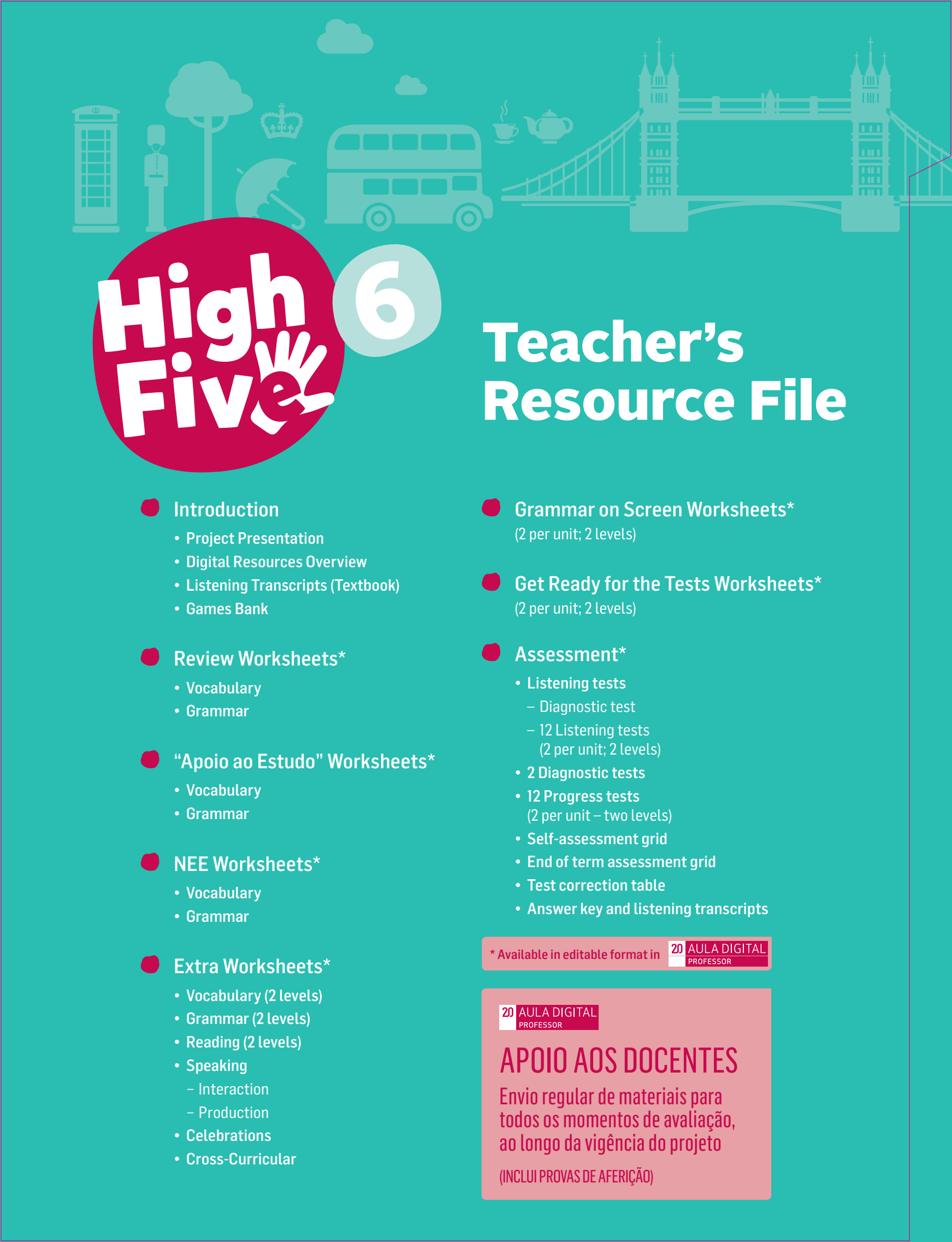




High Five

6

Teacher's Resource File

● Introduction

- Project Presentation
- Digital Resources Overview
- Listening Transcripts (Textbook)
- Games Bank

● Review Worksheets*

- Vocabulary
- Grammar

● “Apoio ao Estudo” Worksheets*

- Vocabulary
- Grammar

● NEE Worksheets*

- Vocabulary
- Grammar

● Extra Worksheets*

- Vocabulary (2 levels)
- Grammar (2 levels)
- Reading (2 levels)
- Speaking
 - Interaction
 - Production
- Celebrations
- Cross-Curricular

● Grammar on Screen Worksheets*

(2 per unit; 2 levels)

● Get Ready for the Tests Worksheets*

(2 per unit; 2 levels)

● Assessment*

- Listening tests
 - Diagnostic test
 - 12 Listening tests (2 per unit; 2 levels)
- 2 Diagnostic tests
- 12 Progress tests (2 per unit – two levels)
- Self-assessment grid
- End of term assessment grid
- Test correction table
- Answer key and listening transcripts

* Available in editable format in



APOIO AOS DOCENTES

Envio regular de materiais para todos os momentos de avaliação, ao longo da vigência do projeto

(INCLUI PROVAS DE AFERIÇÃO)

Índice

Apresentação do projeto <i>High Five</i>	2
Listagem dos recursos multimédia	7
Listening Transcripts (Textbook)	13
Games Bank	15
Review Worksheets	
Vocabulary	29
Grammar	41
“Apoio ao Estudo” Worksheets	
Vocabulary	62
Grammar	77
NEE Worksheets	
Vocabulary	99
Grammar	113
Extra Worksheets	
Vocabulary	137
Grammar	169
Reading	209
Speaking	235
Celebrations	255
Cross-Curricular	267
Grammar on Screen	289
Get Ready for the Tests	302
Assessment	333

Apresentação do projeto *High Five 6*

High Five 6 é um projeto que pretende rever e mobilizar conhecimentos adquiridos nos 3.º, 4.º e 5.º anos, garantindo a consolidação das aprendizagens desenvolvidas ao longo desse percurso. Este projeto tem também como objetivo operacionalizar, de forma realista, os domínios, objetivos e descritores de desempenho previstos nas Metas Curriculares (MC) de Inglês para o 6.º ano, que foram definidas tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas (QECRL), nomeadamente o nível A2.

High Five 6 pretende ir ao encontro das necessidades dos professores, pelo que apresenta um **vasto conjunto de materiais didáticos** que proporcionam a **construção de uma competência global de comunicação em inglês** por parte de todos os alunos. Estes recursos visam ainda dar resposta à **heterogeneidade das turmas** que caracterizam o sistema de ensino português. **High Five 6** apresenta, finalmente, **instrumentos de apoio** aos professores para os **diversos momentos da prática letiva**: preparação e organização das aulas e adequação das estratégias às especificidades dos alunos (ritmos de aprendizagem, conhecimentos, interesses e motivações).

Componentes do projeto

∴ Para o aluno

Student's Book

O manual está organizado em sete unidades.

- **Unit 0** – Remember...?
- **Unit 1** – Me and the world around me...
- **Unit 2** – School is cool!
- **Unit 3** – What do you look like?
- **Unit 4** – City life!
- **Unit 5** – Around the world!
- **Unit 6** – Welcome summer!

Todas as unidades começam com a indicação **What's in this unit?**, onde estão elencados os conteúdos/temas que serão trabalhados. Cada unidade contempla ainda, em banda lateral exclusiva do professor, indicação dos descritores de desempenho das **Metas Curriculares** (MC), incluindo referência às MC de anos anteriores, que serão retomadas e que aparecem identificadas como **Recycled language**. Cada unidade está dividida em **subunidades**.

As unidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação do vocabulário com o apoio de imagens, acompanhada por **exercícios de listen and repeat, matching, gap filling...**, que visam **facilitar a interiorização dos tópicos trabalhados** e, por conseguinte, alargar o repertório linguístico dos alunos.
- **Listen and read** – Os textos apresentam, com regularidade, personagens conhecidas dos alunos – cantores, DJ, atores, desportistas ou *cartoons* –, com o intuito de lhes despertar curiosidade e interesse. Outros têm uma forte componente cultural. Através deles, os alunos conhecerão melhor os aspetos da cultura dos *English-speaking countries*, relacionados com os tópicos em estudo. Os textos estão **locucionados por falantes nativos**, disponíveis em duas velocidades – *standard* e *slow* – e dispõem de uma versão digital animada na componente multimédia do projeto. Além de textos de tipologia diversa, incluem-se nesta rubrica **canções (também em versão karaoke)**, que resultam da adaptação das letras de músicas do agrado dos alunos aos conteúdos trabalhados e ao grau de dificuldade. Todas as letras são, por isso, originais e visam o reforço do vocabulário e a motivação dos alunos para a aprendizagem.

- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Esta rubrica é complementada por animações, disponíveis em **20 AULA DIGITAL**. Após a explicação de cada conteúdo, surgem exercícios de aplicação de tipologia diversificada, organizados por grau de dificuldade.
-  **Listen** – Uma vez que os alunos deste nível de ensino necessitam de desenvolver a consciência fonológica e linguística, esta rubrica apresenta **situações de compreensão do oral**, em suporte áudio, **locucionadas por falantes nativos**, e sem a presença do texto escrito. Estas atividades estão acompanhadas de exercícios de compreensão de resposta fechada.
- **Say it right** – Esta rubrica permite que os alunos aprendam a **distinguir** e a **reproduzir sons da língua inglesa**, alguns deles inexistentes em português, de modo a desenvolverem a **consciência fonológica** inerente à aprendizagem de uma língua estrangeira.
- **Watch and learn** – Esta rubrica proporciona o contacto com pequenos *trailers* de filmes e excertos de vídeos adequados à faixa etária dos alunos. Do visionamento dos vídeos decorrem propostas de **atividades de compreensão oral** de tipologia variada.
- **Everyday reading** – Esta rubrica pretende que os alunos contactem com **documentos autênticos do quotidiano** – horários, avisos, anúncios, planos de férias, sinais em locais públicos e catálogos –, de modo a desenvolverem a sua **capacidade de interpretação em situações de contexto real**. Esta rubrica surge acompanhada de exercícios diversificados.
- **Everyday talk** – Esta rubrica de *spoken interaction* está focada em **situações do quotidiano**, que permitem a consolidação de vocabulário e de estruturas linguísticas, úteis na **utilização da língua inglesa em contexto real**. Todas as atividades apresentam um **modelo step-by-step** em *Take a look!* – com *highlights* em expressões úteis – para que todos os alunos consigam concretizar a tarefa proposta em *Now you!* O *role play* está apoiado em diagramas e esquemas.
- **Speak** – **Atividades de produção/interação oral guiadas**, que desenvolvem a capacidade de comunicar oralmente. Estas atividades apresentam, em primeiro lugar, **modelos dos textos orais** – fornecidos em *Take a look!* –, que os alunos poderão depois usar como referência, mediante as instruções sugeridas em *Now you!*
- **Write** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um **modelo step-by-step** em *Take a look!*, para que o aluno possa depois redigir o seu texto, usando as suas ideias, com o **apoio de caixas, diagramas e expressões úteis** – *Now you!*
-  **Keep in Mind!** – Caixas com **chamadas de atenção para determinadas estruturas lexicais e/ou gramaticais** (linguísticas), que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
-  **Guess what** – Rubrica referente a **aspetos culturais e geográficos dos English-speaking countries**, que surge associada ao *Travel Guide*.
-  **Think twice** – Esta rubrica promove a **consciência cívica e social e o espírito crítico**, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais.
-  **Have fun** – Momento lúdico com **adivinhas, charadas ou anedotas**, a propósito das temáticas trabalhadas.
-  **Self-check** – **Teste de autoavaliação**. No final, o aluno poderá preencher uma grelha de verificação das aprendizagens.

-  **Speedy me** – Esta é uma **secção para fast finishers**, para a qual vão sendo feitas remissões ao longo das unidades. Esta secção, de dupla página, apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. As soluções estão no final do manual para permitir um trabalho mais autónomo por parte do aluno.

O Manual inclui ainda os seguintes anexos:

- **Celebrations** – Nesta secção abordam-se algumas **festividades típicas dos English-speaking countries**, com proposta de exercícios lúdicos de alargamento vocabular. Apresenta, também, uma página com **Crazy celebrations**, para que os alunos se divirtam com algumas efemérides (improváveis) celebradas nos Estados Unidos da América.
-  **Vocabulary bank – Glossário ilustrado** (com **apresentação dos termos em inglês/português e português/inglês**), organizado por unidades. Este material é complementado pelo *Interactive vocabulary bank* (20 AULA DIGITAL), que apresenta as palavras em suporte áudio, para que os alunos possam treinar a pronúncia de forma autónoma.
-  **Grammar bank** – Secção que apresenta a **explicação das regras gramaticais em português**. Constitui-se como um instrumento de estudo e de preparação para os momentos de avaliação.
- **Extensive reading** – Adaptação (*retold*) da obra *The Adventures of Tom Sawyer*, de Mark Twain, acompanhada de exercícios de análise textual organizados em *Before I read*, *I understand* e *After I read*.
- **Badanas da capa** – Nesta secção incluem-se: **Everyday expressions** que os alunos poderão consultar nas atividades de interação oral e **Classroom language**, para usar no dia-a-dia na sala de aula. Aqui encontra-se também a **lista de verbos irregulares**.

Travel guide

Num formato idêntico ao de um guia de viagens, este pequeno caderno propõe ao aluno uma **viagem por alguns English-speaking countries**. Esta “viagem” permite ao aluno conhecer mais sobre a cultura, a geografia, a gastronomia, as personalidades desses países e algumas curiosidades adicionais. Em seguida, surgem atividades lúdicas. Este caderno está associado à rubrica *Guess what* do manual e é feita remissão para ele ao longo das unidades.

Homework

Fichas de trabalho para reforço de Vocabulário, Gramática e Leitura, que poderão ser realizadas para consolidação de conteúdos. Ao longo do manual surge a remissão para cada uma das fichas deste caderno.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e fora da sala de aula, e apresenta um conjunto diversificado de exercícios de **reforço de vocabulário e de gramática** e exercícios simplificados de **escrita orientada**. Tendo sido concebido em direta articulação com o Manual, o *Workbook* está igualmente estruturado em sete unidades. No final de cada uma delas, surge um teste, complementar ao do Manual, que inclui também um grupo de expressão escrita.

O *Workbook* inclui, também, uma secção de **Fun activities**.

Associado ao *Workbook* existe o **Scrapbook**, um **caderno de arts & crafts** com atividades de vocabulário, que permitirá ao aluno divertir-se a organizar o seu próprio “diário de aprendizagem do inglês” através de tarefas mais lúdicas e divertidas.

O *Workbook* inclui ainda **Bookmarks** destacáveis, úteis para o estudo sistematizado dos conteúdos gramaticais e lexicais abordados em cada unidade.

No final, as soluções (para recortar) permitem ao professor e aos encarregados de educação uma mais fácil gestão da sua apresentação aos alunos.

.: Para o professor

Manual (Edição do Professor)

- **Indicação dos descritores das MC** de 6.º ano, em articulação com as MC de anos anteriores (*recycled language*).
- **Listagem dos recursos disponíveis no projeto:** apresentações PowerPoint® de aula; *Interactive vocabulary bank*; sugestão de exploração do jogo *English-opoly* e do recurso multimédia *It's quiz time!* (no final das unidades 2, 4 e 6); outros recursos multimédia disponíveis no projeto, incluindo faixas áudio, animações e *links*.
- **Soluções dos exercícios.**
- **Sugestões metodológicas:** propostas de exploração dos *flashcards* e dos *posters*; dinamização de jogos que podem ser realizados no início da aula, como *ice breakers*, no final da aula, a título de consolidação, ou ainda noutros momentos de revisão de estruturas, por exemplo:
 - > jogos de mímica;
 - > jogos de repetição (com base na audição de palavras-chave);
 - > jogos de treino de atenção / concentração, de apoio à realização de determinadas tarefas;
 - > jogos de bingo;
 - > jogos de *guessing*;
 - > ...

Nota: as sugestões de utilização destes e de outros jogos estão disponíveis no **Games Bank**, pp. 15 a 28 deste dossiê.

Booklet CEI

Este componente foi concebido para que os alunos com Currículo Específico Individual possam acompanhar as atividades propostas no manual, numa lógica de inclusão. É um *booklet* que permitirá ao professor uma gestão mais eficaz do planeamento das suas aulas e da implementação de recursos adequados às características destes alunos.

Teacher's Resource File*

*Totalmente editável em 20 aula digital.

