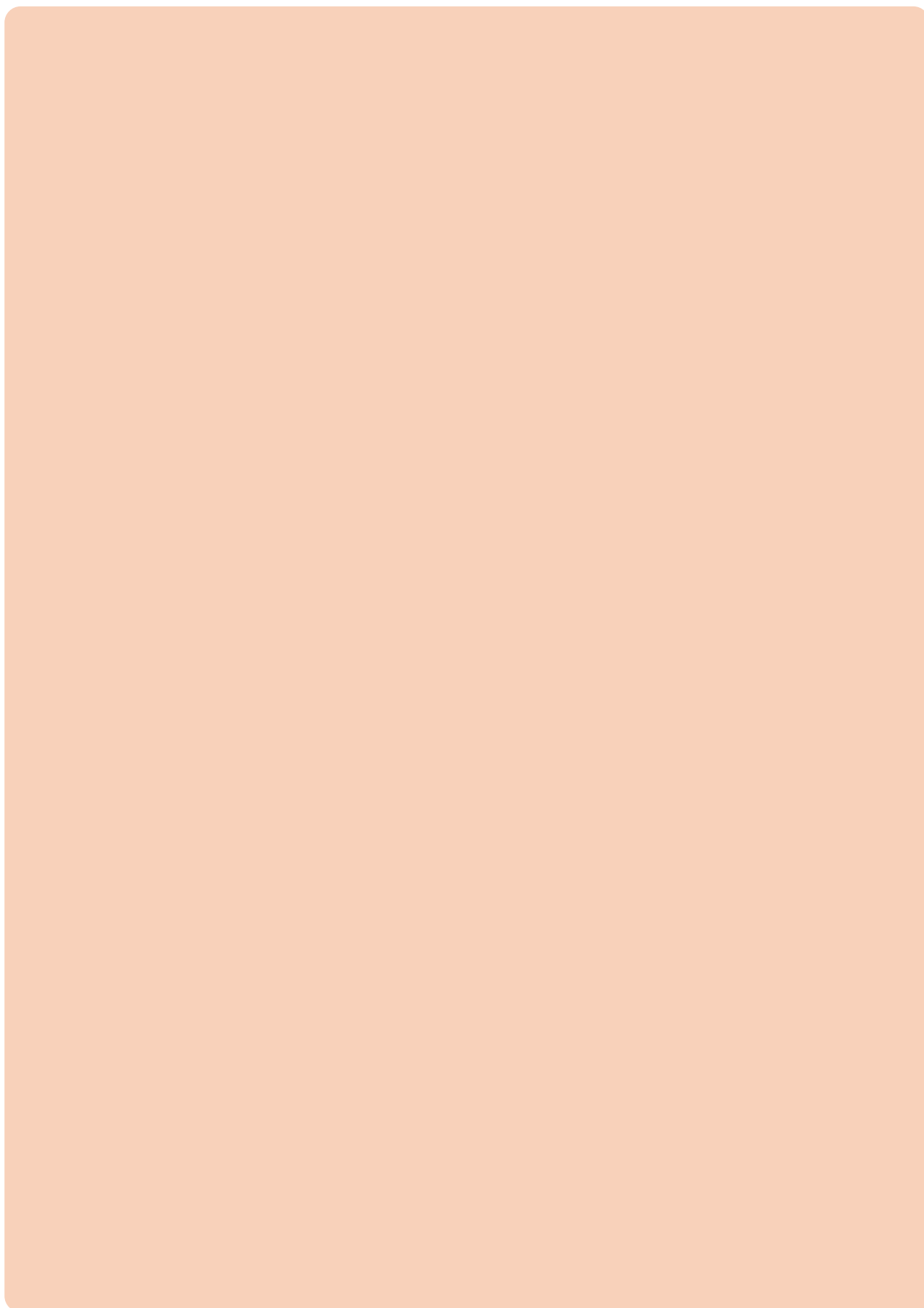
1. camera 2. goggles 3. beach towel 4. ticket 5. skis 6. sun cream 7. suitcase 8. cap 9. flip flops 10. sunglasses

III – Grammar

1. is going to buy 2. Are they going to catch; are 3. am not going to eat 4. aren't going to play

IV – Writing

1. arrived 2. Sicily in Italy 3. travelled 4. by train 5. was fantastic 6. was warm 7. tasted Italian food 8. are going to swim in the sea 9. we are going to ride our 10. are going to fly back home



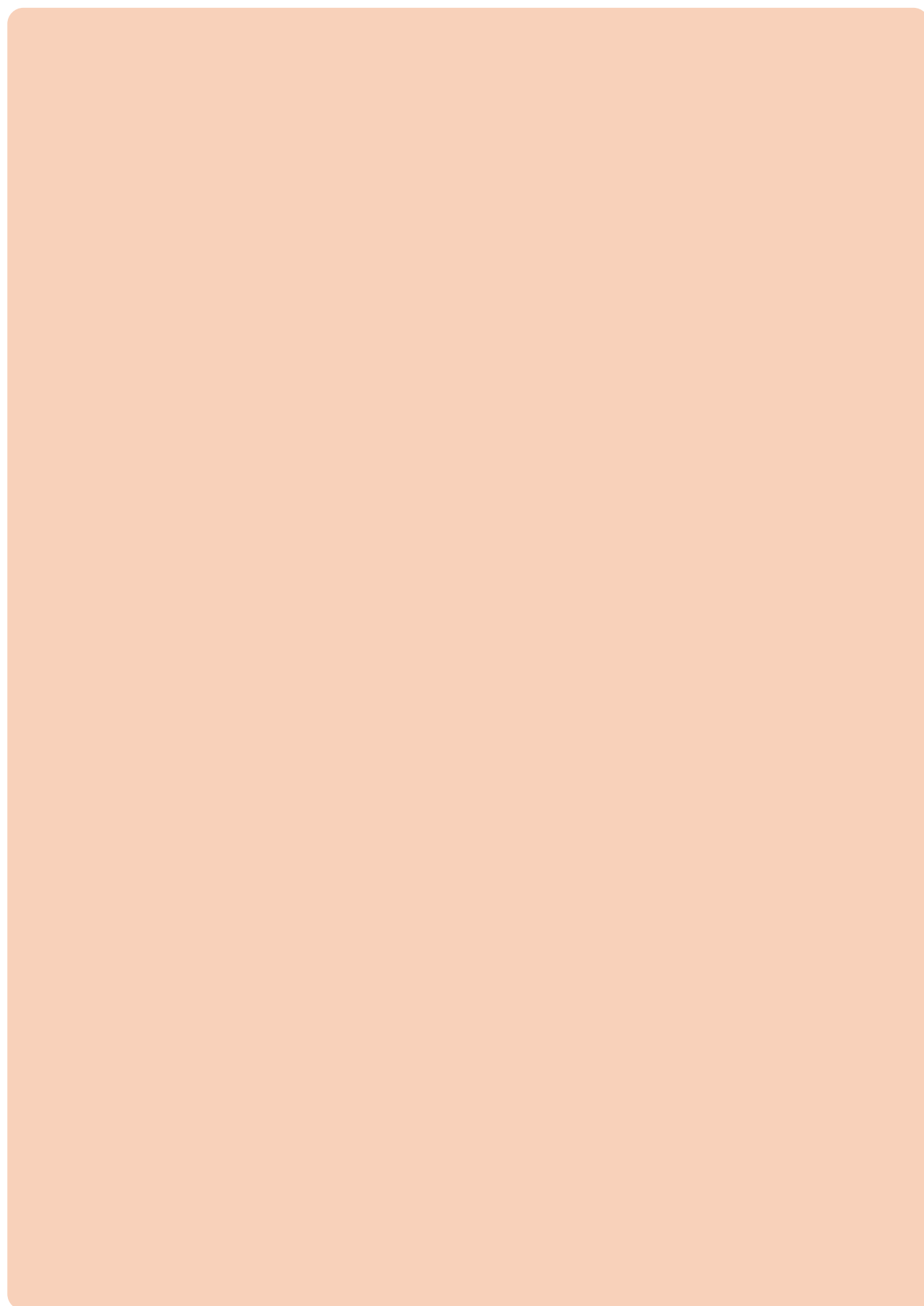


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Placement Test

Listening

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



Listen to the text and circle the correct pictures. CD 3 Tracks 43 • 44

1. Mary is ... years old.

a.



b.



c.



2. She goes to school

a.



b.

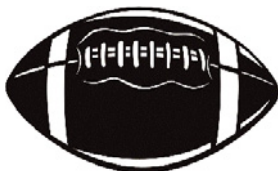


c.



3. Mary plays

a.



b.



c.

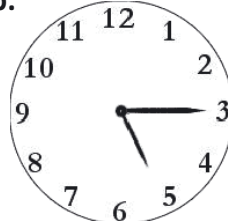


4. She goes home at

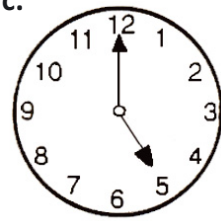
a.



b.



c.



5. Mary's afternoon snack is

a.



b.



c.



Placement Test

Name

No.

Class

Date

Mark

Teacher

A

Circle the correct option.

1. **Annie:** ... ?

Oliver: I'm ten years old.

- a. What's your name?
- b. How old are you?
- c. What time is it?

2. The weather in London today is

- a. rainy.
- b. sunny.
- c. windy.

Paris



Madrid



London



3. **Tom:** What's his job?

Adam: He's a

- a. painter.
- b. nurse.
- c. firefighter.



4. Jane doesn't really like

- a. cooking.
- b. doing the dishes.
- c. making the bed.



5. The table is ... Sarah and Thomas.

- a. opposite
- b. between
- c. in front of



6. Jenny is wearing

- a. a hat, a coat, a scarf and boots.
- b. a hat, a coat, a scarf and shoes.
- c. a hat, a coat, gloves and trainers.



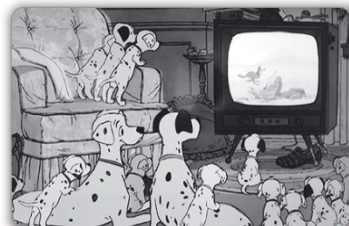
B Complete the questions with *Who, What, Where, When* or *How*.

- _____ is Helen? She's in the library.
- _____ is Logan's favourite hobby? It's listening to music.
- _____ is in the classroom? It's Barbara.
- _____ does he go to school? He walks to school.
- _____ is his birthday? It's in May.

C Look at the pictures. What are they doing?



1. Mickey _____ (call) Minnie.



2. The Dalmatians _____ (watch) TV.



3. Snow White _____ (dance) with her friends.



4. Miguel _____ (play) the guitar.



5. They _____ (have) a nice dinner.



6. They _____ (listen) to music.

D Order the words to write correct sentences.

1. favourite / my / red / are / colours / blue / and / .

2. Jenny / lunch / does / have / where / ?

3. grandparents / go / London / usually / our / don't / to / .

4. doesn't / Ryan / homework / dinner / his / do / after / .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen and circle the correct answer.  CD 3 Tracks 45 • 46

1. Mr Brown is from
 a. England. b. Scotland. c. the USA.
2. Mrs Brown is a
 a. taxi driver. b. nurse. c. teacher.
3. Mr and Mrs Brown have got
 a. three children. b. two children. c. a dog.
4. Their children go to school
 a. by car. b. by bus. c. on foot.
5. They come home at
 a. quarter past four. b. half past four. c. quarter past five.



B

Listen and tick (✓) True (T) or False (F).  CD 3 Tracks 47 • 48

1. Thomas goes to football practice at the weekend.
2. He has swimming lessons on Thursday.
3. Thomas and his friends play video games.
4. They have a snack before playing.
5. Thomas's friends stay for dinner, too.

T F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

James Graham

James Graham is eleven years old. He lives in a house in Tayport, Scotland, with his parents and his little sister, Maura. Maura is only four years old. She doesn't go to school. She stays home with her grandmother. James's father is Arthur and his

5 mother is Arabel. Arthur is a mechanic.



Every morning they get up early. At seven o'clock James has a quick shower. Then he goes to the kitchen and he has breakfast with his grandmother and his mother. His dad is at work. He goes to work at quarter to seven. James usually has cereal. His grandmother and his mother have tea and toast. After

10 breakfast his mother goes to work by car. James walks to school with his friend, Callum.

James goes home at five o'clock and has a snack. Then he does his homework. They have dinner at seven o'clock. After dinner they watch TV and then James reads his book. He goes to bed at half past nine.

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The Grahams are American. | ☐ | ☐ |
| 2. James's sister is a student. | ☐ | ☐ |
| 3. James has breakfast with his parents. | ☐ | ☐ |
| 4. James and Callum walk to school. | ☐ | ☐ |
| 5. James does his homework before dinner. | ☐ | ☐ |

C Order James's daily routine.

- a. He has a snack. ☐
- b. He has dinner with his family. ☐
- c. He has cereal for breakfast. ☐
- d. He goes to school. ☐
- e. He reads his book. ☐
- f. He watches TV. ☐

II – Vocabulary

Write the country or nationality.

Country	Nationality
1. Greece	
2.	Italian
3. Scotland	

Country	Nationality
4. Spain	
5.	Swiss
6. China	

III – Grammar**A Complete the sentences with the correct possessive pronouns.**

- James and his sister have got white bikes. They are _____.
- This is my schoolbag. It's _____.
- Whose book is this? It's James's book. It's _____.
- Arthur and I have got a new car. The car is _____.
- Is this Maura's dress? Yes, it's _____.

B Order the words to write correct sentences.

- have / at / dinner / children / always / home / the / .

- brother / never / is / on time / school / for / my / .

- drink / coffee / in / often / the / they / morning / .

- don't / at / usually / seven / get up / o'clock / we / .

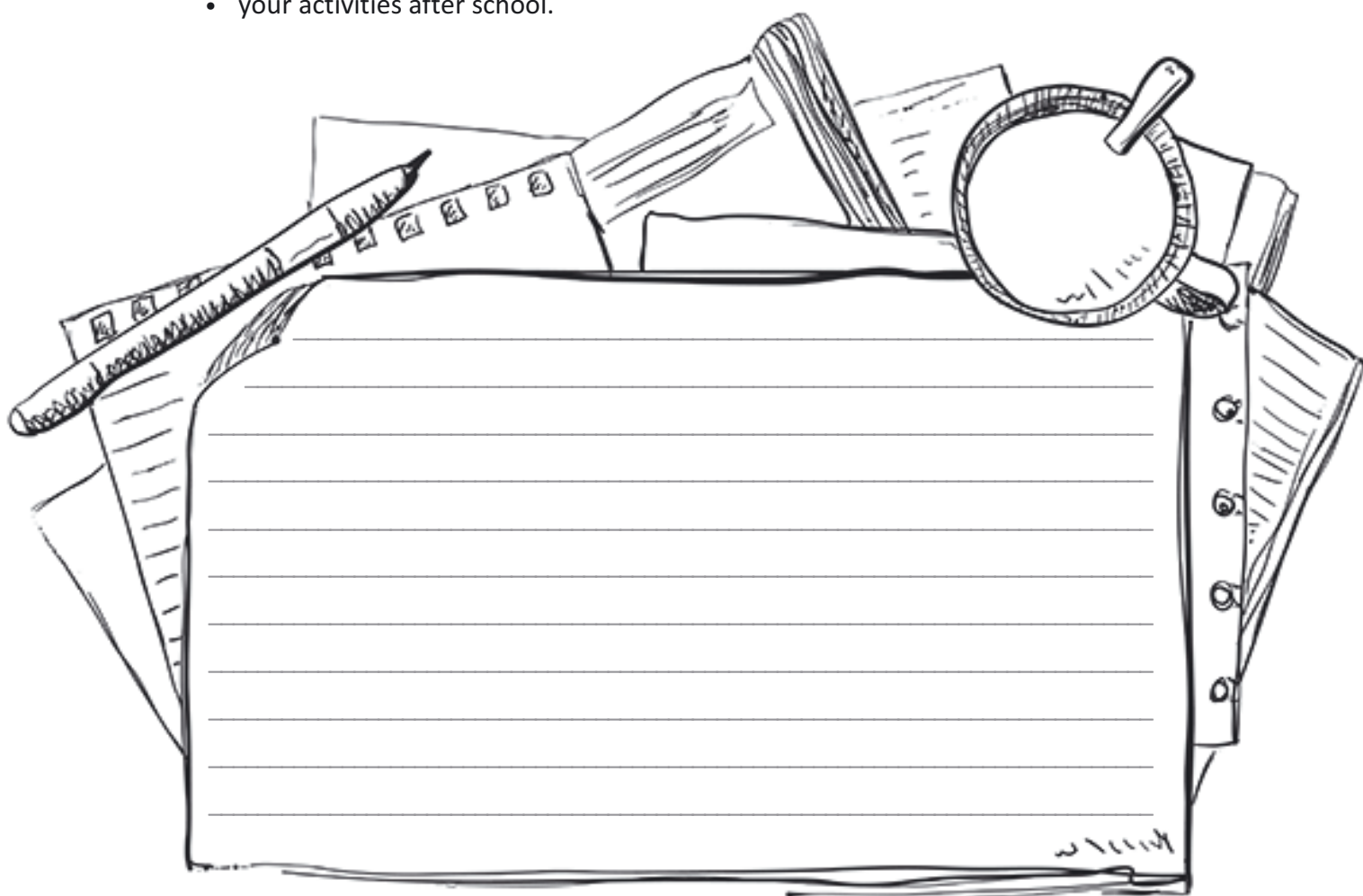
C Complete the sentences with the Present Simple of the verbs in brackets.

