

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

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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.

Write about a fabulous day at an amusement park.

[illegible]

- Last weekend / I visit / Islands of Adventure
- It / be / a great amusement park

- 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

- We / have / great fun
- It / be / a fabulous day

Name _____

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Class _____

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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	$3 \times 3 = 9$	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 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 328)