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

- **29 Review Worksheets** (Vocabulary / Grammar)
- **26 Apoio ao Estudo Worksheets** (Vocabulary / Grammar)
- **28 NEE Worksheets** (Vocabulary / Grammar)
- **80 Extra Worksheets**
 - > **15 Vocabulary** (two levels of difficulty)
 - > **15 Grammar** (two levels of difficulty)
 - > **12 Reading** (1 per unit – two levels of difficulty)
 - > **18 Speaking** (interaction and production)
 - > **10 Celebrations**
 - > **10 Cross-Curricular**
- **13 Grammar on Screen Worksheets**
- **12 Get Ready for the Tests Worksheets** (1 per unit – two levels of difficulty)
- **Assessment**
 - > 2 diagnostic tests (two levels of difficulty)
 - > 12 listening tests (two levels of difficulty)

- > 12 progress tests (two levels of difficulty)
- > Extensive Reading test
- > Answer keys and listening transcripts
- > Assessment grids
- > Correction tables

Planning*

*Totalmente editável em 20 aula digital.

- Metas Curriculares (5.º, 6.º e 7.º anos)
- Year plan (two/three weekly lessons)
- Term plan (two/three weekly lessons)
- Adequações Curriculares – year plan
- Currículo Específico Individual – year plan
- Cross-Curricular – year plan
- Lesson plans (per sub-unit)

Fun pack

- **100 flashcards** e **12 posters** (6 de vocabulário e 6 de gramática) que constituem um excelente suporte visual para apresentação, consolidação e alargamento lexical e de funcionamento da língua.
- **Motivational stamps** e **motivational stickers** para premiar os alunos pelo seu desempenho, ao longo do ano letivo; poderão ser usados no caderno diário do aluno, em fichas de trabalho ou em trabalhos de casa.
- **English-opoly** – jogo de tabuleiro em que os alunos poderão testar os seus conhecimentos de vocabulário e de gramática, com uma vertente cultural referente aos *English-speaking countries*.
- **Bingo** – jogo para consolidação do *past simple* dos verbos irregulares.

CD Áudio

Estes CD contêm todos os recursos áudio (textos, canções) de apoio a atividades do manual e do TRF, gravados por falantes nativos. Este material inclui faixas em versão *standard* e *slow* de modo a permitir a todos os alunos um acompanhamento mais eficaz das atividades.



Smart

O **20 Smart** é uma aplicação que dá acesso a conteúdos multimédia e *quizzes*, que permitem a compreensão e revisão do essencial. Os *quizzes* têm explicações passo a passo, para esclarecimento de dúvidas e avaliação do progresso na aprendizagem.



MANUAL INTERATIVO

Este recurso inovador é de grande utilidade na sala de aula, pois permite:

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

Nota: o Manual Interativo está disponível *offline*, o que possibilita a sua utilização mesmo quando não é possível aceder à internet.



AULA DIGITAL

Esta ferramenta possibilita, em sala de aula, a fácil exploração do projeto, através das novas tecnologias, e o acesso a um vasto conjunto de conteúdos multimédia associados ao manual.

Listagem geral dos recursos multimédia do *High Five 6*

- **Animações** – animações dos textos das rubricas *Listen and read* e *Everyday talk* bem como da *Extensive Reading* do Manual – *The adventures of Tom Sawyer* – e do *Travel Guide*.
- **Vídeos** – vídeos de apoio às rubricas *Watch and learn* e *Guess What*, com a possibilidade de apresentar legendas em inglês ou português.
- **Gramáticas interativas** – animações dos conteúdos gramaticais, com explicações passo a passo, seguidas de exercícios de aplicação.
- **Flashcards digitais** – incluem imagem, texto e áudio.
- **Glossários interativos** – recurso para trabalho de vocabulário; apresenta imagem, texto e áudio.
- **Jogos** – jogos de consolidação de conhecimentos – estão presentes no final das unidades 2, 4 e 6.
- **Karaokes** – versão animada das canções apresentadas na rubrica *Listen and read*. Permite, de uma forma lúdica, a aquisição e/ou consolidação de vocabulário e o desenvolvimento da oralidade.
- **Aulas projetáveis em formato Powerpoint®** – As aulas projetáveis em formato PowerPoint® incluem, de forma sequencial, os diferentes momentos e respetivos recursos enunciados em cada plano de aula; permitem uma melhor gestão do tempo em sala de aula.
- **Apresentações Powerpoint®** – recursos lúdicos e de carácter prático para apresentar e aplicar conteúdos de vocabulário e gramática.
- **Interactive Board Game** – surge no início de cada unidade e destina-se a rever *recycled language*, de forma lúdica e apelativa.
- **Áudios** – disponíveis em duas versões: *standard* e *slow*. Ao longo do manual, estão identificados através de *hotspots*.
- **Simuladores** – Os simuladores podem ser usados em várias atividades e dinâmicas de sala de aula:
 - > **Timer** – Cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo à medida que estas se aproximam da sua conclusão.
 - > **Random number generator** – ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - > **Irregular Verbs Bingo** – ferramenta de seleção aleatória de verbos que permite completar os cartões distribuídos aos alunos aquando da realização do jogo.
 - > **English-opoly** – versão interativa do jogo de tabuleiro, disponível no *Fun Pack*, que permite selecionar o número de pinos, manipulá-los e girar o dado.
 - > **Recorder** – ferramenta que permite gravar áudio e guardar ficheiros das gravações realizadas para futuras utilizações.
 - > **Talking avatar** – ferramenta de construção de personagens, através da qual é possível escrever palavras e/ou frases, que aqueles reproduzem oralmente.
 - > **Imagination starter** – ferramenta de seleção aleatória de imagens/palavras que servem de base para a formação de frases e/ou construção de histórias.

Recursos Multimédia

Apresenta-se de seguida uma listagem dos recursos multimédia disponíveis por unidade.

Unit 0 – Remember...?		
p. 5	Vídeo	High Five 6 song
p. 6	<i>Karaoke</i>	Back at school!
Unit 1 – Me and the world around me		
p. 12	Apresentação Powerpoint® – Aula projetável	Me and the world around me
p. 12	Quiz	Interactive Board Game
p. 12	Glossário	Interactive Vocabulary Bank (Unit 1)
p. 12	Apresentação Powerpoint®	Countries and Nationalities
p. 12	Imagem Digital/ <i>Flashcards</i>	Countries and Nationalities
p. 14	Animação	A friend from Mexico
p. 15	Gramática interativa	Verb <i>to be</i>
p. 17	Gramática interativa	Verb <i>have got</i>
p. 18	Imagem Digital/ <i>Flashcards</i>	Daily routine
p. 19	Vídeo	Mr. Bean
p. 19	Animação	What time is it?
p. 20	Animação	BFF's daily routines
p. 20	Vídeo	Madame Tussaud's
p. 20	Animação	Travel Guide – The United Kingdom
p. 21	Gramática interativa	Present simple
p. 21	<i>Link</i>	The daily routine of the Queen
p. 22	Gramática interativa	Adverbs of frequency
p. 24	Imagem Digital/ <i>Flashcards</i>	Household chores
p. 25	<i>Karaoke</i>	Helping at home is fun!
p. 25	Vídeo	Making chores Fun – Youtuber JazzyGirlStuff
p. 26	Gramática interativa	Connectors
p. 27	Vídeo	Greetings around the world
p. 27	Animação	Different habits and routines
p. 27	Apresentação Powerpoint®	Food and drink
p. 28	Teste interativo	Me and the world around me... (1)
p. 28	Teste interativo	Me and the world around me... (2)

Unit 2 – School is cool!		
p. 32	Apresentação Powerpoint® – Aula projetável	School is cool!
p. 32	Quiz	Interactive Board Game
P. 32	Glossário	Interactive Vocabulary Bank (Unit 2)
p. 32	Imagem Digital/ <i>Flashcards</i>	School subjects
p. 32	Apresentação Powerpoint®	What's your favourite subject?
p. 34	Animação	Superhero Academy
p. 35	Gramática interativa	Present continuous
p. 37	Vídeo	Dangerous and unusual journeys to school
p. 38	Imagem Digital/ <i>Flashcards</i>	School facilities
p. 40	Animação	All about my school
p. 40	Vídeo	Magic Kingdom – Disney Parks
p. 40	Animação	Travel Guide – The United States of America
p. 41	Gramática interativa	Adjectives + Prepositions
p. 42	Imagem Digital/ <i>Flashcards</i>	After-school clubs
p. 42	Vídeo	Extracurricular ridiculous
p. 43	Apresentação Powerpoint®	How to use the dictionary
p. 44	Vídeo	Captain Underpants
p. 45	Vídeo	Minions – Classroom rules 2017
p. 45	Gramática interativa	Modal verb <i>Should</i>
p. 46	<i>Karaoke</i>	Be a good boy!
p. 47	Animação	Welcoming a new student
p. 51	Jogo	It's quiz time! (Units 0, 1 and 2)
p. 51	Teste interativo	School is cool! (1)
p. 51	Teste interativo	School is cool! (2)
Unit 3 – What do you look like?		
p. 52	Apresentação Powerpoint® – Aula projetável	The way we look
p. 52	Quiz	Interactive Board Game
p. 52	Glossário	Interactive Vocabulary Bank (Unit 3)
p. 52	Apresentação Powerpoint®	Physical features
p. 52	Vídeo	Stuck in the middle
p. 52	Imagem Digital/ <i>Flashcards</i>	Physical features