1. Callum _____ (**be**) James's friend. He sometimes _____ (**go**) to his friend's house and they _____ (**play**) football. He _____ (**not stay**) for dinner because he _____ (**have**) dinner with his family.
2. What time _____ (**he / get up**) in the morning?
He _____ (**get up**) at half past seven.
3. Mary and I _____ (**not do**) our homework in the kitchen. We always _____ (**study**) in the dining room.

IV – Writing

Write a text about your daily routine. Mention:

- your activities: in the morning;
in the afternoon;
in the evening;
- the time of the activities;
- your activities after school.



Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

James Graham

James Graham is eleven years old. He lives in a house in Tayport, Scotland, with his parents and his little sister, Maura. Maura is only four years old. She doesn't go to school. She stays home with her grandmother. James's father is Arthur and his mother is Arabel. Arthur is a mechanic.



Every morning they get up early. At seven o'clock James has a quick shower. Then he goes to the kitchen and he has breakfast with his grandmother and his mother. His dad is at work. He goes to work at quarter to seven. James usually has cereal. His grandmother and his mother have tea and toast. After breakfast his mother goes to work by car. James walks to school with his friend, Callum.

James goes home at five o'clock and has a snack. Then he does his homework. They have dinner at seven o'clock. After dinner they watch TV and then James reads his book. He goes to bed at half past nine.

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

1. The Grahams are American.
2. James's sister is a student.
3. James has breakfast with his parents.
4. James and Callum walk to school.
5. James does his homework before dinner.

T F

☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐

C Order James's daily routine.

- a. He has a snack. ☐
- b. He has dinner with his family. ☐
- c. He has cereal for breakfast. ☐
- d. He goes to school. ☐
- e. He reads his book. ☐
- f. He watches TV. ☐

II – Vocabulary

Write the country or nationality.

Country	Nationality
1. Greece	G_____
2. I_____	Italian
3. Scotland	S_____

Country	Nationality
4. Spain	S_____
5. S_____ z_____ d	Swiss
6. China	C_____

III – Grammar**A Complete the sentences with the correct possessive pronouns: *ours, theirs, hers, his* or *mine*.**

- James and his sister have got white bikes. They are _____.
- This is my schoolbag. It's _____.
- Whose book is this? It's James's book. It's _____.
- Arthur and I have got a new car. The car is _____.
- Is this Maura's dress? Yes, it's _____.

B Order the words to write correct sentences.

- have / at / dinner / children / ~~the~~ / always / home / .

The

- brother / never / is / on time / school / for / ~~my~~ / .

My

- drink / coffee / in / often / the / ~~they~~ / morning / .

They

- don't / at / usually / seven / get up / o'clock / we / .

We

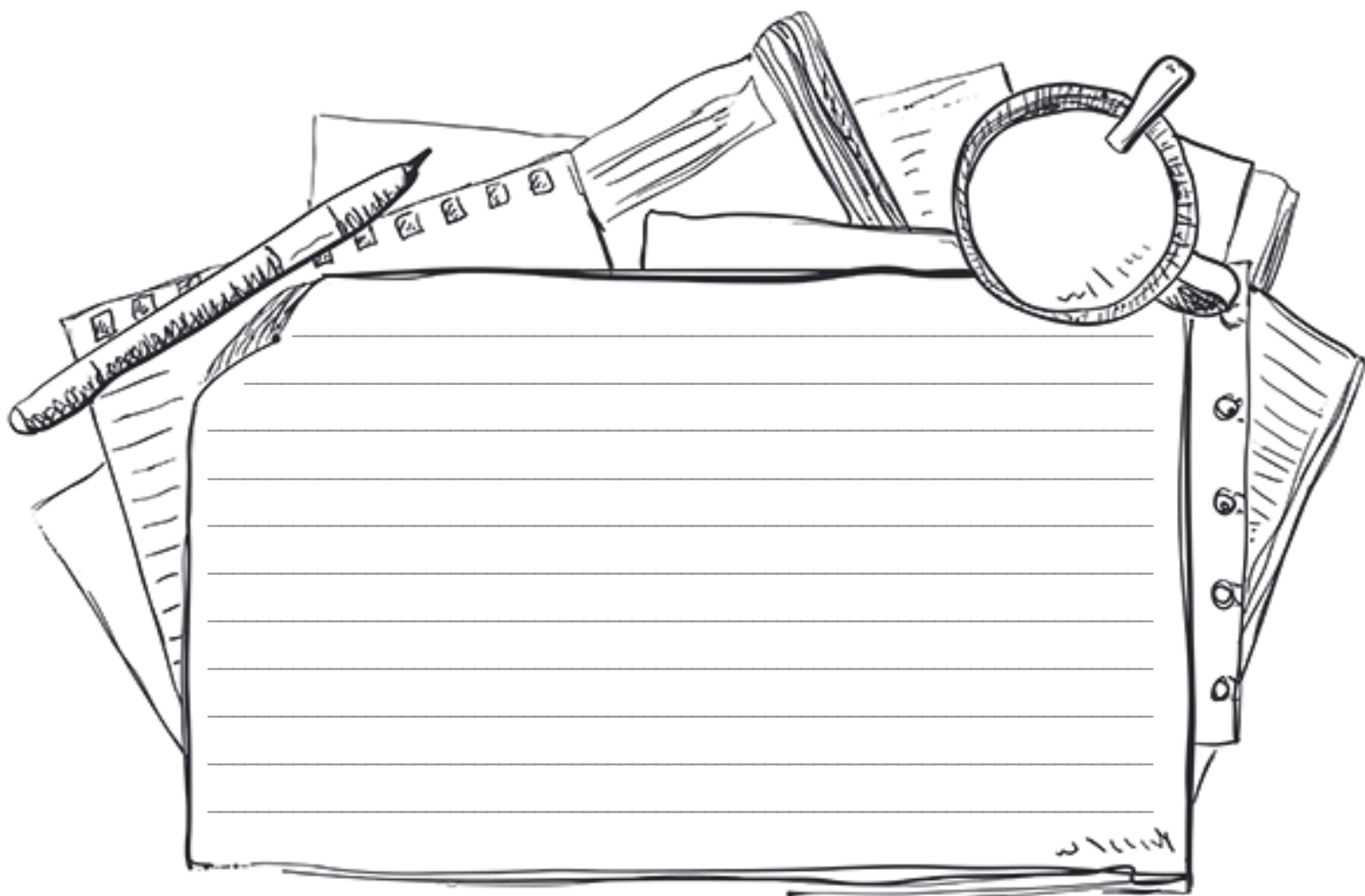
C Complete the sentences with the Present Simple of the verbs in brackets.

1. Callum _____ (be) James's friend. He sometimes _____ (go) to his friend's house and they _____ (play) football. He _____ (not stay) for dinner because he _____ (have) dinner with his family.
2. What time _____ he _____ (get up) in the morning?
He _____ (get up) at half past seven.
3. Mary and I _____ (not do) our homework in the kitchen. We always _____ (study) in the dining room.

IV – Writing

Write a text about your daily routine. Mention:

- your activities: in the morning (wake up; get up; have a shower...);
in the afternoon (have lunch; have lessons; go home...);
in the evening (do homework; have dinner);
- the time of the activities (at seven o'clock; at half past five...);
- your activities after school (play football; have swimming lessons...).



unit 1 Speaking Test

Name

No.

Class

Date

Mark

Teacher

Use the information and introduce the boy or the girl.

Name: Harry

Surname: Gordon

Age: 10

Date of birth: 10th April

Place of birth: Canada

Nationality: Canadian

Physical appearance: short, thin, brown hair,
brown eyes

Personality: hard-working

Father's job: bus driver

Mother's job: secretary

Family: two sisters – Lea, 5 and Annie, 8

Sports: ice hockey, basketball

His name is...



Her name is...



Name: Suki

Surname: Asato

Age: 11

Date of birth: 2nd March

Place of birth: Japan

Nationality: Japanese

Physical appearance: tall, thin, black hair,
brown eyes

Personality: funny, active

Father's job: teacher

Mother's job: nurse

Family: 1 brother, Ken, 15

Sports: swimming

Unit 1 – Listening Test

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos articulados de forma clara e pausada	Conhecer-se a si e ao outro Identificar-se a si e ao outro Comparar diferentes rotinas diárias	A. Escolha múltipla	5 × 10 = 50	Certo / Errado
		B. Verdadeiro / Falso	5 × 10 = 50	Certo / Errado
			Total: 100	

Unit 1 – Progress Test A

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	• Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar diferentes rotinas diárias	I B. Verdadeiro / Falso (com correção das afirmações falsas)	Afirmações verdadeiras: 2 × 2 = 4 (B.4; B.5) Afirmações falsas: 3 × 2 = 6 Correção das afirmações falsas: 3 × 2 = 6	Certo / Errado Certo / Parcialmente certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas (países e nacionalidades)		C. Ordenação de frases	6 × 2 = 12	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas (países e nacionalidades)		II Preenchimento de tabela	6 × 2 = 12	Certo / Errado
• Aplicar estruturas frequentes do funcionamento da língua (<i>possessive pronouns; adverbs of frequency; Present Simple</i>)		III A. Preenchimento de espaços B. Ordenação de palavras C. Preenchimento de espaços	5 × 2 = 10 4 × 3 = 12 9 × 2 = 18	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (descrever uma rotina diária)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Unit 1 – Progress Test B

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar diferentes rotinas diárias	I B. Verdadeiro / Falso	Afirmações verdadeiras: $2 \times 2 = 4$ (B.4; B.5) Afirmações falsas: $3 \times 2 = 6$	Certo / Errado Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas (países e nacionalidades)		II Preenchimento de tabela	$6 \times 2 = 12$	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>possessive pronouns; adverbs of frequency; Present Simple</i>)		III A. Preenchimento de espaços B. Ordenação de palavras C. Preenchimento de espaços	$5 \times 2 = 10$ $4 \times 3 = 12$ $9 \times 2 = 18$	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever uma rotina diária)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1.

Are the sentences True (T) or False (F)? CD 3 Tracks 49 • 50

1. Ann's school is not big.
2. There are two buildings in her school.
3. The classrooms are all upstairs.
4. The music room isn't upstairs.
5. Geography is her favourite subject.

T F

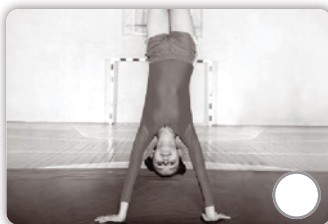
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☐	☐

B

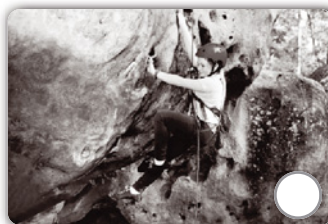
Listen to part 2. Tick (✓) the correct option. CD 3 Tracks 51 • 52

1. Jane's favourite school club is

a.



b.

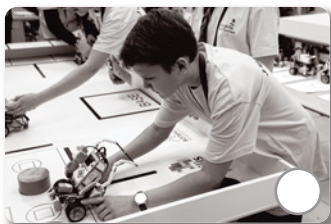


c.



2. Mark's favourite school club is

a.



b.



c.



C

Listen to part 3. Complete the sentences. CD 3 Tracks 53 • 54

1. Today is _____.
2. The Walkers are in the _____.
3. Mr and Mrs Walker _____ to Jacob singing.
4. He plays the guitar _____ after school.
5. Emily _____ with their dog.

Name

No.

Class

Date

Mark

Teacher

I – Reading
A Read the text.

Kevin Parker goes to St. Edmund's Junior school in Canterbury. It's a very old but beautiful school. He is happy at school because his teachers are nice, the classrooms are modern and comfortable, the playground is very big, the labs are great, there are good sports fields and there is a big gym too.

Kevin's favourite subjects are science and geography. He likes sports too.

Kevin is the best rugby player in the school. He plays three times a week: on Tuesdays, Wednesdays and Fridays. He thinks this sport is more exciting than football.

Today is Saturday and Kevin is at the park with his friends Ron and Amy. Amy is running with her dog. She runs faster than the boys. Kevin and Ron are riding their bikes. Sarah, Kevin's sister, isn't at the park. She is skiing in the mountains with her friends.


B Complete the description of Kevin's school.

1. teachers	2. classrooms	3. playground	4. labs	5. sports fields	6. gym
	modern and				

C Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Kevin's school is not a new building. | ☐ | ☐ |
| 2. He doesn't like going to school. | ☐ | ☐ |
| 3. Kevin's favourite sport is football. | ☐ | ☐ |
| 4. Now Kevin and his friends aren't at school. | ☐ | ☐ |
| 5. Kevin's sister is at the park too. | ☐ | ☐ |

D Answer the questions about the text.

1. What are Kevin's favourite subjects? _____
2. Is he a good rugby player? _____
3. Where are Kevin, Ron and Amy today? _____
4. Is Amy riding her bike? _____
5. Who is Sarah? _____
6. What is she doing? _____

II – Vocabulary**A Write the name of these school subjects.**

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

B What parts of the school are these? Write their names.

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

III – Grammar**A Complete the sentences with the words in brackets in the plural.**

1. There are two _____ (man) in the park.
2. The _____ (child) have got new books.
3. I have got four _____ (class) today.
4. She has got brown _____ (shoe).
5. There are three _____ (story) in this book.

B Complete with the comparative of the adjectives in brackets.

1. Kevin and Ron run _____ (fast) Amy.
2. My sister is _____ (funny) me.
3. Kevin's school is _____ (big) mine.

1. For Kevin, rugby is _____ (**interesting**) sport of all.
2. Amy is _____ (**young**) in the family.
3. Kevin is _____ (**happy**) student in the school.

1. At the moment they _____ (**have**) breakfast.
2. Kevin usually _____ (**do**) his homework before dinner.
3. Where _____ Ron _____ (**live**)? He _____ (**live**) near the school.
4. Now I _____ (**not study**). My brother and I _____ (**watch**) TV.
5. _____ Kevin _____ (**write**) an email now? Yes, he _____.

IV – Writing

Write about your school.

My school

- Your name, age, school year
- Name of the school
- Description of the school (parts of the school)
- Your favourite subject
- Your favorite school club or activity

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name

No.

Class

Date

Mark

Teacher

I – Reading
A Read the text.

Kevin Parker goes to St. Edmund's Junior school in Canterbury. It's a very old but beautiful school. He is happy at school because his teachers are nice, the classrooms are modern and comfortable, the playground is very big, the labs are great, there are good sports fields and there is a big gym too.

Kevin's favourite subjects are science and geography. He likes sports too.

Kevin is the best rugby player in the school. He plays three times a week: on Tuesdays, Wednesdays and Fridays. He thinks this sport is more exciting than football.

Today is Saturday and Kevin is at the park with his friends Ron and Amy. Amy is running with her dog. She runs faster than the boys. Kevin and Ron are riding their bikes. Sarah, Kevin's sister, isn't at the park. She is skiing in the mountains with her friends.


B Complete the description of Kevin's school.

1. teachers	2. classrooms	3. playground	4. labs	5. sports fields	6. gym
	modern and				

C Are these sentences True (T) or False (F)?

- Kevin's school is not a new building.
- He doesn't like going to school.
- Kevin's favourite sport is football.
- Now Kevin and his friends aren't at school.
- Kevin's sister is at the park too.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Answer the questions about the text.

1. What are Kevin's favourite subjects? Kevin's favourite
2. Is he a good rugby player? _____, he
3. Where are Kevin, Ron and Amy today? They at
4. Is Amy riding her bike? _____, she
5. Who is Sarah? Sarah Kevin's
6. What is she doing? She with her

II – Vocabulary**A Write the name of these school subjects.**

1. G _ _ _ g _ _ _ _ _



2. _ _ _ t



3. H _ _ _ _ o _ _ _



4. _ _ _ t h _ _

B What parts of the school are these. Write their names.

1. c _ _ _ t _ _ _ _ _



2. l _ _ _ _



3. _ _ _ b _ _ _ _ y



4. c _ _ _ _ _ _ _ _ _ _

III – Grammar**A Complete the sentences with the words in brackets in the plural.**

1. There are two _____ (man) in the park.
2. The _____ (child) have got new books.
3. I have got four _____ (class) today.
4. She has got brown _____ (shoe).
5. There are three _____ (story) in this book.

B Complete with the comparative of the adjectives in brackets.

1. Kevin and Ron run _____ (fast) Amy.
2. My sister is _____ (funny) me.
3. Kevin's school is _____ (big) mine.

C Complete with the superlative of the adjectives in brackets.

1. For Kevin, rugby is _____ (interesting) sport of all.
2. Amy is _____ (young) in the family.
3. Kevin is _____ (happy) student in the school.

D Write the verbs in brackets in the Present Simple or Present Continuous.

1. At the moment they _____ (have) breakfast.
2. Kevin usually _____ (do) his homework before dinner.
3. Where _____ Ron _____ (live)? He _____ (live) near the school.
4. Now I _____ (not study). My brother and I _____ (watch) TV.
5. _____ Kevin _____ (write) an email now? Yes, he _____.

IV – Writing**Write about your school.****My school**

- Your name, age, school year
- Name of the school
- Description of the school (modern, old, big, small...); downstairs / upstairs; there is / there are; parts of the school
- Your favourite subject
- Your school club or activity and why you like it (exciting / great / interesting / cool / fun)

*My name _____ I'm _____ years old.**I'm a student at _____**My school is _____**Downstairs there _____*

Upstairs there _____

My favourite subject _____

My favourite school club is _____

Name

No.

Class

Date

Mark

Teacher

My favourite school club

Imagine your favourite school club is the nature club.

Talk about it. Use the information in the box.

CLUB:

- > nature club → love nature (trees, plants and animals)

ACTIVITIES:

- > do lots of interesting things → clean parks, recycle, plant trees and flowers

TIMETABLE

- > Mondays and Wednesdays at 4 o'clock

CONCLUSION

- > great club / have lot of fun / learn a lot about nature



Unit 2 – Listening Test

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
• Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros: identificar disciplinas, horários e espaços de trabalho e de lazer na escola	A. Verdadeiro / Falso	$5 \times 6 = 30$	Certo / Errado
		B. Seleção de informação	$2 \times 7 = 14$	Certo / Errado
		B. Preenchimento de espaços	$8 \times 7 = 56$	Certo / Errado
			Total: 100	

Unit 2 – Progress Test A

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	• Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar disciplinas, horários e espaços de trabalho e de lazer na escola	I B. Preenchimento de tabela	$6 \times 0,5 = 3$	Certo / Errado
		C. Verdadeiro / Falso (com correção das afirmações falsas)	Afirmações verdadeiras: $2 \times 2 = 4$ (C.1; C.4) Afirmações falsas: $3 \times 2 = 6$ Correção das afirmações falsas: $3 \times 1 = 3$	Certo / Parcialmente certo / Errado
		D. Respostas a perguntas sobre o texto	$6 \times 3 = 18$	Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 pontos Conteúdo errado: 0 pontos)
• Aplicar itens lexicais relacionados com as áreas temáticas (disciplinas e espaços de trabalho e de lazer na escola)		II A. Legendagem de imagens	$4 \times 1 = 4$	Certo / Errado
		B. Legendagem de imagens	$4 \times 1 = 4$	
• Aplicar estruturas frequentes do funcionamento da língua (<i>plural of nouns; comparative and superlative of adjectives; Present Simple; Present Continuous</i>)		III A. Preenchimento de espaços	$5 \times 2 = 10$	Certo / Errado
		B. Preenchimento de espaços	$3 \times 2 = 6$	Certo / Errado
		C. Preenchimento de espaços	$3 \times 2 = 6$	Certo / Errado
		D. Preenchimento de espaços	$8 \times 2 = 16$	Certo / Errado
• Produzir um texto simples (descrever a escola, disciplina favorita e atividades escolares)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Unit 2 – Progress Test B

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar disciplinas, horários e espaços de trabalho e de lazer na escola	I B. Preenchimento de tabela C. Verdadeiro / Falso D. Respostas a perguntas sobre o texto	$6 \times 1 = 6$ Afirmações verdadeiras: $2 \times 2 = 4$ (C.1; C.4) Afirmações falsas: $3 \times 2 = 6$ $6 \times 3 = 18$	Certo / Errado Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 pontos Conteúdo errado: 0 pontos)
Aplicar itens lexicais relacionados com as áreas temáticas (disciplinas e espaços de trabalho e de lazer na escola)		II A. Legendagem de imagens B. Legendagem de imagens	$4 \times 1 = 4$ $4 \times 1 = 4$	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>plural of nouns; comparative and superlative of adjectives; Present Simple; Present Continuous</i>)		III A. Preenchimento de espaços B. Preenchimento de espaços C. Preenchimento de espaços D. Preenchimento de espaços	$5 \times 2 = 10$ $3 \times 2 = 6$ $3 \times 2 = 6$ $8 \times 2 = 16$	Certo / Errado Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever a escola, disciplina favorita e atividades escolares)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)

unit 3 Listening Test

Name _____

No. _____

Class _____

Date _____

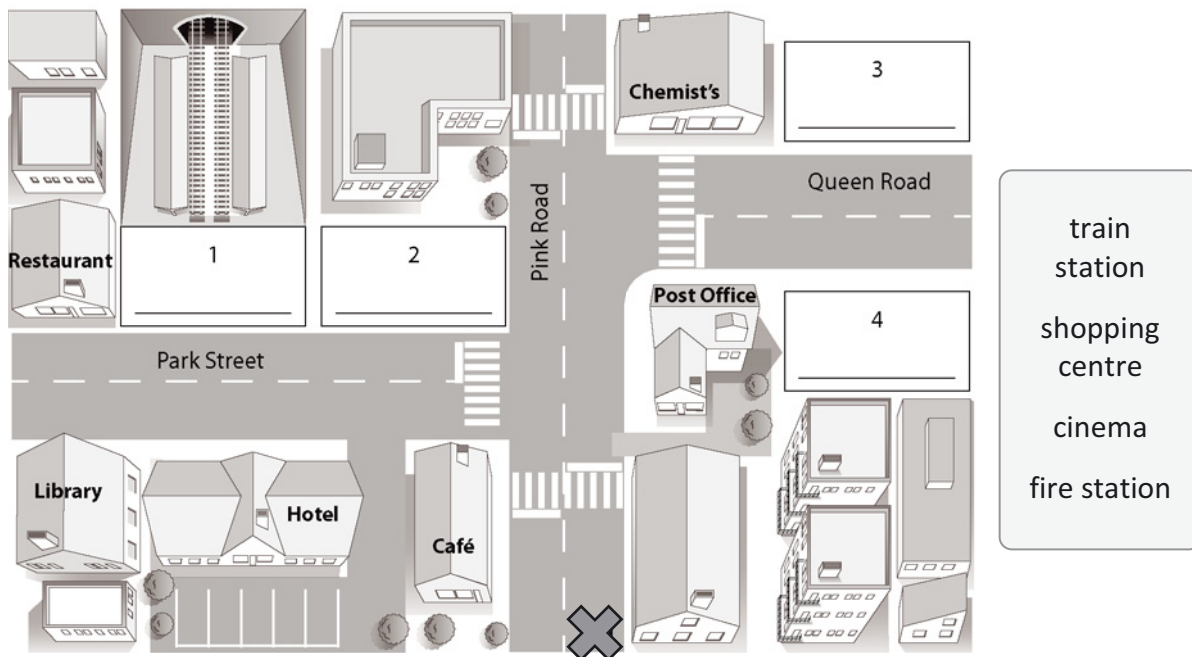
Mark _____

Teacher _____

A

Listen to dialogues 1 and 2 to complete the city plan. Use the words in the box.

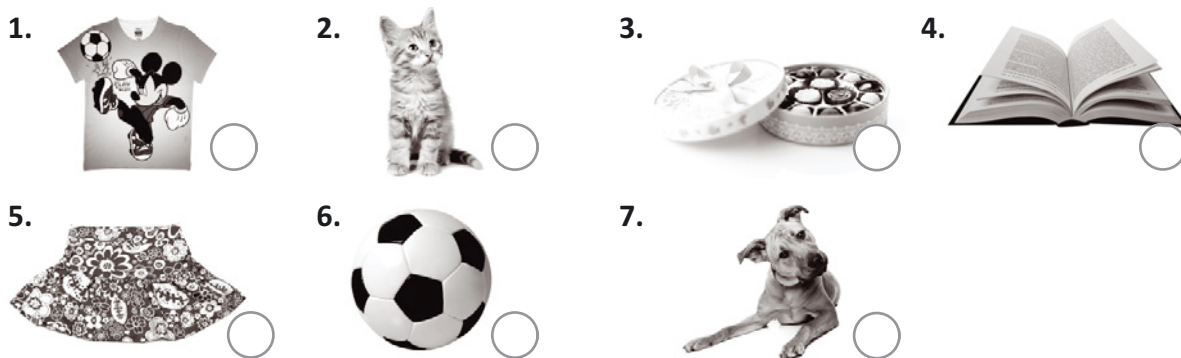
CD 3 Tracks 55 • 56 / 57 • 58



B

Listen to Laura and Sophie. Tick (✓) the things Laura is showing her sister.

CD 3 Tracks 59 • 60



C

Listen again and tick (✓) True (T) or False (F). CD 3 Tracks 59 • 60

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Laura has got a T-shirt for her brother. | ☐ | ☐ |
| 2. There are some lovely clothes in the clothes shop. | ☐ | ☐ |
| 3. The box of chocolates is from the supermarket. | ☐ | ☐ |
| 4. There's a new bookshop next to the restaurant. | ☐ | ☐ |
| 5. There are some cute animals in the pet shop. | ☐ | ☐ |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

I – Reading

A Read the text.

My city

My name is Charlotte and I'm from Brighton. It's a beautiful city in the south of England. It's great to live here! I've got lots of friends and I love my school. We always do really interesting stuff. I am in the *Eating for Life* school club and there was a fantastic school picnic on the beach last Friday. There was a fire and lots of delicious grilled fish. There were vegetarian sandwiches and fruit juices. There wasn't any fast food but there was fruit salad and yoghurt for dessert.

There was a student, Josh, playing the guitar brilliantly. There were students and teachers dancing and singing.

We were all very happy because the picnic was awesome.



B Complete the table.

1. Name	
2. Country	
3. Nationality	
4. City	
5. School club	

C Complete the sentences.

- Charlotte lives in the south of England in a _____.
- There was a fantastic _____ on the beach.
- There wasn't any _____.
- There was _____ playing the guitar brilliantly.
- The picnic was awesome, so they were all _____.

D Answer the questions.

- Were there any teachers singing and dancing? _____
- What was there for dessert? _____
- Why were they very happy? _____

II – Vocabulary

A Where were they yesterday? Write the places in the city.



1. My father was at the _____
2. Mum's car was in the _____
3. They were at the _____
4. We were at the _____
5. I was at the _____

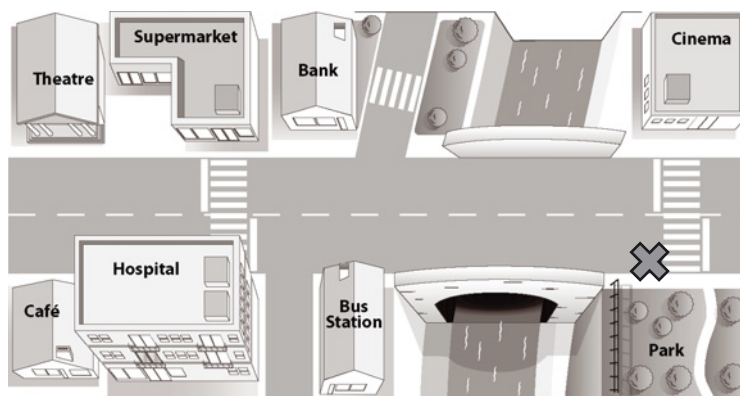
B Where can you buy these things?

1. You can buy meat at the _____
2. You can buy bread at the _____
3. You can buy medicine at the _____
4. You can buy boots at the _____
5. You can buy magazines at the _____

III – Grammar

A Complete with the correct preposition of place or movement.

1. To get to the bus station go _____ the bridge.
2. The supermarket is _____ the theatre and the bank.
3. To get to the café go _____ this street. The café is _____ the hospital.
4. The cinema is _____ the park.



B Complete with the correct adverb of manner.

1. Ann sings _____ (beautiful).
2. He plays the guitar _____ (horrible).
3. I play this game _____ (easy).
4. The tourists listen to the guide _____ (attentive).

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

Lillian: Where **1.** you last weekend?

Stuart: I 2. _____ at the beach with my friends.

Lillian: 3. _____ your brother there too?

Stuart: No, he 4. _____. He 5. _____ at home.

What about you? Where **6.** _____ you?

Lillian: I 7. _____ at my grandparents' house with my cousins from France.

They **8.** _____ here last weekend.

Stuart: 9. your parents there too?

Lillian: No, they **10**.

D Complete the sentences with *there to be* in the Past Simple.

1. Yesterday _____ a school visit to the museum.
2. _____ lots of people at the Zoo.
3. _____ any kids singing? Yes, _____.
4. _____ **(not)** any balloons at the restaurant but _____ music.
5. _____ a rock concert last Saturday? No, _____.
6. Last Saturday _____ **(not)** a birthday party but _____ a pyjama party.

IV – Writing

There was a special school lunch yesterday. Use the words in the box to write a text describing the school lunch.

A special school lunch

- Yesterday / there to be / a cool activity at school
- There to be / a group of students / in the school kitchen / cooking a healthy lunch
- There to be **(not)** / any teachers in the kitchen
- There to be / lots of vegetables and fish
- There to be **(not)** / any wine / there to be only water
- The food / be fantastic

Yesterday there was

Name

No.

Class

Date

Mark

Teacher

I – Reading
A Read the text.
My city

My name is Charlotte and I'm from Brighton. It's a beautiful city in the south of England. It's great to live here! I've got lots of friends and I love my school. We always do really interesting stuff. I am in the *Eating for Life* school club and there was a fantastic school picnic on the beach last Friday. There was a fire and lots of delicious grilled fish. There were vegetarian sandwiches and fruit juices. There wasn't any fast food but there was fruit salad and yoghurt for dessert.

There was a student, Josh, playing the guitar brilliantly. There were students and teachers dancing and singing.

We were all very happy because the picnic was awesome.


B Complete the table.

1. Name	
2. Country	
3. Nationality	
4. City	
5. School club	

C Complete the sentences with the words in the box.

fast food a student beautiful city very happy school picnic

- Charlotte lives in the south of England in a _____.
- There was a fantastic _____ on the beach.
- There wasn't any _____.
- There was _____ playing the guitar brilliantly.
- The picnic was awesome, so they were all _____.

D Answer the questions.

- Were there any teachers singing and dancing? _____
- What was there for dessert? _____
- Why were they very happy? _____

II – Vocabulary

- A** Where were they yesterday? Write the places in the city. Use the words / expressions in the box.