p. 54	Animação	Amina's new neighbour
p. 54	Vídeo	Introducing Ireland
p. 54	Animação	Travel Guide – (Republic of) Ireland
p. 55	Gramática interativa	Comparative
p. 56	Imagem Digital/ <i>Flashcards</i>	Personality
p. 57	<i>Karaoke</i>	My best friend is a tiger
p. 57	Vídeo	Ferdinand
p. 58	Animação	My favourite songs – Calvin and Pharrell
p. 58	<i>Link</i>	Feels
p. 60	Gramática interativa	Superlative
p. 61	Vídeo	Despicable me 3
p. 62	Imagem Digital/ <i>Flashcards</i>	Clothes, footwear and accessories
p. 62	Apresentação Powerpoint®	On the catwalk
p. 62	<i>Link</i>	Descendants
p. 64	Gramática interativa	Adverbs: adjectives + -ly
p. 65	Animação	Shopping for clothes
p. 67	Teste interativo	What do you look like? (1)
p. 67	Teste interativo	What do you look like? (2)
Unit 4 – City life!		
p. 70	Apresentação Powerpoint® – Aula projetável	City life!
p. 70	Quiz	Interactive Board Game
p. 70	Glossário	Interactive Vocabulary Bank (Unit 4)
p. 70	Imagem Digital/ <i>Flashcards</i>	Places in a city
p. 70	Apresentação Powerpoint®	Places in a city
p. 70	Vídeo	Miniature version of Toronto
p. 71	Animação	A day at KidZania
p. 71	Vídeo	Welcome to KidZania London
p. 72	Gramática interativa	Past simple – Verb <i>to be</i>
p. 73	Vídeo	Spider-Man: Home coming
p. 73	Animação	Spider-Man now and then... a new city, a new life!
p. 74	Gramática interativa	Past simple – Verb <i>there</i> + <i>to be</i>

p. 76	Imagem Digital/ <i>Flashcards</i>	Things to do in the city
p. 78	Animação	A Vancouver Tour
p. 79	Vídeo	Toronto Zoo
p. 79	Animação	Travel Guide – Canada
p. 80	Gramática interativa	Past simple – Regular verbs
p. 81	Apresentação Powerpoint®	"ed" sound (verb pronunciation)
p. 84	<i>Karaoke</i>	Hanging out in the city
p. 84	Vídeo	Are you a good citizen?
p. 85	Animação	Asking for information
p. 85	Vídeo	Visiting the CN Tower in Toronto, Ontario
p. 86	Teste interativo	City life! (1)
p. 86	Teste interativo	City life! (2)
p. 89	Jogo	It's quiz time! (units 3 and 4)
Unit 5 – Around the world!		
p. 90	Apresentação Powerpoint® – Aula projetável	Around the world
p. 90	Quiz	Interactive Board Game
p. 90	Glossário	Interactive Vocabulary Bank (Unit 5)
p. 90	Imagem Digital/ <i>Flashcards</i>	Means of transport
p. 91	Vídeo	Traffic signs
p. 92	Animação	Back from holiday
p. 93	Gramática interativa	Past simple – irregular verbs
p. 93	Simulador	Irregular verbs Bingo
p. 94	Vídeo	The funicular
p. 94	Animação	Travel guide – Australia
p. 95	<i>Karaoke</i>	Around the world
p. 96	Imagem Digital/ <i>Flashcards</i>	Where to stay/ What to take
p. 97	Animação	Welcome to Australia
p. 102	Gramática interativa	Prepositions of movement
p. 102	Vídeo	Hotel Transylvania
p. 103	Animação	Sightseeing in Sydney
p. 104	Teste interativo	Around the world (1)
p. 104	Teste interativo	Around the world (2)

Unit 6 – Welcome summer!		
p. 108	Apresentação Powerpoint® – Aula projetável	Welcome Summer!
p. 108	Quiz	Interactive Board Game
p. 108	Glossário	Interactive Vocabulary Bank (Unit 6)
p. 108	Imagem Digital/ <i>Flashcards</i>	Free time activities
p. 109	Animação	Summer chat!
p. 110	Gramática interativa	<i>Be going to</i>
p. 113	Vídeo	Emoji movie
p. 114	Imagem Digital/ <i>Flashcards</i>	Beach activities
p. 115	Vídeo	Responsible at the beach
p. 116	Animação	Having fun in South Africa!
p. 117	Vídeo	Kruger Park
p. 118	Gramática interativa	Reflexive pronouns
p. 119	Vídeo	South Africa attractions
p. 119	Animação	Travel Guide – South Africa
p. 120	<i>Karaoke</i>	Summer fun
p. 121	Animação	Expressing opinion
p. 125	Jogo	It's quiz time! (units 5 and 6)
p. 125	Teste interativo	Welcome Summer! (1)
p. 125	Teste interativo	Welcome Summer! (2)
Festivities		
Vídeo	Apple Bobbing	
Vídeo	This is Britain – Halloween	
Vídeo	This is Britain – Christmas Eve/Day	
Vídeo	Valentine's history	
Vídeo	This is Britain – Easter	
Extensive Reading		
Animação	The adventures of Tom Sawyer	
Vídeo	Tom Sawyer & Huckleberry Finn (2014) trailer	
Vídeo	Fence scene	
Vídeo	Cave scene	

Listening Transcripts (Textbook)

• Unit 1 | Listen (page 16)

1. Which is Miriam's house?

Miriam: Hi, Mike! Look at this photo! What do you think about my house?

Mike: Hi, Miriam! Wow! Your house is really big! Is it a terraced house like mine?

Miriam: No, it's a detached house!

Mike: Great! It looks fantastic!

Miriam: And it is! I just love it!

2. Which is Holly's dream house?

Emily: Look at those houses on TV, Holly! What's your favourite?

Holly: Well, they are all very big and I like the terraced house. The semi-detached house is also very modern. But I love kings, queens and princesses... so I definitely prefer the castle. It's my dream house!

Emily: You're totally right! That's my favourite, too!

• Unit 2 | Listen (page 33)

Allison: This is my first day at this school. Can you help me?

Spencer: Of course!

Allison: What classes do we have today?

Spencer: Today is Thursday, so... in the morning, we have maths and English.

Allison: Maths! Great! What time does the maths class start?

Spencer: It starts at 8:30.

Allison: But all the students are next to the classroom fifteen minutes before the class starts, right?

Spencer: That's it! The maths class starts at 8:30, so you have to be ready for class at 8:15!

Allison: And in the afternoon, what classes do we have?

Spencer: On Thursdays, we don't have classes in the afternoon. It's time to have fun!

Allison: And tomorrow? What classes are there on our timetable?

Spencer: Tomorrow we have geography and art in the morning. After lunch we have science and music.

Allison: Wow, music, I love music! It's my favourite subject.

Spencer: Oops...I don't like music very much. My favourite subject is history and Mr Armstrong, the teacher, is awesome!

• Unit 3 | Listen (page 53)

Julian: Hi, Mel.

Mel: Hello, Julian.

Julian: Is that your sister over there?

Mel: Yes, that's my younger sister Kate.

Julian: You look so different.

Mel: Do you think so?

Julian: Yes. You have got long dark hair. Her hair is short and she is blond.

Mel: And Kate's isn't wavy like mine. Her eyes are brown and mine are green.

Julian: But you both have got oval faces. Is she nice?

Mel: Yes, she is really kind and smart, too.

Julian: You're also very intelligent, Mel.

Mel: Thanks, Julian. You're a true friend.

• Unit 4 | Listen (page 75)

Tony: Hi, grandpa! Can you help me, please? I'm working on a project for my history class. It is about our city in the past, when you were younger.

Henry (grandfather): What an interesting project, Tony! Well, our city was very beautiful but it wasn't as big as it is now.

Tony: Was there a shopping centre like that one where we usually go?

Grandfather: No, there wasn't but there were two shops, a cinema and a library.

Tony: What about parks? Were there the two parks where we usually play together?