1. My father was at the _____
2. Mum's car was in the _____
3. They were at the _____
4. We were at the _____
5. I was at the _____

train station
airport
theatre
car park
fire station

- B** Where can you buy these things? Use the words in the box.

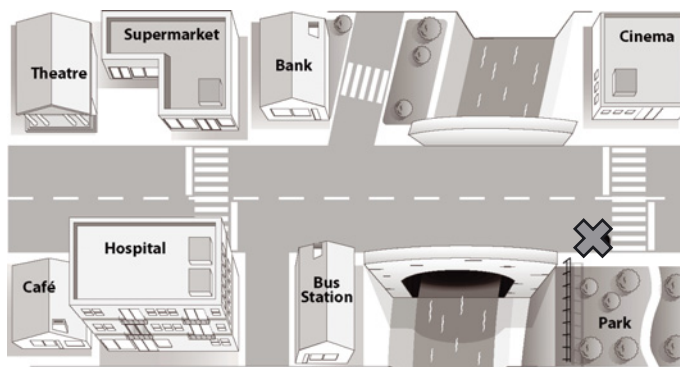
1. You can buy meat at the _____
2. You can buy bread at the _____
3. You can buy medicine at the _____
4. You can buy boots at the _____
5. You can buy magazines at the _____

chemist's
butcher's
shoe shop
newsagent's
baker's

III – Grammar

- A** Choose the correct preposition of place or movement.

1. To get to the bus stop, go **along** / **across** the bridge.
2. The supermarket is **between** / **opposite** the theatre and the bank.
3. To get to the café, go **through** / **along** this street. The café is **next to** / **towards** the hospital.
4. The cinema is **opposite** / **behind** the park.



- B** Choose the correct adverb of manner.

1. Ann sings **beautiful** / **beautifully**.
2. He plays the guitar **horribly** / **horrible**.
3. I play this game **easy** / **easily**.
4. The tourists listen to the guide **attentively** / **attentive**.

C Choose the correct form of the verb *to be* in the Past Simple.

Lillian: Where **1. was / were** you last weekend?

Stuart: I **2. was / were** at the beach with my friends.

Lillian: **3. Was / Were** your brother there too?

Stuart: No, he **4. wasn't / weren't**. He **5. was / were** at home.

What about you? Where **6. was / were** you?

Lillian: I **7. was / were** at my grandparents' house with my cousins from France.

They **8. was / were** here last weekend.

Stuart: **9. Was / Were** your parents there too?

Lillian: No, they **10. wasn't / weren't**.

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

1. Yesterday _____ a school visit to the museum.

2. _____ lots of people at the Zoo.

3. _____ any kids singing? Yes, _____.

4. _____ **(not)** any balloons at the restaurant but _____ music.

5. _____ a rock concert last Saturday? No, _____.

6. Last Saturday _____ **(not)** a birthday party but _____ a pyjama party.

IV – Writing

There was a special school lunch yesterday. Use the words in the box to write a text describing the school lunch.

- Yesterday / there to be / a cool activity at school
- There to be / a group of students / in the school kitchen / cooking a healthy lunch
- There to be **(not)** / any teachers in the kitchen
- There to be / lots of vegetables and fish
- There to be **(not)** / any wine / there to be only water
- The food / be fantastic

A special school lunch

Yesterday there was _____ *at* _____

There _____

in the _____ *cooking* _____

lunch _____

_____ *any* _____

kitchen. _____

There _____ *lots of* _____

_____ *wine. There* _____

only _____

The food _____

Name

No.

Class

Date

Mark

Teacher

There was a birthday party last Saturday. Look at the picture and describe it to your friends. Use the grammar and vocabulary help.



Grammar and Vocabulary help:

clowns	cake
hats	juice
presents	fruit
kids	kids very happy
balloons	

There were some balloons on the wall.

There was a birthday cake.

Unit 3 – Listening Test

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar edifícios públicos e lojas e seguir indicações	A. Preenchimento de espaços B. Seleção de informação C. Identificação de frases verdadeiras e falsas	$4 \times 10 = 40$	Certo / Errado
			$5 \times 6 = 30$ $5 \times 6 = 30$ Total: 100	Certo / Errado Certo / Errado Certo / Errado

Unit 3 – Progress Test A

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar edifícios públicos e lojas	I B. Preenchimento de tabela C. Preenchimento de espaços D. Respostas a perguntas sobre o texto	$5 \times 1 = 5$ $5 \times 2 = 10$ $3 \times 4 = 12$	Certo / Errado Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 ou 2 pontos Conteúdo errado: 0 pontos)
Aplicar itens lexicais relacionados com as áreas temáticas (<i>public places and shops</i>)		II A. Preenchimento de espaços B. Preenchimento de espaços	$5 \times 2 = 10$ $5 \times 2 = 10$	Certo / Errado Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>prepositions of place and movement; adverbs of manner Past Simple of the verbs to be and there to be</i>)		III A. Preenchimento de espaços B. Preenchimento de espaços C. Preenchimento de espaços D. Preenchimento de espaços	$5 \times 1 = 5$ $4 \times 2 = 8$ $10 \times 1 = 10$ $10 \times 1 = 10$	Certo / Errado Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)

Unit 3 – Progress Test B

Instrumento de Avaliação – Leitura e Produção Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar edifícios públicos e lojas	I B. Preenchimento de tabela	5 × 1 = 5	Certo/ Errado
		C. Preenchimento de espaços	5 × 2 = 10	Certo/ Errado
		D. Respostas a perguntas sobre o texto	3 × 4 = 12	Certo/Parcialmente certo /Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 ou 2 Conteúdo errado: 0)
Aplicar itens lexicais relacionados com as áreas temáticas (<i>public places and shops</i>)		II A. Preenchimento de espaços B. Preenchimento de espaços	5 × 2 = 10 5 × 2 = 10	Certo / Errado Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>prepositions of place and movement; adverbs of manner Past Simple of the verbs to be and there to be</i>)		III A. Seleção de informação B. Seleção de informação C. Seleção de informação D. Preenchimento de espaços	5 × 1 = 5 4 × 2 = 8 10 × 1 = 10 10 × 1 = 10	Certo / Errado Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

unit 4 Listening Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. CD 3 Tracks 61 • 62

Fill in the table.

When	Last _____
Who	Emily and her _____
What	went on a _____
Where	Natural _____



B

Listen again. Are the sentences True (T) or False (F)? CD 3 Tracks 61 • 62

1. The maths teacher organised the visit.
2. There were students and tourists there.
3. The tourists were all English.
4. The students learnt a lot about history.
5. Emily's favourite animals were the dinosaurs.
6. The students had a lot of fun.

T

F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C

Listen to part 2. Complete the text. CD 3 Tracks 63 • 64

Last weekend was my **1.** _____.
 My friends and I **2.** _____ to an amusement park to celebrate. We went on roller coasters, water slides and other exciting **3.** _____. At half past one we **4.** _____ lunch at a restaurant in the park. The **5.** _____ was delicious. There was a big birthday cake and my friends **6.** _____ "happy birthday" to me. I **7.** _____ very happy.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

I – Reading**A Read the text.****A great Saturday**

I'm Jessica Kent and last Saturday was a really cool day for my family and me! First my parents, my little brother and I went to a new robotics museum. It opened in the city centre next to the library. We arrived at ten o'clock.

5 There were lots of kids there. My father bought the tickets at the ticket office. Then we walked to the entrance. My brother and I loved this museum. We discovered some interesting things about robots and we played with them. We watched cool videos too. After that

10 we went to a pizzeria to have lunch.



In the afternoon we went to the Zoo. My brother and I love animals. I like lions very much. There was a cute baby lion. I took lots of photos.

When I arrived home, I had dinner and went to bed. I was very tired but very happy.

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Last Saturday was a normal day for the Kent family. | ☐ | ☐ |
| 2. They visited a history museum. | ☐ | ☐ |
| 3. There were lots of children there. | ☐ | ☐ |
| 4. They did different things at the museum. | ☐ | ☐ |
| 5. They had lunch at the museum restaurant. | ☐ | ☐ |

C Complete the sentences.

- Jessica went to the museum with _____ and her _____.
- At the museum they learnt some interesting things about _____.
- They like going to the Zoo because _____.

D Answer the questions about the text.

1. Where is the robotics museum? _____
2. What time did they arrive at the museum? _____
3. Where did they go in the afternoon? _____
4. Did Jessica take any photos? _____
5. What did she do when she arrived home? _____

II – Vocabulary

Complete the sentences with the verbs below. One is not necessary.

catch watch take see go buy

1. Mrs Stuart is a photographer. She likes to _____ photos of animals.
2. Jessica's parents _____ a bus to the city centre every day.
3. They _____ TV after dinner.
4. We _____ tickets at the ticket office.
5. My brother likes to _____ on roller coaster rides.

III – Grammar**A Ask questions for the answers.**

1. _____ ?
They visited **the new museum**.
2. _____ ?
The museum opened **last month**.
3. _____ ?
They played with robots **at the museum**.

B Write the verbs in brackets in the Past Simple.

1. Last week Mr Kent _____ (**travel**) to Scotland.
2. Jessica _____ (**not go**) to school yesterday. It _____ (**be**) Saturday.
3. What time _____ you _____ (**arrive**) home?
4. _____ she _____ (**buy**) a souvenir?
5. The students _____ (**not visit**) the Tower of London.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

I – Reading**A Read the text.****A great Saturday**

I'm Jessica Kent and last Saturday was a really cool day for my family and me! First my parents, my little brother and I went to a new robotics museum. It opened in the city centre next to the library. We arrived at ten o'clock.

5 There were lots of kids there. My father bought the tickets at the ticket office. Then we walked to the entrance. My brother and I loved this museum. We discovered some interesting things about robots and we played with them. We watched cool videos too. After that

10 we went to a pizzeria to have lunch.



In the afternoon we went to the Zoo. My brother and I love animals. I like lions very much. There was a cute baby lion. I took lots of photos.

When I arrived home, I had dinner and went to bed. I was very tired but very happy.

B Match the two columns to make true sentences.

- | | | | | | |
|--------------------|----------|---|---|----------|------------------------------------|
| Last Saturday was | 1 | • | • | a | a robotics museum. |
| They visited | 2 | • | • | b | lots of children there. |
| There were | 3 | • | • | c | at a pizzeria. |
| They did different | 4 | • | • | d | a special day for the Kent family. |
| They had lunch | 5 | • | • | e | things at the museum. |

C Complete the sentences with the words in the box.

robots little brother they love animals her parents

- Jessica went to the museum with _____ and her _____.
- At the museum they learnt some interesting things about _____.
- They like going to the Zoo because _____.

D Answer the questions about the text.

1. Where is the robotic museum? *It is* _____
2. What time did they arrive at the museum? *They* _____ *at* _____
3. Where did they go in the afternoon? *They* _____ *to the* _____
4. Did Jessica take any photos? _____. *She* _____
5. What did she do when she arrived home? *She* _____ *and* _____

II – Vocabulary

A Choose the correct option to complete the sentences.

1. Jessica likes to **catch / take** photos of animals.
2. Jessica's parents **catch / go** a bus to the city centre every day.
3. They **see / watch** TV after dinner.
4. We **take / buy** tickets at the ticket office.
5. My brother likes to **go / catch** on roller coaster rides.

III – Grammar

A Ask questions for the answers.

1. _____? (**What / they / visit**)
They visited **the new museum**.
2. _____? (**When / the museum / open**)
The museum opened **last month**.
3. _____? (**Where / they / play / with robots**)
They played with robots **at the museum**.

B Write the verbs in brackets in the Past Simple.

1. Last week Mr Kent _____ (**travel**) to Scotland.
2. Jessica _____ (**not go**) to school yesterday. It _____ (**be**) Saturday.
3. What time _____ you _____ (**arrive**) home?
4. _____ she _____ (**buy**) a souvenir?
5. The students _____ (**not visit**) the Tower of London.

IV – Writing

Write about a fabulous day at an amusement park.



A fabulous day

1st paragraph

- Last weekend / I visit / Islands of Adventure
- It / be / a great amusement park

2nd paragraph

- I / arrive there / 10 o'clock
- My friends / be / at the entrance
- First / we / buy / tickets
- Then / we / explore / Jurassic Park
- Next / we / go on / fantastic rides
- Finally / we / see / X-Men, Superman and Harry Potter

3rd paragraph

- We / have / great fun
- It / be / a fabulous day

Last weekend I

. It a great

I there

My friends at the

First we

Then we Jurassic Park.

Next we rides.

Finally we

We fun. It

Name

No.

Class

Date

Mark

Teacher

A special day

Talk about what you did last Saturday.

Use the information below.



Saturday morning	Saturday afternoon
• get up 10 o'clock • go / shopping centre / with your mum • buy / birthday present / for your best friend • have lunch / at a restaurant in the shopping centre	• go / your best friend's birthday party • go / by bus • play / video games • listen / music • dance • sing "Happy birthday" • eat birthday cake • it / be / a really cool Saturday



Unit 4 – Listening Test

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros: comparar formas de socialização familiar e convenções sociais	A. Completamento de tabela	$4 \times 6 = 24$	Certo / Errado
		B. Verdadeiro / Falso	$6 \times 8 = 48$	Certo / Errado
		C. Preenchimento de espaços	$7 \times 4 = 28$	Certo / Errado
			Total: 100	

Unit 4 – Progress Test A

Instrumento de Avaliação – Leitura e produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar formas de socialização familiar e convenções sociais	I		
		B. Verdadeiro / Falso (com correção das afirmações falsas)	Afirmações verdadeiras: $2 \times 2 = 4$ (B.3; B.4) Afirmações falsas: $3 \times 2 = 6$ Correção das afirmações falsas: $3 \times 1 = 3$	Certo / Parcialmente certo / Errado
		C. Preenchimento de espaços	$4 \times 2.5 = 10$	Certo / Errado
		D. Respostas a perguntas sobre o texto	$5 \times 4 = 20$	Certo / Parcialmente certo / Errado (Conteúdo certo: 4 pontos Conteúdo parcialmente certo: 1 a 3 pontos Conteúdo errado: 0 pontos)
Aplicar itens de <i>language awareness</i> (uso de <i>do/make, see/watch/look at</i>)		II		
		Preenchimento de espaços	$5 \times 2 = 10$	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>Past Simple: regular and irregular verbs</i>)		III		
		A. Elaboração de perguntas	$3 \times 3 = 9$	Certo / Errado
		B. Preenchimento de espaços	$6 \times 3 = 18$	Certo / Errado
Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV		
		Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Unit 4 – Progress Test B

Instrumento de Avaliação – Leitura e produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: comparar formas de socialização familiar e convenções sociais	I B. Associação	$5 \times 3 = 15$	Certo / Errado
		C. Preenchimento de espaços	$4 \times 2 = 8$	Certo / Errado
		D. Respostas a perguntas sobre o texto	$5 \times 4 = 20$	Certo / Parcialmente certo/ Errado (Conteúdo certo: 4 pontos Conteúdo parcialmente certo: 1 a 3 pontos Conteúdo errado: 0 pontos)
Aplicar itens de <i>language awareness</i> (uso de <i>do/make, see/watch/look at</i>)		II Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>Past Simple: regular and irregular verbs</i>)		III A. Elaboração de perguntas B. Preenchimento de espaços	$3 \times 3 = 9$ $6 \times 3 = 18$	Certo / Errado Certo / Errado
Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to Jamie and tick (✓) the correct option. CD 3 Tracks 65 • 66

1. Jamie is spending his holidays at a

a.



b.



c.



2. He travelled to Edinburgh by

a.



b.



c.



3. Jamie is staying in a

a.



b.



c.



4. The weather is

a.



b.



c.



5. Tomorrow afternoon they are going to

a.



b.



c.



B Listen again. Are the sentences true (T) or False (F)? CD 3 Tracks 65 • 66

1. The summer camp is in Edinburgh.

T

F

☐
☐

2. Some kids went by bus.

☐
☐

3. Jamie is staying with three other boys.

☐
☐

4. Tomorrow morning they are going on a boat trip.

☐
☐

5. He is having a great time.

☐
☐

Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

Holidays in Deerpark Forest

Cornwall, 5th August

Hi, Lucas! I am having a great time here in Deerpark Forest in Cornwall. I arrived two days ago with my parents and my cousins. We are staying in a fantastic treehouse and it's really sunny and hot. We do cool things every day.

5 Yesterday we watched the birds and we swam in the lake. I loved it! My father took lots of photos.

Tomorrow we are going to walk along the forest trails very early in the morning. We are going to take a packed lunch.

10 On Saturday morning we are going to ride our bikes and in the afternoon my parents are going to take us on a boat trip.

My father is going to drive us back home next week.

See you soon,

Harry



B Match the two columns. One does not apply.

- | | | | | | |
|----------------------------|---|---|---|---|--|
| Harry and his family | 1 | • | • | a | swam in the lake. |
| The weather is | 2 | • | • | b | have lunch in the forest. |
| Yesterday they | 3 | • | • | c | back home by car. |
| Tomorrow they are going to | 4 | • | • | d | are spending the holidays in the forest. |
| They are going to travel | 5 | • | • | e | sunny and hot. |
| | | | • | f | next week. |

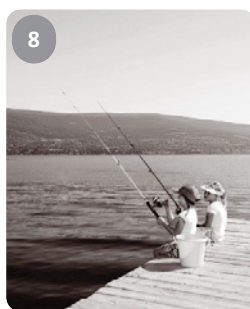
C Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Harry and his family arrived two days ago. | ☐ | ☐ | _____ |
| 2. They are staying in a hotel. | ☐ | ☐ | _____ |
| 3. Harry loved watching the birds. | ☐ | ☐ | _____ |
| 4. Harry's father took many photos. | ☐ | ☐ | _____ |
| 5. They are going to ride their bikes next week. | ☐ | ☐ | _____ |

II – Vocabulary

A Label the pictures with the words in the box. Four do not apply.

waterskiing suitcase sun cream snowboarding sunglasses fishing camera
swimming flip flops camping beach towel sunbathing goggles rock climbing



III – Grammar

A Complete with reflexive pronouns.

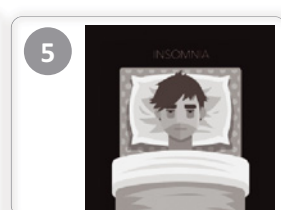
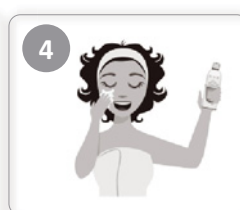
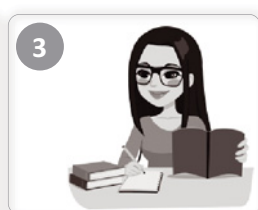
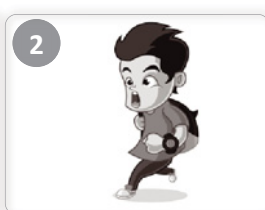
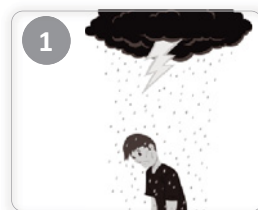
1. I hurt _____ yesterday.
2. The dog found the ball by _____.
3. The kids enjoyed _____ yesterday at the party.
4. My brother bought _____ a new T-shirt.
5. We cooked dinner by _____.

B Write sentences with *be going to*.

1. Jessica / buy / a train ticket _____
2. Philip / ride his bike / tomorrow _____
3. your parents / fly to Madrid / next week? _____
4. The tourists / admire / the statues at the museum _____

5. I / not stay at the hotel _____

C What should or shouldn't they do? Complete the sentences.



1. It's raining! He _____ take an umbrella
2. He is late for school. He _____ run.
3. She has a test tomorrow. She _____ study hard.
4. She's going to the beach. She _____ put some sun cream on.
5. My father can't sleep at night. He _____ drink coffee.

IV – Writing

A Violet is in New York with her parents and her sister. Imagine you are Violet and write a postcard to your best friend Eva.

(1) _____ (2) _____ (3) _____ _____ _____ (4) _____ _____ (5) _____ _____ (6) _____ _____ (7) _____ (8) _____	
--	---

- | | |
|---|--|
| <p>(1) Date</p> <p>(2) Greeting</p> <p>(3) Say where you are (New York)
When you arrived / who with
(yesterday with parents and sister)
Where you are staying
(hotel)</p> | <p>(4) Weather:
The weather / be (sunny / warm)</p> <p>(5) What you did yesterday:
(visit Empire State building; take some fantastic photos)</p> <p>(6) What you are going to do tomorrow:
(catch the sightseeing tour bus; walk through Central Park)</p> <p>(7) Say goodbye</p> <p>(8) Sign name</p> |
|---|--|

Name

No.

Class

Date

Mark

Teacher

I – Reading

A Read the text.

Holidays in Deerpark Forest

Cornwall, 5th August

Hi, Lucas! I am having a great time here in Deerpark Forest in Cornwall. I arrived two days ago with my parents and my cousins. We are staying in a fantastic treehouse and it's really sunny and hot. We do cool things every day.

5 Yesterday we watched the birds and we swam in the lake. I loved it! My father took lots of photos.

Tomorrow we are going to walk along the forest trails very early in the morning. We are going to take a packed lunch.

10 On Saturday morning we are going to ride our bikes and in the afternoon my parents are going to take us on a boat trip.

My father is going to drive us back home next week.

See you soon,

Harry



B Match the two columns.

- | | | | | | |
|----------------------------|---|---|---|---|--|
| Harry and his family | 1 | • | • | a | swam in the lake. |
| The weather is | 2 | • | • | b | have lunch in the forest. |
| Yesterday they | 3 | • | • | c | back home by car. |
| Tomorrow they are going to | 4 | • | • | d | are spending the holidays in the forest. |
| They are going to travel | 5 | • | • | e | sunny and hot. |

C Are these sentences True (T) or False (F)?

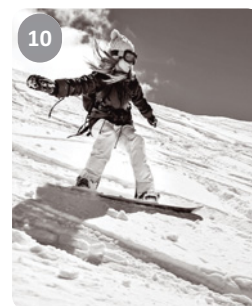
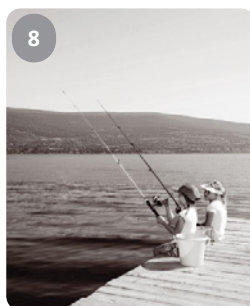
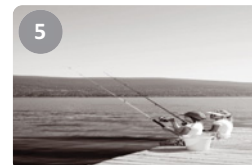
1. Harry and his family arrived two days ago.
2. They are staying in a hotel.
3. Harry loved watching the birds.
4. Harry's father took many photos.
5. They are going to ride their bikes next week.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

II – Vocabulary

A Label the pictures with the words in the box.

waterskiing snowboarding sunglasses fishing camera
flip flops camping beach towel goggles rock climbing



III – Grammar

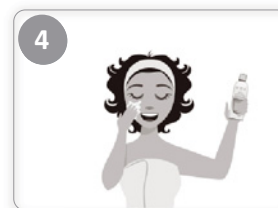
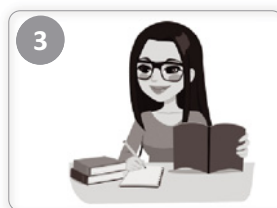
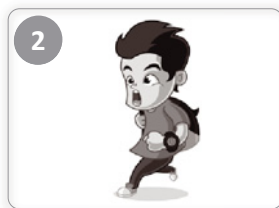
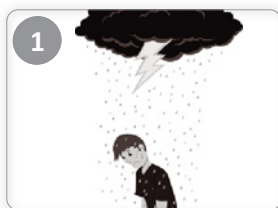
A Circle the correct option.

1. I hurt **myself** / yourself yesterday.
2. The dog found the ball by **itself** / myself.
3. The kids enjoyed **ourselves** / themselves yesterday at the party.
4. My brother bought **herself** / himself a new T-shirt.
5. We cooked dinner by **ourselves** / itself.

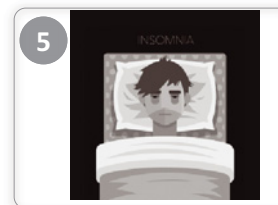
B Complete with *be going to*.

1. Jessica _____ (buy) a train ticket.
2. Philip _____ (ride) his bike tomorrow.
3. _____ your parents _____ (fly) to Madrid next week?
4. The tourists _____ (admire) the statues at the Museum.
5. I _____ (not stay) at the hotel.

C What should or shouldn't they do? Choose the correct option.



1. It's raining! He **should / shouldn't** take an umbrella.
2. He is late for school. He **should / shouldn't** run.
3. She has a test tomorrow. She **should / shouldn't** study hard.
4. She's going to the beach. She **should / shouldn't** put some sun cream on.
5. My father can't sleep at night. He **should drink / shouldn't** drink coffee.



IV – Writing

A Violet is in New York with her parents and her sister. Imagine you are Violet and write a postcard to your best friend Eva.

(1) _____ (2) _____, Eve (3) I am _____. I _____ yesterday with _____. _____ We _____ hotel. (4) The weather _____ _____ (5) Yesterday we _____ and we _____ photos. (6) Tomorrow we _____ bus and _____ Central Park. _____ (7) _____ (8) _____	
---	--

- | | |
|---|--|
| <p>(1) Date</p> <p>(2) Greeting</p> <p>(3) Say where you are (New York)
When you arrived / who with
(yesterday with parents and sister)
Where you are staying
(hotel)</p> | <p>(4) Weather:
The weather / be (sunny / warm)</p> <p>(5) What you did yesterday:
(visit Empire State building; take some fantastic photos)</p> <p>(6) What you are going to do tomorrow:
(catch the sightseeing tour bus; walk through Central Park)</p> <p>(7) Say goodbye</p> <p>(8) Sign name</p> |
|---|--|

Name

No.

Class

Date

Mark

Teacher

Talk about your dream summer holidays. Choose the correct options from the boxes.

1. When are you going to travel?

June

☐

July

☐

August

☐

2. Where are you going to travel?



seaside

☐


mountains

☐


countryside

☐

3. How are you going to travel?



plane

☐


train

☐


car

☐


bus

☐

4. Where are you going to stay?



hotel

☐


with family

☐


campsite

☐

5. What are you going to do?

swim

☐

sunbathe

☐

go on a boat trip

☐

visit museums

☐

buy souvenirs

☐

take photos

☐

go skiing

☐

ride a bike

☐

go on a sightseeing tour bus

☐

Grammar and Vocabulary Help:

1. I'm going to travel in June.

2. I'm going to travel to the mountains.

Unit 5 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
• Compreender discursos articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para comparar universos diferenciados: tipos de férias	A. Seleção de informação B. Verdadeiro / Falso	5 × 10 = 50	Certo / Errado
			5 × 10 = 50	Certo / Errado
			Total: 100	

Unit 5 – Progress Test A

Instrumento de Avaliação – Leitura e produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
• Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar tipos de férias e vocabulário relacionado com férias	I B. Correspondência C. Verdadeiro / Falso (com correção das afirmações falsas)	5 × 3 = 15 Afirmações verdadeiras: 3 × 2 = 6 (C.1; C.3; C.4) Afirmações falsas: 2 × 2 = 4 Correção das afirmações falsas: 2 × 2,5 = 5	Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 5 pontos Conteúdo parcialmente certo: 1 a 4 pontos Conteúdo errado: 0 pontos)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (férias, viagens)		II Legendar imagens	10 × 2 = 20	Certo / Errado
• Aplicar estruturas frequentes do funcionamento da língua (<i>reflexive pronouns; should and shouldn't; be going to</i>)		III A. Preenchimento de espaços B. Escrever frases corretas C. Preenchimento de espaços	5 × 2 = 10 5 × 2 = 10 5 × 2 = 10	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Unit 5 – Progress Test B

Instrumento de Avaliação – Leitura e produção escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Ler textos breves sobre assuntos do seu interesse: identificar a ideia principal e a informação essencial em textos diversificados	Conhecer o seu meio e o dos outros para comparar universos diferenciados: identificar tipos de férias e vocabulário relacionado com férias	I B. Correspondência C. Verdadeiro / Falso	5 × 3 = 15 5 × 3 = 15	Certo / Errado Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (férias, viagens)		II Legendar imagens	10 × 2 = 20	Certo / Errado
Aplicar estruturas frequentes do funcionamento da língua (<i>reflexive pronouns; should and shouldn't; be going to</i>)		III A. Seleção de informação B. Preenchimento de espaços C. Seleção de informação	5 × 2 = 10 5 × 2 = 10 5 × 2 = 10	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever um acontecimento com a ajuda de tópicos)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)
			Total: 100	

Produção de texto – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize ainda um número muito limitado de mecanismos de coesão.	12
	N2		8
	N1	Escreve ainda frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar frases elementares. Ordena apenas uma cadeia de frases.	5

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema proposto e obtido, pelo menos, nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Para se exprimir revela geralmente bom domínio gramatical; não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	8
	N2		6
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	2

Answer Keys

Tests

Placement test – Listening

A. 1. c 2. b 3. c 4. a 5. a

Placement test

A. 1. b 2. c 3. c 4. b 5. b 6. a

B. 1. Where 2. What 3. Who 4. How 5. When

C. 1. is calling 2. are watching 3. is dancing 4. is playing 5. are having 6. are listening

D. 1. My favourite colours are red and blue. 2. Where does Jenny have lunch? 3. Our grandparents don't usually go to London. 4. Ryan doesn't do his homework after dinner.

Unit 1 Listening test

A. 1. a 2. b 3. a 4. a 5. b

B. 1. F 2. T 3. T 4. F 5. F

Unit 1 – Progress test A/B

I – Reading

B. 1. F (They are Scottish.) 2. F (She is four years old. She doesn't go to school.) 3. F (He has breakfast with his grandmother and his mother.) 4. T 5. T

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

II – Vocabulary

1. Greek 2. Italy 3. Scottish 4. Spanish 5. Switzerland 6. Chinese

III – Grammar

A. 1. theirs 2. mine 3. his 4. ours 5. hers

B. 1. The children always have dinner at home. 2. My brother is never on time for school. 3. They often drink coffee in the morning. 4. We don't usually get up at seven o'clock.

C. 1. is; goes; play; doesn't stay; has 2. does he get up; gets up 3. don't do; study

IV – Writing

Personal answer.

Unit 2 Listening test

A. 1. T 2. F 3. F 4. T 5. F

B. 1. b 2. c

C. 1. Saturday 2. garden 3. are listening 4. every day 5. is playing

Unit 2 – Progress test A/B

I – Reading

B. 1. nice 2. comfortable 3. big 4. great 5. good 6. big

C. 1. T 2. F (He is happy at school.) 3. F (Kevin's favourite sport is rugby.) 4. T 5. F (She is in the mountains with her friends.)

D. 1. Kevin's favourite subjects are science and geography. 2. Yes, he is. 3. They are at the park. 4. No, she isn't. She is running with her dog. 5. Sarah is Kevin's sister. 6. She is skiing in the mountains with her friends.

II – Vocabulary

A. 1. geography 2. Art 3. history 4. maths

B. 1. canteen 2. lab 3. library 4. classroom

III – Grammar

A. 1. men 2. children 3. classes 4. shoes 5. stories

B. 1. faster than 2. funnier than 3. bigger than

C. 1. the most interesting 2. the youngest 3. the happiest

D. 1. are having 2. does 3. does / live; lives 4. am not studying; are watching 5. is / writing; is

IV – Writing

Personal answer.

Unit 3 Listening test

A. 1. shopping centre 2. cinema 3. fire station 4. train station

B. 1, 3, 4, 5, 7

C. 1. F 2. T 3. F 4. F 5. T

Unit 3 – Progress test A/B

I – Reading

B. 1. Charlotte 2. England 3. English 4. Brighton 5. Eating for Life

C. 1. beautiful city 2. school picnic 3. fast food 4. a student 5. very happy

D. 1. Yes, there were. 2. For dessert there was fruit salad and yoghurt. 3. They were very happy because the picnic was awesome.