Grandfather: Well, there was only one but there was a street next to the stadium where it was possible for the kids to play football! There weren't any computer games, so we were always outside having fun!

Tony: Whaatt?!? No computer games?? And the stadium was already where it is? It is really old, then.

Grandfather (laughing): Yes, it is! So, you mean I'm really old too...

• Unit 5 | Listen (page 102)

Announcement: May I have your attention please. The train to Harden leaves at 10:15. It's in platform 5.

Sienna: Shh... I can't hear the announcement! Does the train leave at 9:15 or at a 10:15???

Ethan: At a quarter past ten.

Sienna: We should hurry up then!

Ethan: But that train is for Harden, Sienna, we are going to Melbourne!

Sienna: Oh, you're right!

Announcement: May I have your attention please. The 10:30 train to Melbourne is delayed by twenty minutes. So, it arrives at 10:50, in platform 7.

Sienna: This announcement was about our train! Does it arrive at 10.30?

Ethan: No, it is delayed, it arrives at 10.50.

Sienna: Ok. We should go to platform 5, right?

Ethan: Please, pay attention, Sienna. It's not platform 5, it's platform 7!

Sienna: Oh, OK... Sorry, I'm a bit nervous because it's a long journey!

• **Unit 6** | Listen (page 113)

Welcome to St. Martin's school radio station, the best radio station from South Africa... Today we are going to talk with four students from our school. We are ready for summer holidays. What about you? What are you going to do next summer?

Let's listen to Mary first...

Mary: Well... I want to relax, so the best option is definitely staying at home. I am going to listen to my favourite summer hits – I love listening to music – and I am going to surf the net and chat with my friends online. I am not going to go to the beach or do any sports, because I hate being too hot and as I said I need to rest.

And you Alice, don't tell me you also want to stay home the whole summer???

Alice: No way! I prefer active holidays. I am going to hang out with my friends and we are going to do a lot of different sports. I hate being at home and playing video games or watching TV the whole summer.

You're absolutely right Alice. What about you, Jake? Are you an active person during summer?

Jake: Of course I am... I am going to spend one month with my aunt in Portugal. She lives in Porto... it's a beautiful city. We are going to visit interesting places such as Torre dos Clérigos and Casa da Música. Oh... I am going to take lots of photos to show my parents and friends when I get back.

I see... that sounds great fun... and to finish... tell us about your plans for this summer, Alan...

Alan: To be honest, summer means video games, computers and mobile phones for me... so next summer I am going to play online video games with my friends, surf the net and send text messages... hanging out with friends or visiting new places seems cool, but that's not for me!

Well, my friends, that's all for today... or better... that's all for this school year... see you in September. Have a great summer!

Games Bank

Games to practise Grammar and Vocabulary

1	Disappearing Text.....	16
2	Team Sentences	16
3	Board Pelmanism	17
4	Pictionary	17
5	Sentence Pictionary.....	18
6	The Shark Game	18
7	Simon Says.....	19
8	Noughts and Crosses / Tic-Tac-Toe	19
9	Disappearing Board	20
10	Chain Game	20
11	Change it Round.....	21
12	What's the next/last word?	21
13	Put the Vowels Back.....	22
14	Vocab Categories.....	22
15	Point to 1, 2, 3	23
16	Physical spelling.....	23
17	How Many Words?	24
18	Vocabulary Ping Pong	24
19	What's Different?.....	24
20	Football Game	25
21	Team Spelling.....	25
22	Telephone	26
23	Mime Game	26
24	Group Mime Game	26
25	Cut the Rope	27
26	Memory Game	27
27	Backs to the Board	28
28	Connect 4.....	28

Games to practise Grammar and Vocabulary

Disappearing Text

1. Write a short dialogue or a series of 3-4 sentences on the board (something the students have seen before and are fairly familiar with). Have all the students read it aloud together.
2. Start erasing words from the board. For example, the sentence:

This is my family. I have two brothers and a sister.

becomes

This family. I brothers sister.

Have the students read the sentences or dialogue aloud again **including the erased words**.

3. Erase more words:
family. brothers
4. Finally erase **everything** (you can maybe leave in a word or two for longer sentences) and have the students "read" the text from a (nearly) empty board.

 It's a great sense of achievement for the students – for some of them, the most extended English they have ever produced!

This game is a great way to get the students to produce extended utterances.

Team Sentences

1. Divide the class into teams of 4-5 students and make sure each team has paper/notebook and pen or pencil.
 2. Choose 4-5 sentences or questions from a previous lesson or activity.
 3. Read the sentence out clearly and then repeat it.
 4. The first student in each group writes the **first word only** on their paper/notebook and then passes the paper/notebook and pen/pencil to the next students to continue. (If the next student notices a mistake, they can correct the mistake and also write the next word before passing it on.)
 5. When the students have finished, they hold up their notebook/paper for you to check. If their sentence is correct, call a halt to the game and have the winning team read out their sentence.
If it is not correct, just say "Not correct!" and the students keep working until one team completes a correct sentence. Write the correct sentence on the board for the others to check.
 6. This can be played for points for the first team each time, or just for the fun of the *race*.
-  It's a good idea to insist that they listen to the sentence twice before they start writing, or they will forget it too easily. If the class is having real difficulty remembering the sentence, then you can call for quiet and repeat it once more.

This game really helps students focus on sentence structure. The great thing is they all repeat the sentences over and over again until they're complete, so it also acts as a sort of self-generated oral drill!

Board Pelmanism

1. Prepare two sets of cards with either the words repeated or words on one set of cards and corresponding images on the other set (use the *High Five* flashcards for quick and easy preparation). (10-12 items x 2 = 20-24 cards)
2. Stick them on the board in random order with the words/images turned to the board and write a number next to each card.
3. Divide the class into two teams. Decide which team will start and ask a volunteer student from that team to say the numbers of two cards to turn.
4. Turn the cards and have the whole class say the words.
5. If the cards are a match, remove them and continue the game. If not, stick them back in the same place and invite a student from the other team to take a turn.
6. Keep playing until all the matches are made.
7. At the end, count how many matches each team made (keep them separate) and declare a winner if you want.



Don't forget to have the class all repeat the words – it reinforces meaning each time. The class will usually want to play this more than once!

Pictionary

1. Divide the class into two teams and divide the board down the middle.
2. Invite one student from each team to come to the board. Give each one a board pen/chalk.
3. Show both students a picture of the same object or the same word and have them draw that word/object on their side of the board.
4. The other students look and guess the word (raise hands – no shouting the answer!).
If they guess correctly, you can award points for the first team to guess if you want, but it can be played just for the fun of drawing and guessing!



This game is good for students who like to visually relate images to words and it's great for revising vocabulary sets.



Sentence Pictionary

1. Do steps 1 and 2 from the *Pictionary* game in the previous page.
2. Show both students a sentence written in the book or on a piece of paper. Have them draw a picture that illustrates that sentence on their side of the board.
3. The other students look and guess the sentence (raise hands – no shouting the answer!). If they guess correctly, you can award points for the first team to guess if you want, but it can be played just for the fun of drawing and guessing!



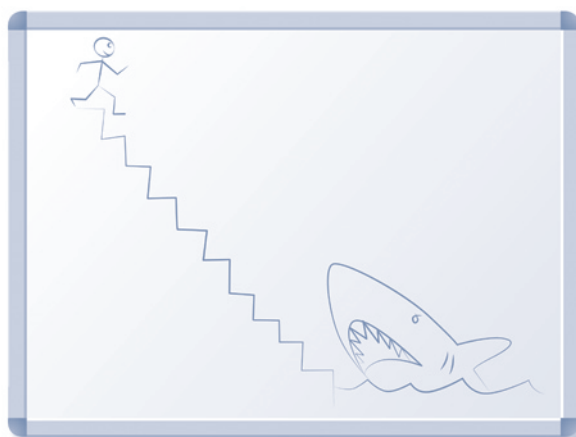
There is often room for accepting a sentence which is not exactly the same as the original, but is correct and transmits the same idea as the original.

Simple sentences you can illustrate include things like: *I've got two sisters and a brother / My dad is a doctor / The boy is taller than the girl / etc.*

Make sure the sentences you choose are simple and possible to draw!

The Shark Game

1. Before the game starts, draw on the board a simple series of 10 steps leading down to water. On the top step, draw a stick figure. In the water draw a shark waiting with open mouth. Something like this:



2. Think of a word or choose one from the book and draw a series of blanks on the board, one for each letter. Have the students raise their hands to guess the letters (insist on the letters in English – if they're not familiar with them, they'll learn fast enough!).
3. For each correct guess, fill in all the relevant blanks for that letter. For each incorrect guess, erase the stick figure and draw it again one step nearer the shark. Write the wrong letters on the board so they are not repeated.
4. The students win if the word is completed before the stick figure reaches the shark – but they must continue saying letters, not shout out the word!