II – Vocabulary

A. 1. train station 2. car park 3. fire station 4. theatre 5. airport

B. 1. butcher's 2. baker's 3. chemist's 4. shoe shop 5. newsagent's

III – Grammar

A. 1. across 2. between 3. along; next to 4. opposite

B. 1. beautifully 2. horribly 3. easily 4. attentively

C. 1. were 2. was 3. Was 4. wasn't 5. was 6. were 7. was 8. were 9. Were 10. weren't

D. 1. there was 2. There were 3. Were there; there were 4. There weren't; there was 5. Was there; there wasn't 6. there wasn't; there was

IV – Writing

Yesterday there was a cool activity at school.

There was a group of students in the school kitchen cooking a healthy lunch.

There weren't any teachers in the kitchen.

There were lots of vegetables and fish.

There wasn't any wine. There was only water.

The food was fantastic.

Unit 4 Listening test

- A. 1. Tuesday 2. class 3. school trip 4. History Museum
B. 1. F 2. T 3. F 4. F 5. T 6. T
C. 1. birthday 2. went 3. rides 4. had 5. food 6. sang 7. was

Unit 4 – Progress test A/B

I – Reading

B.

(Test A) 1. F (It was a really cool day for the Kent family.)
2. F (They visited a robotics museum.) 3. T 4. T 5. F (They had lunch at a pizzeria.)

(Test B) 1. d 2. a 3. b 4. e 5. c

C. 1. her parents; little brother 2. robots 3. they love animals
D. 1. It is in the city centre next to the library. 2. They arrived at ten o'clock. 3. (In the afternoon) they went to the Zoo.
4. Yes, she did. She took lots of photos. 5. She had dinner and went to bed.

II – Vocabulary

1. take 2. catch 3. watch 4. buy 5. go

III – Grammar

A. 1. What did they visit? 2. When did the museum open?
3. Where did they play with robots?
B. 1. travelled 2. didn't go; was 3. did / arrive 4. Did / buy
5. didn't visit

IV – Writing

Last weekend I visited Islands of Adventure. It is a great amusement park.

I arrived there at 10 o'clock. My friends were at the entrance. First we bought the tickets. Then we explored Jurassic Park. Next we went on some fantastic rides. Finally we saw X-Men, Superman and Harry Potter.

We had great fun. It was a fabulous day.

Unit 5 Listening test

- A. 1. a 2. b 3. c 4. a 5. b
B. 1. F 2. T 3. F 4. F 5. T

Unit 5 – Progress test A/B

I – Reading

B. 1. d 2. e 3. a 4. b 5. c

C. 1. T 2. F – They are staying in a fantastic treehouse. 3. T
4. T 5. F – They are going to ride their bikes on Saturday morning.

II – Vocabulary

1. sunglasses 2. goggles 3. camera 4. flip flops 5. beach towel
6. waterskiing 7. rock climbing 8. fishing 9. camping
10. snowboarding

III – Grammar

A. 1. myself 2. itself 3. themselves 4. himself 5. ourselves
B. 1. Jessica **is going to buy** a train ticket. 2. Philip **is going to ride** his bike tomorrow. 3. **Are** your parents **going to fly** to Madrid next week? 4. The tourists **are going to admire** the statues at the museum. 5. I **am not going to stay** at the hotel.
C. 1. should 2. should 3. should 4. should 5. shouldn't

IV – Writing

16th June

Hi Eva!

I am in New York. I arrived yesterday with my parents and my sister. We are staying at a hotel.

The weather is sunny and warm.

Yesterday we visited the Empire State Building and we took some fantastic photos.

Tomorrow we are going to catch the sightseeing tour bus and we are going to walk through Central Park.

See you soon,

Violet

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Unit 3 Out... in the city!

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10-minute test 2	336
10-minute test 3	337
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Unit 4 Fun trips

10-minute test 1	338
10-minute test 2	338

Unit 5 Hurray, it's the summer holidays!

10-minute test 1	339
10-minute test 2	339
10-minute test 3	340
10-minute test 4	340

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unit 1 Hi there!

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option to complete the sentences.

1. This is Anna. **His / Her / Their** children are five and ten years old.
2. I'm Victor and this is my wife Susan. Bobby is **their / your / our** dog.
3. Hello, Tessa. How is **my / his / your** mother?
4. This is John's father. **Her / His / My** name is James.
5. Mr and Mrs Willis go to the beach with **your / his / their** children.

B Complete the sentences with the *verb to be* in the Present Simple.

1. Simon _____ a new student. He _____ **(not)** Portuguese.
What nationality _____ he? He _____ American.
2. _____ they in the classroom? No, they _____.
3. These _____ very nice trainers.
4. Where _____ the English dictionary? It _____ **(not)** on the table.



unit 1. Hi there!

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the questions with *Who, What, When, Where* or *How many*.

1. _____ is the birthday party? It's at my house.
2. _____ tables are there in the classroom? There are fifteen tables.
3. _____ have you got in your sandwich? I've got ham and cheese.
4. _____ is the tall man? He's the new gym teacher.
5. _____ is your birthday? It's on 12th December.

B Complete the sentences with the Present Simple of the verbs in brackets.

1. My mother _____ **(catch)** the bus to work. She _____ **(not take)** her car.
2. My cousin Vera _____ **(sing)** very well.
3. They _____ **(not go)** to school on foot.
4. _____ Jenna _____ **(get up)** at seven o'clock? Yes, she _____.
5. Our parents _____ **(not come)** home for lunch.
6. He _____ **(study)** in his bedroom.

unit 1. Hi there!

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Answer the questions.

1. What time does he get up in the morning?

7.10 a.m.



2. What time does he brush his teeth?

7.30 a.m.



3. What time does he have lunch?

1.00 p.m.



B Rewrite the sentences with the adverbs of frequency.

1. Julie plays football after school. **(often)** _____

2. I am at school at half past eight. **(always)** _____

3. We go to the park at the weekend. **(sometimes)** _____

4. They don't have breakfast at home. **(usually)** _____

5. He's at the library in the morning. **(never)** _____

unit 2. School rocks!

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the school subjects.



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

B Complete the sentences with the Present Simple of *there to be*.

1. How many bedrooms _____ in your house?

_____ two bedrooms.

2. _____ a swimming pool near your school?

No, _____.

3. _____ a park opposite the school?

4. _____ any trees in the playground?

Yes, _____.

unit 2. School rocks!

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the comparative of adjectives.

1. My school is _____ (small) your school.
2. Oliver is _____ (thin) his brother.
3. Sarah's hair is _____ (pretty) mine.
4. Peter is _____ (good) Jonathan at playing basketball.
5. My brother is _____ (responsible) my sister.

B Complete the sentences with the superlative of adjectives.

1. The sports club is _____ (good) club in the school!
2. Johnny and Eva are _____ (bright) students in my class.
3. Nature club is _____ (important) club for me.
4. The history teacher is _____ (funny) teacher in the school.
5. This exercise is _____ (difficult) exercise in the test.



unit 2. School rocks!

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the verbs in the Present Continuous.

1. I _____ (not write) a letter at the moment, I _____ (study) for a test.
2. What _____ (he / do)?
He _____ (ride) his bike.
3. They _____ (watch) a film on TV now.

B Complete the sentences with the verbs in the Present Continuous or in the Present Simple.

1. Every day William _____ (play) videogames with his brother.
2. We _____ (not watch) a film on TV now. We _____ (ride) our bikes in the park.
3. Justin's father sometimes _____ (play) with his children at the weekend.
At the moment he _____ (not play) because he _____ (listen) to music.

unit 3. Out... in the city!

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the correct preposition.



1. Nessie is _____ the bed.



2. She's _____ the bed and the wardrobe.



3. Nessie is _____ the bed.

B Circle the correct option.



1. They go to work **towards / through** the park.



3. He is walking **across / through** the bridge.



2. The children are walking **across / along** the river.



4. The man is walking **towards / through** the city.

unit 3. Out... in the city!

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the names of the shops.



1. _____



2. _____



3. _____



4. _____

B Complete the sentences with the adverbs.

1. He always drives _____ (slow).

2. The musicians play _____ (beautiful).

3. The man talks very _____ (loud).

4. He can speak German _____ (easy).

unit 3. Out... in the city!

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the menu with the expressions in the box.

apple crumble pea soup garlic bread vegetable pizza cheesecake salmon and potatoes

Starters

Main courses

Desserts

B Circle the correct option.

1. Sam and I **was / were** in the flower shop yesterday.
2. They **wasn't / weren't** in the restaurant. They **was / were** in a café.
3. It **was / were** a lovely morning!
4. Ann **was / were** born in England in 2010.
5. When **was / were** the party?

unit 3. Out... in the city!

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the Past Simple of the verb *to be*.

1. The chef _____ (**not**) in the kitchen. He _____ at the supermarket.
2. My parents and I _____ at our favourite restaurant last Saturday.
3. We _____ (**not**) very happy with the menu.
4. When Simon _____ a little boy, his favourite food _____ pasta.

B Complete the sentences with the Past Simple of *there to be*.

1. _____ lots of people at Susana's birthday party last Sunday.
2. _____ an Italian restaurant in the shopping centre?
No, _____.
3. _____ vegetable soup on the menu.
4. _____ any magicians at the party?
Yes, _____.

unit 4. Fun trips

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the means of transport.



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

B Complete the sentences with the Past Simple of the verbs in brackets.

- Paul _____ (watch) the football match on TV yesterday.
- They _____ (not visit) the museum. They _____ (visit) the Zoo and they _____ (enjoy) the visit.
- I _____ (study) for the test.
- _____ (you / like) the concert last Friday? No, we _____.

unit 4. Fun trips

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the sentences in the negative.

- The students enjoyed a nice lunch in the canteen yesterday.

- I took the bus to go to school.

- We had a great time in the museum.

B Complete the sentences with the Past Simple of the verbs in brackets.

- She _____ (not have) pizza for lunch. She _____ (have) lasagna.
- The children _____ (go) the park yesterday afternoon.
- I _____ (play) football with my friends last week.
- _____ (they / catch) the bus? Yes, they _____.
- My brother _____ (like) his birthday present very much.

unit 5. Hurray, it's the summer holidays!

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the activities.



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

B Circle the correct option.

- The girl is walking home by **himself** / herself.
- I'm writing the poem **themselves** / myself.
- A tiger can defend **myself** / itself.
- He is not a baby. He can eat by **himself** / herself.
- Every morning the children wash **themselves** / ourselves and get dressed.

unit 5. Hurray, it's the summer holidays!

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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



1. It's raining. You _____ take an umbrella.



3. You _____ eat so many cakes!



2. If you are hungry, you _____ make a sandwich.



4. You _____ go to the doctor.

B Complete the sentences with *should* or *shouldn't*.

- The boy _____ hurry to school. It's almost half past eight!
- The students _____ use their mobile phones in class.
- My friend is a very nervous person. She _____ relax more.
- He's travelling to Canada. He _____ forget his passport.

unit 5. Hurray, it's the summer holidays!

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the objects.



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

B Circle the correct option.

1. I took my **goggles** / **camera** to take pictures of the mountain.
2. They need their **gloves** / **passports** to go to Italy.
3. Put your **beach towel** / **souvenirs** in your bag. We are spending the day at the beach.
4. We are catching the **plane** / **plan** to go on holiday.
5. It's very hot and sunny: take your **toothpaste** / **sun cream**.

unit 5. Hurray, it's the summer holidays!

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the sentences in the negative.

1. Mr and Mrs Miller are going to buy their plane tickets.

2. She's going to buy a souvenir.

3. We're going to travel to London next weekend.

B Look at the pictures and write sentences with *be going to + verb*.



1. He _____ lasagna. 2. They _____ a film on TV. 3. He _____ at the beach.

Answer Keys

10 minute tests

Unit 1 – 10-minute test 1

- A. 1. Her 2. our 3. your 4. His 5. their
B. 1. is; isn't; is; is 2. Are; aren't 3. are 4. is; isn't

Unit 1 – 10-minute test 2

- A. 1. Where 2. How many 3. What 4. Who 5. When
B. 1. catches; doesn't take 2. sings 3. don't go 4. Does get up; does 5. don't come 6. studies

Unit 1 – 10-minute test 3

- A. 1. He gets up at ten past seven. 2. He brushes his teeth at half past seven. 3. He has lunch at one o'clock.
B. 1. Julie often plays football after school. 2. I am always at school at half past eight. 3. We sometimes go to the park at the weekend. 4. They don't usually have breakfast at home. 5. He's never at the library in the morning.

Unit 2 – 10-minute test 1

- A. 1. maths 2. music 3. science 4. geography 5. ICT
B. 1. are there; There are 2. Is there; there isn't 3. Is there 4. Are there; there are

Unit 2 – 10-minute test 2

- A. 1. smaller than 2. thinner than 3. prettier than 4. better than 5. more responsible than
B. 1. the best 2. the brightest 3. the most important 4. the funniest 5. the most difficult

Unit 2 – 10-minute test 3

- A. 1. 'm not writing; 'm studying 2. is he doing; 's riding 3. 're watching
B. 1. plays 2. aren't watching; 're riding 3. plays; isn't playing; 's listening

Unit 3 – 10-minute test 1

- A. 1. under 2. between 3. behind
B. 1. through 2. along 3. across 4. towards

Unit 3 – 10-minute test 2

- A. 1. butcher's 2. chemist's 3. baker's 4. newsagent's
B. 1. slowly 2. beautifully 3. loudly 4. easily

Unit 3 – 10-minute test 3

- A. 1. pea soup; garlic bread 2. vegetable pizza; salmon and potatoes 3. apple crumble; cheesecake
B. 1. were 2. weren't; were 3. was 4. was 5. was

Unit 3 – 10-minute test 4

- A. 1. wasn't; was 2. were 3. weren't 4. was; was
B. 1. There were 2. Was there; there wasn't 3. There was 4. Were there; there were

Unit 4 – 10-minute test 1

- A. 1. train 2. plane 3. underground 4. double-decker bus 5. boat
B. 1. watched 2. didn't visit; visited; enjoyed 3. studied 4. Did you like; didn't

Unit 4 – 10-minute test 2

- A. 1. The students didn't enjoy a nice lunch in the canteen yesterday. 2. I didn't take the bus to go to school. 3. We didn't have a great time in the museum.
B. 1. didn't have; had 2. went 3. played 4. Did they catch; did 5. liked

Unit 5 – 10-minute test 1

- A. 1. waterskiing 2. camping 3. rock climbing 4. swimming 5. sunbathing
B. 1. herself 2. myself 3. itself 4. himself 5. themselves

Unit 5 – 10-minute test 2

- A. 1. should 2. should 3. shouldn't 4. should
B. 1. should 2. shouldn't 3. should 4. shouldn't

Unit 5 – 10-minute test 3

- A. 1. ticket 2. swimsuit 3. sun cream 4. suitcase 5. flip flops
B. 1. camera 2. passports 3. beach towel 4. plane 5. sun cream

Unit 5 – 10-minute test 4

- A. 1. Mr and Mrs Miller aren't going to buy their plane tickets. 2. She isn't going to buy a souvenir. 3. We aren't going to travel to London next weekend.
B. 1. is going to eat 2. are going to watch 3. is going to surf



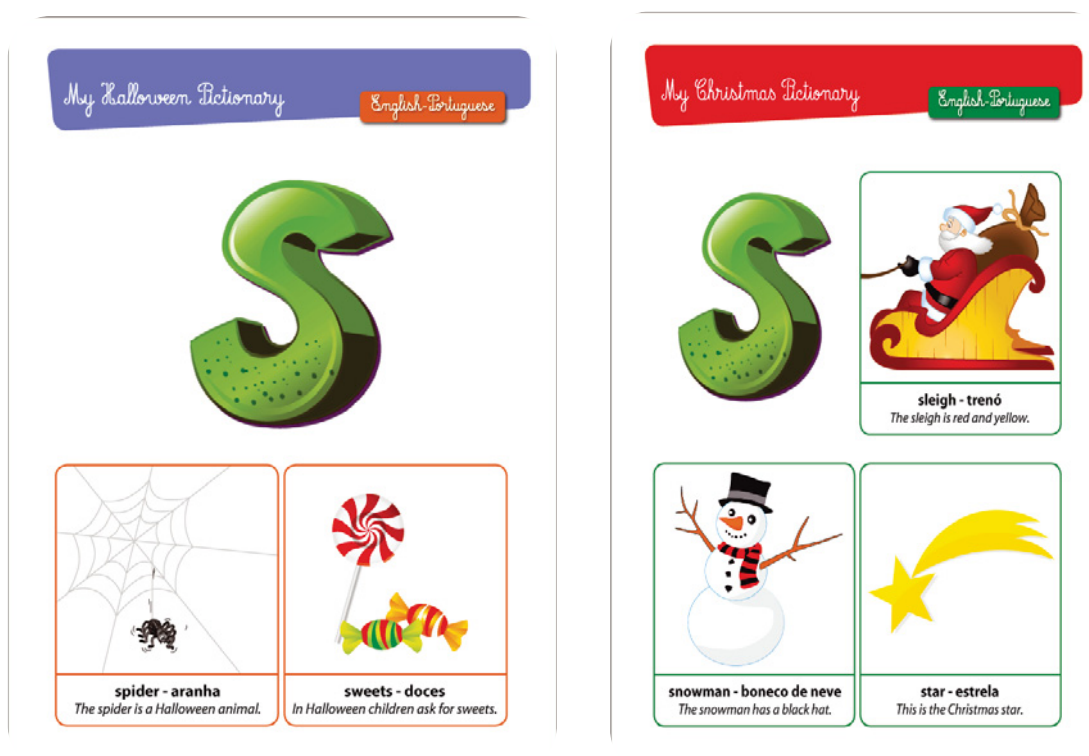
First term

Halloween Pictionary / Christmas Pictionary

Propõe-se que os alunos elaborem um dicionário de imagens para a(s) festividade(s) *Halloween* e/ou *Christmas*, para o qual será necessário:

- criar uma capa;
- incluir uma página para cada letra do alfabeto;
- em cada página, desenhar a letra e ilustrá-la com o(s) objeto(s) ou situação(ções) cujo(s) nome(s) é/são iniciado(s) por essa letra; em vez de desenhar, os alunos também podem colar imagem(ns);
- incluir em cada página a tradução para português de cada palavra/situação e uma frase em inglês que a inclua (ver abaixo exemplos).

O professor pode organizar uma pequena exposição com os dicionários produzidos.



Second term

Introducing a character

Propõe-se que os alunos construam uma personagem (ou uma família) imaginária ou real a partir de um rolo de papel higiênico.

Cada aluno irá apresentar a sua personagem à turma, definindo-a de várias formas:

- identificação: nome, idade, data de aniversário, nacionalidade...;
- morada;
- família;
- profissão;
- traços de personalidade;
- atividades e desportos preferidos.

Para os traços físicos e o vestuário das suas personagens, os alunos deverão reciclar materiais, aproveitando restos de cartolina, papéis coloridos, tecido, lã, botões, revistas etc.



<http://www.pbs.org/parents/crafts-for-kids/toilet-paper-roll-dolls/>



<http://mollymoocrafts.com/toilet-roll-craft-make-a-minion/>



<http://superimpulse.com/kids-corner/toilet-paper-roll-crafts-for-kids-hula-girl-mermaid/>

Third term

Lights, camera... action!

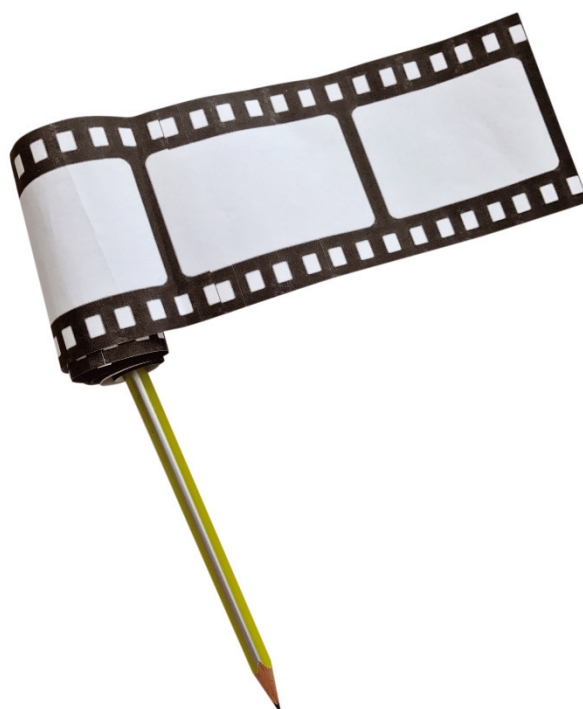
Propõe-se que os alunos desempenhem o papel de realizadores de cinema, criando o seu próprio filme, e que nele relatem uma viagem real ou imaginária a uma cidade. Com esta atividade os alunos irão praticar o *Past Simple*.

Para a construção do filme:

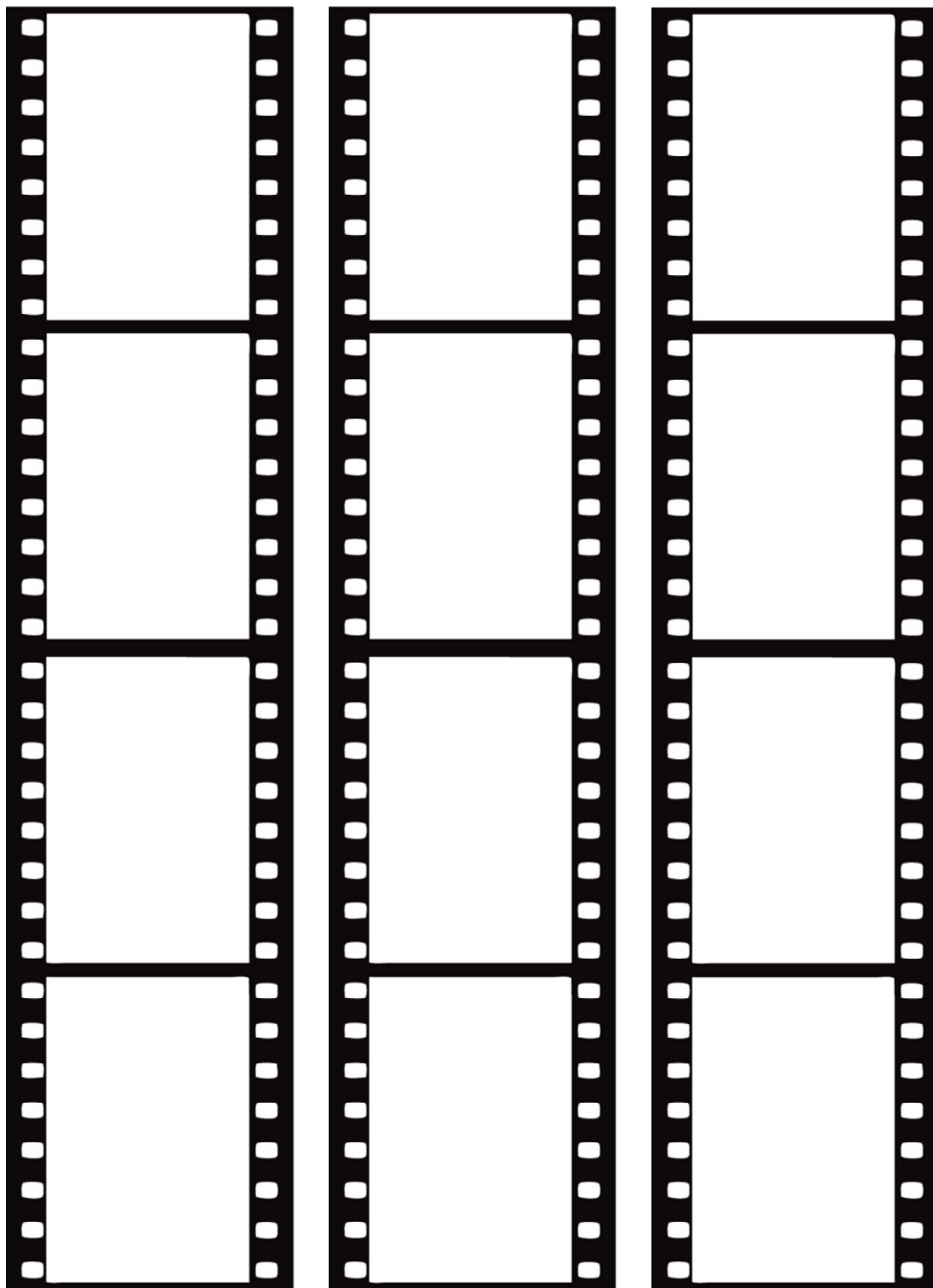
- desenhar ou colar desenhos ou fotografias das cenas nos *frames* do filme, partindo sempre do *frame* do lado direito de cada sequência;
- recortar cada sequência de *frames* e colá-los uns aos outros, com fita-cola, da direita para a esquerda;
- colar a parte final da história a um lápis ou um pau de gelado e enrolar as sequências de frames.

Para o relato do filme:

- cada aluno deverá ir desenrolando a “fita” à medida que vai contando o filme; poderão iniciar a história usando “Once upon a time...”.



Lights, camera... action





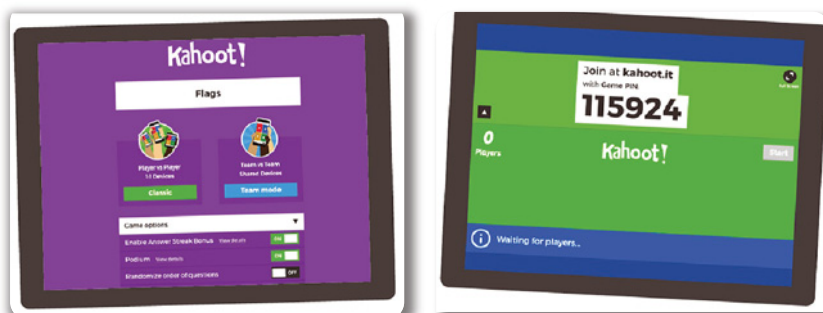
Para criar um projeto digital com os nossos alunos, é-nos útil uma ferramenta que funcione em qualquer aparelho e que seja rápida e fácil de usar. O Kahoot é uma ferramenta ideal para os professores, porque cumpre estes critérios e pode ser usada de forma diversificada. Funciona *online* e não requer qualquer tipo de *software*. Trata-se de uma plataforma de aprendizagem baseada em jogos/quizes que promove o envolvimento dos alunos (*engagement*) na sala de aula. O professor pode criar um quiz sobre qualquer tópico ou pode utilizar um *kahoot* já criado e projetá-lo num ecrã partilhado para que os alunos respondam através dos seus dispositivos (*telemóvel, tablet, laptop*). Para os alunos, não é necessário qualquer conta ou *log in*. Os *kahoots* criados podem ser guardados e partilhados de forma pública ou apenas com as pessoas selecionadas.

1. Para criar um *kahoot*, aceda a <http://getkahoot.com> e clique em **Faça login** ou **Registe-se**.
2. Escreva o seu **endereço de email ou username** e uma **palavra-passe**.
3. Prima o botão **Find kahoots**, caso pretenda utilizar um *kahoot* já criado, ou **New Kahoot**, para criar um *kahoot* novo.
4. Selecione a opção **Quiz**, dê um nome ao seu *kahoot*, defina a visibilidade que pretende dar ao seu *kahoot* (público ou privado), escolha a língua e o público a que se dirige e prima **Ok, go**.
5. Escreva a primeira pergunta, podendo adicionar uma imagem ou um vídeo, e as possibilidades de resposta. Selecione a resposta correta e prima **Save**. De seguida, prima **Add question** para adicionar nova pergunta. Quando tiver adicionado todas as perguntas, prima **Save** e, de seguida, prima **I'm done**.

Aceda a <https://www.youtube.com/watch?v=ArQ-pju2UMc> para consultar o tutorial sobre o Kahoot.

Agora pode jogar com os seus alunos!

1. Os alunos podem aceder a <https://kahoot.it> para poder jogar ou podem descarregar a aplicação para os seus dispositivos.
2. Prima os botões **Play** e **Launch** e selecione o modo do jogo, **Classic** (jogo individual) ou **Team** (jogo por equipas), para gerar um **pin**, que deverá dar aos alunos, para que o insiram nos seus dispositivos e comecem a jogar.



3. À medida que os alunos vão inserindo o **Game pin** e primem o botão **Enter**, o professor vai vendo o nome deles no seu ecrã.
4. Prima o botão **Start** para dar início ao jogo.
5. Os alunos leem a pergunta e selecionam a resposta que consideram certa, premindo a cor e a forma correspondentes nos seus dispositivos.



6. O jogo termina mostrando o nome do aluno vencedor.

Apresentamos de seguida 5 sugestões de projetos digitais que pode dinamizar com os seus alunos utilizando a plataforma Kahoot – 1 *quiz* por cada unidade do manual.

Unit 1 – Hi there!

Activity: Playing a Kahoot quiz

- Aim:**
- Identify vocabulary related to nationalities, physical description and daily routine
 - Use of Present Simple, adverbs of frequency
 - Improve digital skills



A kahoot to revise and reinforce vocabulary related to personal identification, physical description and daily routine.

Answer Key:

Q1. 4 **Q2.** 2 **Q3.** 3 **Q4.** 4 **Q5.** 1 **Q6.** 3 **Q7.** 2 **Q8.** 4 **Q9.** 3 **Q10.** 2

Unit 2 – School rocks!

Activity: Playing a Kahoot quiz

- Aim:**
- Identify vocabulary related to the parts of a school and subjects.
 - Use of *there to be*, adjective degrees, Present Continuous and Present Simple
 - Improve digital skills



A Kahoot to revise and reinforce vocabulary related to parts of a school, subjects, school clubs and daily routine.

Answer Key:

Q1. 4 Q2. 2 Q3. 3 Q4. 2 Q5. 4 Q6. 1 Q7. 3 Q8. 2 Q9. 1 Q10. 4

Unit 3 – Out... in the city!

Activity: Playing a Kahoot quiz

- Aim:**
- Identify vocabulary related to public buildings, places in the city and shops
 - Use Past of *to be* and *there to be*
 - Improve digital skills



A Kahoot to revise and reinforce vocabulary related to places and public buildings in the city as well as the Past of to be and there to be.

Answer Key:

Q1. 4 Q2. 2 Q3. 3 Q4. 3 Q5. 2 Q6. 1 Q7. 1 Q8. 3 Q9. 4 Q10. 3

Unit 4 – Fun trips

Activity: Playing a Kahoot quiz

Aim:

- Identify vocabulary related to theme parks
- Use Past Simple
- Improve digital skills



A kahoot to revise and reinforce the vocabulary related to visiting a city.

Answer Key:

Q1. 1 **Q2.** 3 **Q3.** 2 **Q4.** 4 **Q5.** 2 **Q6.** 3 **Q7.** 4 **Q8.** 1 **Q9.** 2 **Q10.** 4

Unit 5 – Hurray, it's the summer holidays!

Activity: Playing a Kahoot quiz

Aim:

- Identify vocabulary related to holidays
- Use *be going to*
- Improve digital skills



A kahoot to revise and reinforce vocabulary related to holidays.

Answer Key:

Q1. 1 **Q2.** 3 **Q3.** 1 **Q4.** 2 **Q5.** 4 **Q6.** 3 **Q7.** 2 **Q8.** 1 **Q9.** 3 **Q10.** 3

How to play these Kahoots

1. Open the kahoot and click Play.
2. Launch the game so players can join and click on Classic or Team mode to start letting players in.
3. Have the students enter the game pin in their devices.
4. Click Start once you can see all the players' nicknames on the waiting screen.
The students read the question and choose the correct answer by clicking on one of the four options.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Q1. My friend is from Spain. He is _____.



1. Canadian
2. Scottish
3. French
4. Spanish

Q2. What's the opposite of noisy?



1. Ugly.
2. Quiet.
3. Polite.
4. Sad.

Q3. She has got _____ hair.



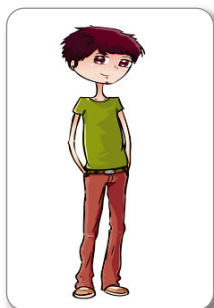
1. curly
2. wavy
3. straight
4. short

Q4. These are the kids' cars. They're _____.