This is good to play with a set of vocabulary, so you can give a theme to the students. As soon as they know the theme, words will start popping into the students' heads and they'll be primed to recognize the words quickly.

This game is great for revising vocabulary and the alphabet.

Simon Says

1. Have the students stand up. Explain that when you say, for example, "Simon says play the piano", they should all (quietly!) mime playing the piano. If, however, you say "Play the piano" without saying Simon says first, they should do nothing. (Some people like to replace *Simon says* with *Teacher says* or *[Your name] says* – it seems more logical than the traditional version!)
 2. Any student who does an action when he/she shouldn't or does a wrong action is out of the game. This game can last a long time, so you sometimes have to accept that there are several winners!
-  You can play this game with a little story which follows a logical progression – use it to talk about your daily routine or to recap a story in the past which the students studied earlier. Often, the students who are out of the game earliest are those who need the most practice and help! To help solve this dilemma, invite the students who are "out" to come and join you at the front of the class and continue doing all the actions – they are now also your look-outs for students who get it wrong.

This popular mime game is good for students who like to relate actions to language – it's a good aid for all students to remember language.

Noughts and Crosses / Tic-Tac-Toe

1. Divide the class into two teams: "O" and "X". Draw a Noughts and Crosses (UK English) / Tic-Tac-Toe (US English) grid on the board, and number the spaces 1-9, something like this picture.
2. Have one team choose a number.
3. The question for that space can be to spell a word, order words to make a sentence, expand a skeleton sentence into a complete one, name irregular past verbs from the infinitive, make a negative from an affirmative – anything you like! Write the question above the grid if necessary.
4. If the team answers correctly, mark a "O" or "X" in the space they choose. If they do not answer correctly, the other team can then answer the same question or choose a different space.
5. The first team to make a diagonal or straight line is the winner.



Even when the game is finished, the students will usually quite willingly answer the questions for the spaces they didn't use.

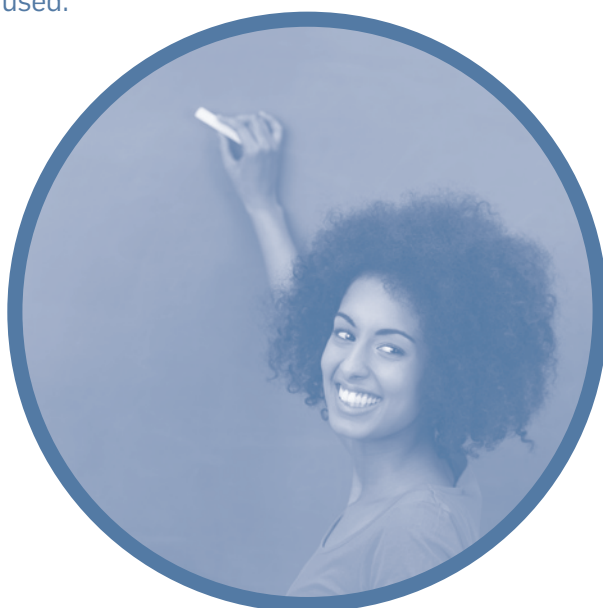
This game provides a quick way to revise spelling, sentence forming, questions and answers... anything you like, really! Digital version available at 20 aula digital.

Disappearing Board

1. Elicit from the students (or choose yourself) a group of words from a story, dialogue or other text or use a set of vocabulary from the book. Write them on the board (10-15 words).
2. Have the students turn away from the board (you could have them cover their eyes, but there's always someone who peeks! If they actually turn away, you can catch the ones who are trying to cheat more easily!).
3. Erase a word (or maybe two to go quicker) from the board and have the students turn back and say what's missing. Raise hands to give the answer or ask everyone to call out.
4. If the words are key words from a text or story or dialogue, ask the students if they can remember a phrase where the word was used.

 Keep the students attentive – sometimes only pretend to erase something before you ask them to turn back. Ask *What's missing?* (*Nothing!*)

Use this game to revise a set of vocabulary or use key words from a dialogue or text the students have read or listened to. It helps recall the content and fix the context in their heads.



Chain Game

1. Demonstrate the game first with two or three confident students. Start by modelling the first sentence, for example: *Last weekend I went to the beach.*
2. Have one of your volunteer students say (with your help if necessary): *Last weekend I went to the beach and I watched a film.*
3. Have a third student continue with their turn: *Last weekend I went to the beach, I saw a film and...* adding a new item. The students should now have the idea.
4. Divide the class into groups of 8-10 students and have them play the game. Each student should always repeat what the others said and add one more item. If it gets difficult to remember, their classmates can help!

 Groups for the game can't be too big, or the students:

- a) won't be able to remember all the phrases;
- b) they will have to wait too long for their turn!

You can play this game with all sorts of language: past actions, sports (*At the weekend I like playing...*), descriptions (*My dad is/has got...*), food (*For breakfast I usually eat...*), etc.

This game is good for helping remember vocabulary and also for building extended utterances.

Change it Round

1. Choose the text you want to work with (about 30 words) – something the students are already familiar with is best.
2. Either write it on the board or have the students dictate it to you if it is in their books and write it on the board.
3. Explain the idea is to change the text completely by changing one or two words at a time.
4. Give an example. In a text which begins: *Shawn lives with his mum and dad in Toronto* you can say *Take out 'mum' and put in 'crocodile'*. Erase the word 'mum' and write 'crocodile' in its place in a different colour.
5. Elicit more suggestions from the students (encourage the students to use the phrase *Take out... and put in...*) until all the possible words are changed but the sentence structure is still the same. As they are only changing one word at a time, it is within the ability range of all students to contribute an idea!
6. Have the students read out the whole text together and leave it on the board if they are going to write their own personalised version of the text next.



This helps students take a model text and personalise it. The results can often be very funny!

What's the Next/Last Word?

1. Explain to the students that they will listen to an audio text which they have heard before (tell them which one it is and ask what they can remember about it).
2. Divide the class into groups of 3-4 students. Make sure each team has a notebook/paper and a pen or pencil.
3. Tell the students that you will play the audio and stop at some points and they have to:

Version A – write the last word they heard on their paper/notebook and hold it up for you to check, or

Version B – write what they think will be the next word on their paper/notebook and hold it up for you to check (for this version, the students need to be quite familiar with the audio already).

4. If the word is correct, ask the students who finished first to say it out loud and then you can write the word on the board for the others to check. If you play version B (the next word) continue the audio to check the word.



Always have the audioscript in front of you when you play this game. It is difficult to do this without it! It also helps just to take 20 seconds before the lesson to look at the audioscript and select the words you want to focus on.

This is a good way to revise listening texts.



Put the Vowels Back

1. Choose either 8-10 items of vocabulary or 3-4 sentences from a recent lesson or activity.
 2. Write the words or sentences on the board with all the vowels removed. So, *He has got a beautiful smile* is written as *H hs gt _ btfl sml* (a word which is just one vowel – a or I – is replaced by an underscore).
 3. Elicit from the students what is missing (*the vowels – A, E, I, O, U*). Have them write the full version in their notebook with the vowels back in the correct place to form complete words or sentences.
 4. When finished, have the students come to the board to write the full versions.
-  It's interesting to watch students doing this puzzle – once they get the beginning of the sentence the next words often become immediately obvious to them – that's a good sign they're becoming confident with the structure!

This activity (more of a puzzle than a game!) helps students recognise word shapes and also practise spelling and sentence structure.

Vocab Categories

1. Divide the class into groups of 3-4 students. Make sure each group has notebook/paper and pen or pencil.
 2. Tell the students you will say two words in on group of vocabulary – their task each time is to decide what their group is and write three more words (point out that they don't need to write the words you say). Give an example to help them understand: "OK, so I say 'red, yellow...' – what's the vocabulary group?" Students: "Colours!" You: "So you can write...?" Students: "Blue, green, orange...".
 3. You can use any vocabulary category/group for each round: parts of the body, adjectives of personality, places in the city, daily routine actions, means of transport, sports & free time activities, and also drop in others that have not been particular focuses recently, but are good to revise – days/months, family members, food, professions, etc.
 4. When the group has three new words on their paper/notebook, they hold it up for you to check. If correct, call a halt and ask the winning group to read out their words. Also ask for any more examples. If not correct, just say "Not correct!" and have them continue working.
-  You can play this game for points or just for the fun of trying to be first each time!