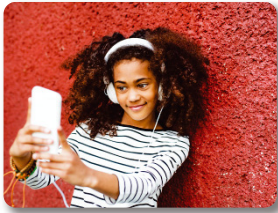
1. mine
2. hers
3. his
4. theirs

Q5. The boy is _____.



1. tall and thin
2. tall and fat
3. short and thin
4. tall and fat

Q6. The girl _____ curly hair.



1. have got
2. is
3. has got
4. are

Q7. She _____ in the kitchen.



1. has a shower
2. has breakfast
3. gets dressed
4. does her homework

Q8. He _____ (not go) to school by bus.



1. don't go
2. not go
3. not goes
4. doesn't go

Q9. What time _____ you get up?



1. does
2. is
3. do
4. are

Q10. Insert *never* in this sentence: They are late.



1. They never are late.
2. They are never late.
3. They are late never.
4. Never they are late.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Q1. What part of the school is this?



1. Headmaster's office.
2. Gym.
3. Library.
4. Playground.

Q2. Their favourite subject is _____.



1. history
2. science
3. art
4. music

Q3. The plural of *child* is _____.



1. childs
2. childrens
3. children
4. child

Q4. Dogs are _____ (**pretty**) than goats.



1. pretty
2. prettier
3. more pretty
4. prettiest

Q5. Jacob is _____ (**good**) at football.



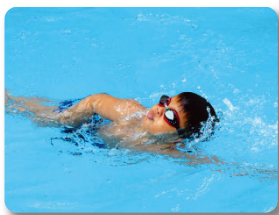
1. better than
2. the goodest
3. good
4. the best

Q6. What are they doing?



1. They're riding their bikes.
2. They're rollerblading.
3. They're swimming.
4. They're taking photos.

Q7. He is swimming _____.



1. usually
2. always
3. at the moment
4. never

Q8. Eve usually _____ to school.



1. walk
2. walks
3. is walking
4. are walking

Q9. Are they listening to music?



1. Yes, they are.
2. No, they don't.
3. No, they aren't.
4. Yes, they do.

Q10. The goat club is _____ **(interesting)** than the art club.



1. interesting
2. interestinger
3. the most interesting
4. more interesting than

unit 3 KAHOOT

Out... in the city!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Q1. You want to buy bread. Where do you go?



1. Newsagent's.
2. Flower shop.
3. Butcher's.
4. Baker's.

Q2. What public place is this?



1. Library.
2. Fire station.
3. Police station.
4. Bus station.

Q3. Where is the cinema?



1. It's next to the supermarket.
2. It's behind the bookshop.
3. It's opposite the clothes shop.
4. It's between the café and the newsagent's.

Q4. The girl is running _____ the bridge.



1. towards
2. along
3. across
4. through

Q5. Can you _____ the way to the bank?



1. next to
2. tell me
3. go along
4. ask me

Q6. Was there a birthday cake at the party?



1. Yes, there was.
2. Yes, there are.
3. Yes, there is.
4. Yes, there were.

Q7. Yesterday they _____ at the restaurant.



1. were
2. is
3. was
4. are

Q8. How many balloons _____ at the party?



1. was there
2. are there
3. were there
4. is there

Q9. Where can you catch a train?



1. At the supermarket.
2. At the pet shop.
3. At the cinema.
4. At the train station.

Q10. _____ any hamburgers at the party.



1. there wasn't
2. there isn't
3. there weren't
4. there aren't

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Q1. What is the nickname of the London underground?



1. Tube.
2. Train.
3. Double-decker.
4. The Zoom.

Q2. Where does the Royal family live?



1. Tower of London.
2. St. James Park.
3. Buckingham Palace.
4. Tower Bridge.

Q3. Yesterday they _____ the British Museum.



1. visit
2. visited
3. are visiting
4. visits

Q4. What colour are taxis in London?



1. Red.
2. Blue.
3. Yellow.
4. Black.

Q5. What is the name of this means of transport?



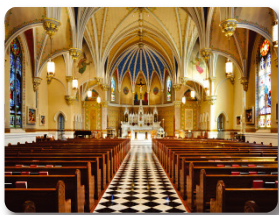
1. Sightseeing tour bus.
2. Double-decker.
3. Duck truck.
4. Underground.

Q6. Answer the question. Did you travel by train?



1. Yes, I do.
2. Yes, I am.
3. Yes, I did.
4. Yes, I have.

Q7. What's this?



1. Museum.
2. Park.
3. Souvenir shop.
4. Church.

Q8. She _____ any photos last weekend.



1. didn't take
2. isn't taking
3. doesn't take
4. don't take

Q9. What activity is this?



1. Go on a water slide.
2. Go on a roller coaster.
3. Wear special glasses.
4. Buy a ticket.

Q10. Thomas _____ his friends yesterday afternoon.



1. meet
2. mets
3. meets
4. met

Name _____

No. _____

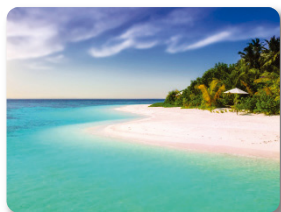
Class _____

Date _____

Mark _____

Teacher _____

Q1. What type of holiday is this?



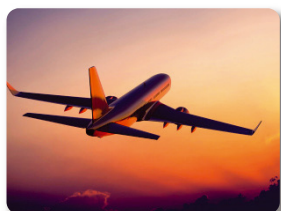
1. Seaside.
2. Mountain.
3. Camping.
4. Countryside.

Q2. Alice is going to travel. What is she going to pack?



1. Flip flops.
2. Sunglasses.
3. Goggles.
4. Cap.

Q3. Alice is going to spend her summer holidays in Greece. How is she going to travel?



1. By plane.
2. By car.
3. By train.
4. By bus.

Q4. They _____ swim.



1. am going to
2. are going to
3. is going to
4. go

Q5. This is a _____.



1. roller coaster
2. swimming pool
3. merry-go-round
4. water slide

Q6. Tomorrow _____.



1. he buys plane tickets
2. he is buying plane tickets
3. he is going to buy plane tickets
4. he bought plane tickets

Q7. What's the question for this answer?: He is going to stay at a camping site.



1. Where did he stay?
2. Where is he going to stay?
3. Where does he stay?
4. Where is she staying?

Q8. What activity is this?



1. Canoeing.
2. Fishing.
3. Water skiing.
4. Surfing.

Q9. I am going to the beach. I am going to take _____.



1. my sun cream and my cap
2. my flip flops and my camera
3. my beach towel and my sunglasses
4. my swimming trunks and my skis

Q10. The weather is _____.



1. sunny
2. rainy
3. snowy
4. windy

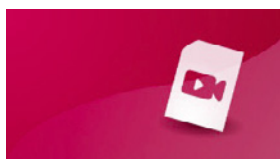
20 AULA DIGITAL é uma ferramenta inovadora que possibilita, em sala de aula, a fácil exploração do projeto *What's Up? 6* através das novas tecnologias e o acesso a um vasto conjunto de conteúdos multimédia que a ele estão associados. De seguida, damos a conhecer as tipologias de recursos multimédia existentes para o projeto *What's up? 6*.

Animações



As animações estão associadas às rubricas *It's reading time*, *It's vocabulary time* e *It's show time*. A utilização deste recurso em sala de aula acrescenta dinamismo à abordagem dos textos e dos conteúdos a que as animações se referem e conduz a um maior envolvimento dos alunos, cuja atenção é captada através do movimento, da imagem e do som presentes nas animações. Todas as animações dispõem de legendas em inglês, que o professor pode ativar ou desativar.

Vídeos



Em associação com a rubrica *It's video time* do manual são disponibilizados excertos de filmes conhecidos dos alunos para posterior realização de atividades de compreensão oral decorrentes do seu visionamento. Para além destes vídeos, como complemento da rubrica *It's culture time!* existem pequenos vídeos relativos às curiosidades culturais abordadas na rubrica. Por fim, as etiquetas *Video help* no manual sinalizam a existência de vídeos-tutoriais, lúdicos, com a função de apoiar o aluno na explicação de vocabulário, com dicas para a produção escrita e oral, entre outros. Todos os vídeos dispõem de legendas em inglês, que o professor pode ativar ou desativar.

Gramáticas



A rubrica *It's grammar time* do manual tem associadas gramáticas animadas, que apresentam uma explicação passo a passo para cada conteúdo gramatical, apoiada na observação de imagens e/ou na visualização de vídeos, e também na audição de canções.

Flashcards digitais



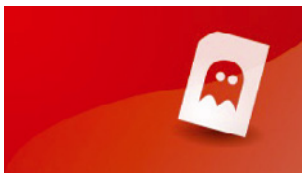
Os *flashcards* digitais estão associados à rubrica *It's vocabulary time* e têm em vista o reforço e o complemento do vocabulário apresentado no manual através da tríade imagem-texto-áudio.

Apresentações em PowerPoint®



As apresentações em PowerPoint® disponibilizadas apresentam conteúdos vocabulares e gramaticais para reforçar os conteúdos apresentados ao longo do manual.

Jogos



Who wants to be a What's up master? destina-se à utilização no final de cada unidade e tem como objetivo rever, de forma lúdica, os conteúdos que foram trabalhados.

Para além deste jogo, existe também um pequeno jogo de revisão gramatical e/ou vocabular no final de cada unidade.

Karaokes



Os karaokes são uma versão animada das canções presentes na rubrica *It's song time*, contribuindo, de uma forma lúdica, para a aquisição e/ou para a consolidação de vocabulário e para o desenvolvimento das capacidades de *listening* e *speaking*. Os karaokes disponíveis neste projeto apresentam a característica inovadora de permitirem personalizar o ritmo e a velocidade das canções, ajustando-os às necessidades de cada turma enquanto aprende e repete a letra de cada canção. É também possível gravar a canção, cantada na sala de aula por todos os alunos ou em casa pelo aluno individualmente. Os registos gravados podem ser depois ouvidos pela turma ou pelo aluno individualmente, tendo em vista o aperfeiçoamento da pronúncia.

Áudios



Os áudios são disponibilizados em CD áudio e estão também presentes na plataforma **20 AULA DIGITAL** e ao longo do manual através de *hotspot*. Estão presentes duas versões dos áudios para exercícios de *listening comprehension*: *standard* e *slow*, para que o professor possa ajustar a velocidade da audição às características de cada turma.

Testes interativos



O projeto *What's up? 6* disponibiliza um conjunto de testes interativos que servem de apoio às atividades propostas no Manual.

Os testes interativos permitem realizar a avaliação dos conteúdos visados em cada unidade. No final do teste, o aluno tem acesso a um relatório com a indicação das questões que acertou/falhou, sendo possível fazer a comparação entre as respostas dadas pelo aluno e as respetivas soluções.

Manual interativo



O projeto *What's up? 6* tem disponível o manual escolar num formato totalmente interativo. A **VERSÃO INTERATIVA DO MANUAL** permite:

- a realização e a correção dos exercícios nas páginas do manual;
- o acompanhamento da progressão da aprendizagem;
- a visualização, a partir das páginas projetadas, dos recursos digitais, tais como animações, vídeos, gramáticas, *flashcards* digitais, apresentações PowerPoint®, jogos, áudios, canções e karaokes, testes interativos;
- a exploração, a partir das páginas do manual, dos exercícios do *Workbook* e respetiva correção;
- o acesso imediato a materiais de apoio editáveis, tais como fichas adicionais.



O **20 Smart** é uma aplicação que dá acesso a conteúdos multimédia e *quizzes*, que permitem a compreensão e revisão do essencial da disciplina. Os *quizzes* têm explicações passo a passo, para esclarecimento de dúvidas e avaliação do progresso na aprendizagem.

Recursos Multimédia

Segue uma listagem dos recursos multimédia disponíveis por unidade.

UNIDADE	Animação	Apresentação	Simulador	Gramática	Imagem	Jogo	Karaoke	Teste	Vídeo
Starter			 • Spin-a-story wheel				 • What's up? 6 Anthem		 • What's up? 6 Anthem
 Unit 1 Hi there!	• At the school gate • What a family! • My best friend • What time is it? • A young actor's routine • It's show time: A family photo	• Possessive Pronouns • Present Simple	• Improve your Speaking	• Personal pronouns and possessive determiners • Verb to be • Verb to have got • Possessive case • Possessive pronouns • Present Simple • Adverbs of frequency	• Countries and nationalities • Family members • Jobs • Daily routine	• Who wants to be a master? – Unit 1 • Who's who?	• Friends forever	• Hi there! (1) (professor) • Hi there! (2) (aluno)	• Video help: Personal identification • Video help: The Smurfs – Jobs • It's video time: <i>The Boss Baby</i> • Video help: The son of Bigfoot • Video help: It's speaking time – Daily routine

UNIDADE	Animação	Apresentação	Simulador	Gramática	Imagem	Jogo	Karaoke	Teste	Vídeo
2 Unit 2 School rocks!	• 3D – School subjects and parts of the school • Parts of the school • In the playground • School clubs • The goat club • Darci Lynne, a famous ventriloquist • It's show time: Bump into a friend!	• Comparative • Superlative • Present Continuous	• Improve your speaking • Wheel of verbs	• There to be – Present Simple • Plural of nouns • Comparative • Superlative • Adjectives + prepositions • Present Continuous • Present Simple and Present Continuous	• School subjects • Parts of the school • Kids' interests	• Who wants to be a What's up master? – Unit 2 • Scrambled sentences	• Have some fun today	• School rocks! (1) (professor) • School rocks! (2) (aluno)	• Video help: It's writing time – My school • Video help: School clubs • Video help: It's speaking time – My favourite school club • It's culture time: Popular sports • Video help: What are they doing? • It's video time: <i>Leap!</i>

UNIDADE	Animação	Apresentação	Simulador	Gramática	Imagem	Jogo	Karaoke	Teste	Vídeo
 Unit 3 Out... in the city!	• 3D – City • A city tour! • Let's go shopping! • A British chef • At the restaurant • It's show time: – In the school canteen – In the city	• Verb to be – Past Simple (affirmative, negative and interrogative)	• Improve your speaking	• Prepositions of place • Prepositions of movement • Adverbs of manner • Verb to be – Past Simple • There to be – Past Simple	• Public buildings and places of interest • Shops • On the menu	• Who wants to be a What's up master? – Unit 3 • Memory game	• Going shopping	• Out... in the city! (1) (professor) • Out... in the city! (2) (aluno)	• Video help: Shops • Video help: It's speaking time – At the shop: Emily's new dress • It's video time: <i>Paddington 2</i> • It's culture time: Welcome to Hamley's! • Video help: <i>Ratatouille</i>

UNIDADE	Animação	Apresentação	Simulador	Gramática	Imagem	Jogo	Karaoke	Teste	Vídeo
4 Unit 4 Fun trips	• 3D: London • London trip wall • A ride of surprises • It's show time: At school	• Regular verbs – Past Simple (affirmative, negative, interrogative)	• Improve your speaking • Wheel of verbs	• Past Simple – Regular verbs • Past Simple – Irregular verbs	• City tour • Activities at theme parks	• Who wants to be a What's up master? – Unit 4 • Word search	• Time for fun	• Fun trips (1) (professor) • Fun trips (2) (aluno)	• Video time: <i>Zootopia</i> • It's culture time: London public transport • Video help: It's speaking time – Friends' talk • Video help: It's writing time – Rose's diary • Video help: Theme parks • Video help: It's writing time – A real life adventure!

UNIDADE	Animação	Apresentação	Simulador	Gramática	Imagem	Jogo	Karaoke	Teste	Vídeo
 Unit 5 Hurray, it's the summer holidays!	• Kids on holiday! • Summer holidays • It's show time: On holiday together	• Means of transport / Holidays	• Improve your speaking	• Reflexive pronouns • Should / Shouldn't • Be going to	• Holidays and weather • Packing for the holiday	• Who wants to be a What's up master? – Unit 5 • Holiday game	• Great time	• Hurray, it's the summer holidays! (1) (professor) • Hurray, it's the summer holidays! (2) (aluno)	• Video help: Holiday activities • Video help: It's speaking time – Last summer holiday • Video help: Packing for the holiday • It's culture time: Famous seaside destinations • It's video time: <i>Hotel Transylvania 3</i> • Video help: It's writing time – A holiday postcard