This is a useful and fun way to revise vocabulary sets from previous lessons – or even a whole term or year! It's very simple, but for some reason, students find it incredibly motivating!



Point to 1, 2, 3

1. Stick High Five flashcards of the vocabulary you want to practise all around the wall of the classroom.
2. Call out the name of just one item first and have all the students point to the corresponding flashcard and say the name. Repeat with a several different items.
3. Now call out two items and have the students point to both at the same time – one with each hand. This starts to require more concentration and coordination! Repeat for several more pairs or items and have the students say the name each time.
4. Now call out three items – students may be puzzled at first, but point out that they need to point with both hands... and one foot! Even more concentration and coordination required – and usually a lot of laughter.
5. If you (and the students) are brave, you can even try pointing to four – with both hands and both feet! Directional accuracy tends to suffer...

 The students love the challenge of this! And of course all the time they're repeating the words, so it becomes an extended oral drill as well – and much more fun than just saying the name of the card the teacher holds up!

This game is especially good when students are becoming familiar with a new set of vocabulary or revising vocabulary from a previous lesson. It's a physical activity, but they can all do it while sitting at their desk!

Physical Spelling

1. Explain the rules of physical spelling:
 - a) for every (lower case) letter with a stalk going up (b, d, h, etc.), the students raise their arms;
 - b) For every letter with no stalk going up or down (a, c, e, etc.), they fold their arms;
 - c) For every letter that has a stalk going down (g, j, p, etc.), they put their arms down by their sides.
2. Show the students a word (or write it on the board – with a picture if possible) and have everyone spell out the word, calling out the letters and doing the actions all together at the same time.
3. Have them do it slowly first and then faster for more fun! The challenge comes when they have to spell out a long word without seeing it written – that demands real concentration!

 **This game really helps students focus on spelling and involves them physically, making it memorable and fun!**



How Many Words?

1. Select some sentences from a text, dialogue or grammar/vocabulary exercise from a previous lesson. It helps if the sentences are familiar but is not essential.
2. Tell the students they need to listen carefully and count (in their head) how many words are in each sentence and raise their hands when they think they know.
3. Read each sentence twice and choose a student with their hand raised to say how many words. Ask if the others agree and have them repeat the sentence back to you.



This can be played as a team game or just as individuals all counting separately.

It's best to say the sentences first without short forms to make the number of words clear. Then if you want you can ask the students where they can use short forms in the sentence.

This simple game is a good warmer to help students recall language and also focus on the syntax and structure of sentences.

Vocabulary Ping Pong

1. Divide the class into two groups.
2. Tell the students the theme for the game (transport, sports, parts of the body). Tell them the teams will take turns to call out a word connected to the theme. When they do, that sends the "ball" (an imaginary ball, though you can play it with a real ball if you have well behaved students!) to the other team to call another word.
3. The game continues until:
 - a) one team takes longer than five seconds to say a new word;
 - b) a word is repeated.
4. Start again with a new theme!



Sometimes you have to be the judge of whether a particular word belongs to the theme. Be firm – your word is law!

This game helps revise vocabulary from specific areas.

What's Different?

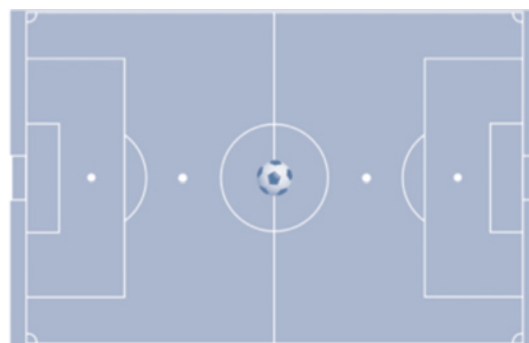
1. Stick five or six High Five flashcards from the current unit on the board.
2. Have the students look and say all the words and then turn away from the board (as in *Disappearing Board*, you could have them cover their eyes, but there's always someone who peeks!).
3. Quickly take away one of the flashcards and replace it with a new one OR swap the position of two of them.
4. Have the students turn back and say what's the new card and which one is missing OR which two of them have changed position.
5. Repeat several times until all the cards in your chosen vocabulary set have been used.



Like *Disappearing Board*, this game develops students' visual memory and gives repeated opportunities to produce the new language.

Football Game

1. Divide the class into two teams (preferably on the left and right of the classroom). Students can choose names for their teams – but I don't recommend the names of real football teams!)
2. Project or draw the simple football pitch for the game on the board:



(You can download an editable PowerPoint version of the game from highfive6.asa.pt)

If you draw the pitch on the board (quick and convenient) it's a good idea to have a separate visual of a ball which you can stick in the different positions. Laminate it – I guarantee you'll use it more than once!

3. Show (project or write) a scrambled sentence for the students to order. The first team that manages to give you the correctly ordered sentence moves the ball one spot nearer to the goal. If a team answers a question correctly when in the penalty area of the goal they're attacking, they score a goal and the ball goes back to the centre.
4. Continue for as long as you like – students will play this game for the whole lesson!



A more relaxed version of the game is when the questions are directed only to the team "in possession" of the ball. That team keeps answering questions until they score a goal or make a mistake. Then the other team takes possession. This gives more thinking time for both less and more confident students.

Play this game with jumbled sentences, pictures of vocabulary, infinitives of irregular verbs for the students to give the past form, anything you like!

Always popular due to its sport reference, this is a simple but effective way for getting students to enjoy simple consolidation of language.

Team Spelling

1. Divide the class into groups of 3-4 students and make sure each group has paper/notebook and pen or pencil (one between them).
2. The teacher calls out an adjective and the students have to write the comparative or superlative, writing one letter each and passing the paper/notebook round the group until it is finished. (If you are focusing on only comparatives or superlatives, establish this before the game starts. If you want to mix both, say *Comparative* or *Superlative* after the adjective). If there has been a mistake earlier in the word, the student whose turn it is can write out the word again up to the current point, correct the mistake and add their own letter.
3. As soon as the word is finished, one student in the team holds up their paper/notebook for the teacher to check. If it is correct, ask the team to spell it out and you write the correct version on the board for the others to check.
4. You can award points for the teams that get the words correct, or just a round of applause each time for the first team to finish!



This game helps reinforce the form and spelling of comparative and superlative adjectives with an element of competition that a written exercise can't match!

Telephone

1. Divide the class into groups of 5-7 students. They need paper/notebook and pen or pencil per group.
2. Nominate one student as number 1 in each group and a student at the other “end” of the group as the writer.
3. Call all number 1s to you at the front of the class and show them (but not the others) a past simple sentence. It should be simple so they can remember it. When ready, they go back to their group and WHISPER the sentence to the next person, who WHISPERS it to the next in line until the sentence arrives at the writer, who writes the sentence on the paper/notebook.
4. The first team to finish holds up their paper/notebook for you to check. If correct (or you feel it is close enough, especially the past verb), ask them to read it out and write it on the board for the others to check.

 Expect the students to cheat! The number 1 student (or others) will often correct the sentence as it goes along the line and ask the writer to change something. This determination to share resources and get the language correct can only be a positive thing... though perhaps open cheating should be discouraged!

This is an old party game from years back adapted to the classroom. It helps the students concentrate on language at the sentence level and apply their knowledge of the language in order to complete gaps in what they hear.

Mime Game

1. Act out (mime) one of the daily routine verbs or phrases and have the students watch and raise their hands when they know what it is. Do one or two more (or invite a student to do the same at the front of the class).
2. Divide the class into pairs and have the students take turns miming and guessing the activities.
3. Finish by asking a selection of volunteers to do a mime for the whole class to guess.

 This game can be used for any vocabulary set that can be physically represented – actions, places, clothes, animals, etc.!

One of the simplest of games which involves no competition, just movement (all at the student's desk) and guessing. The movement, of course, helps reinforce the vocabulary. And the fun!

Group Mime Game

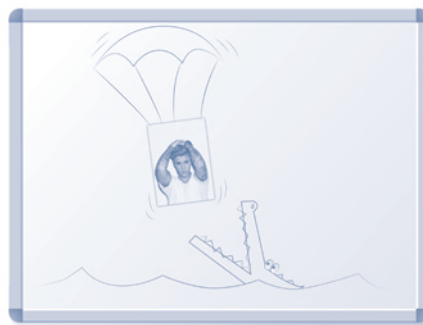
1. This game is similar to the one above, but is actually less potentially noisy than the previous one and the teacher has more control over the language used.
2. Invite five or six volunteer students to come to the front of the class. Show each of them a different daily routine activity in the book. Explain they will have ten seconds to mime that activity continuously. When you say stop they must freeze in the middle! The other students must watch carefully.

3. Say "Go!" And count down ten seconds while the students mime and say "Stop!" for them to freeze. Then ask the others to guess which activity each of the students had (hands raised to answer): e.g. "Rita – tidy your room!" Rita can then say if this is correct or not. Continue guessing until all the activities are guessed. Continue with another group of students and a new mix of activities (some activities or students can be repeated if necessary).

 Again, this game has a wide range of applications, like the possibilities mentioned above (and others).

Cut the Rope

1. Draw something similar to this, with either Justin Bieber or someone else who deserves to be "eaten" suspended by five ropes above a hungry crocodile (or just quickly draw a crocodile/shark and a stick figure).
2. Show the students flashcards of different clothes or features, adjectives, etc., and have the students raise their hands to say the answer. Each time someone gets one wrong, erase one rope until poor Justin is hanging precariously or falls to be eaten by the crocodile. Serves him right!



 This game can be played with more or less ANY vocabulary set that can be illustrated by pictures or simply defined.

This game can be a quick warmer to help students remember the vocabulary from the previous lesson. They very, very rarely lose, but the excitement still remains!

Memory Game

1. Divide the students into pairs or threes.
2. Stick 12-15 flashcards of clothes or physical features on the board. Allow the students 30 seconds to study them carefully and silently and then remove (or turn) them.
3. They now have a minute to remember and write the names of as many as possible on paper/in their notebooks.
4. After one minute, they put their pens down and raise their hands to say one item at a time that they remember from the board. Stick the cards back on the board as they are mentioned.
5. The aim is to see if they can recall them all as a class, and to see which pair/group remembered the most.
6. When all the cards are back on the board, you can invite students to come and write the names next to them to check spelling.

 This game, of course, can be played with almost any concrete vocabulary set that you have flashcards for.

This game improves students' powers of concentration, visual memory and recall. It is also oddly compelling!

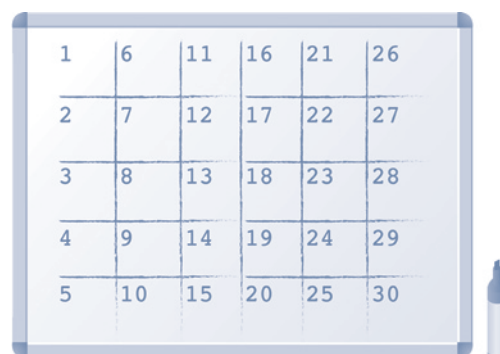
Backs to the Board

1. Divide the class into pairs. Have them sit or turn so that one person in the pair can see the board and the other person has their back turned to it.
 2. Write the name of one place in the city on the board. The person who can see then has to explain it to their partner to guess.
 3. Elementary students need to use the simple language they have or other means. Encourage them to say activities people do there: "Eat!" "Play football!" "Speak to a doctor!" Or do mimes to help their partner guess. (As they go up the levels, you can ban mimes or sound effects and make them depend only on explanation and definition!)
 4. This game can be played for points with the first person guessing getting a reward or just for fun each time
-  The game can obviously be played with any group of vocabulary or words that are taken from a text to help students remember. Try playing it with a random group of words that are from a story that comes later in the lesson and then ask them to remember all the words and try to think of a story that uses them all!

This game can be played at all levels from elementary (as below) up to advanced. As they go up the levels, the students can get more sophisticated with their clues and explanations.

Connect 4

1. Draw the grid on the board (if your revision page has 30 questions, make it a 5 x 6 board. If it is a bigger revision or practice test, make a bigger grid to cover all the questions). Number all the squares.
 2. On your own copy of the revision page, number all the questions consecutively, ignoring their original exercise numbers.
 3. Divide the class in two teams and designate each a colour. Explain that each team's objective is to make a line of five squares. To get the square, they have to complete one of the questions on the page. Lines can be horizontal, vertical or diagonal. Point out if they want to move up to the next row, the square below must be completed (e.g. if they want square 14, square 15 must be completed).
 4. Decide which team starts, ask them for a number to start and direct them to the question that corresponds to that number in your system (e.g. they choose number 10, that might be exercise 2, question 5 in their book). They work together in a team to write the answer and then show you and read it out. Ask the others if they agree and colour the square in their colour. If they are right or wrong, the next turn always goes to the other team.
 5. Continue the game until one team has 4 in a row, or have them continue to try and make more rows of 4 and complete more questions!
-  **This game is ideal for making a revision page in your course book or a handout with multiple questions more engaging. It also helps mix topics up rather than do them in blocks with a whole series of questions on the same thing – mixing it up helps the students become more confident in providing unplanned answers – just like real life!**



1	6	11	16	21	26
2	7	12	17	22	27
3	8	13	18	23	28
4	9	14	19	24	29
5	10	15	20	25	30

Review Worksheets

Vocabulary

1	School objects	30
2	Means of transport	31
3	Personal information	32
4	Family	33
5	Jobs and occupations	34
6	Physical description	35
7	Clothes, footwear and accessories	36
8	Food and drinks	37
9	Daily routine	38
10	Free time activities	39
11	Sports	40

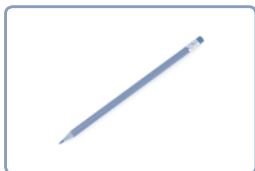
Grammar

1	Personal pronouns	42
2	Present simple: verb <i>to be</i>	43
3	Question words	44
4	Articles (<i>an, a, the</i> , omission of <i>the</i>)	45
5	Possessive determiners	46
6	Present simple: verb <i>have got</i>	47
7	<i>To be</i> vs <i>have got</i>	48
8	Possessive case and <i>whose...?</i>	49
9	Possessive pronouns	50
10	Verb <i>there</i> + <i>to be</i>	51
11	<i>Present simple</i> 1	52
12	<i>Present simple</i> 2	53
13	Verb + <i>-ing</i>	54
14	Adverbs of frequency	55
15	Present continuous 1	56
16	Present continuous 2	57
17	Personal pronouns (object)	58
18	Imperative	59

Answer key	60
------------------	----

Name _____ No.: _____ Class: _____

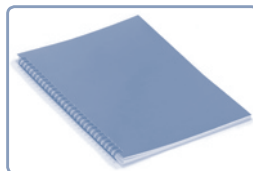
Date: ____ / ____ / ____ Teacher _____

A. Label the school objects. (Legenda os objetos escolares.)

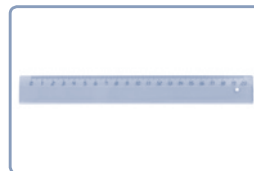
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____

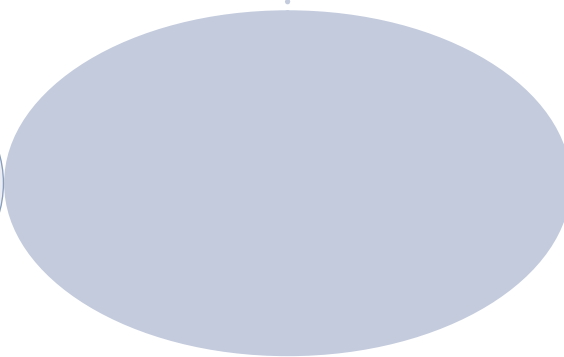
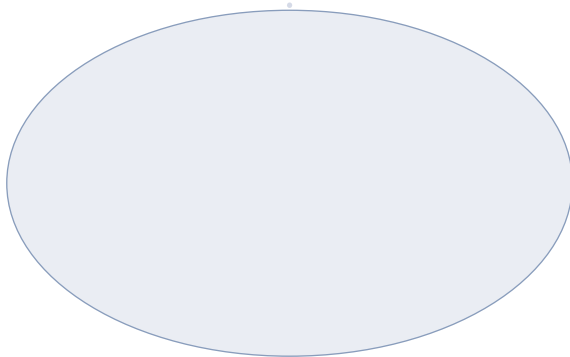


12. _____

B. What goes with you and what stays in the classroom? Write the school objects from exercise A in the correct place. (O que levas contigo e o que deixas na sala de aula? Escreve o nome dos objetos escolares do exercício A no local correto.)

a) You take it with you

b) It stays in the classroom

**C. Answer the questions about YOU. Write the school objects.**

(Responde às questões sobre TI. Escreve o nome dos objetos escolares.)

1. What do you use in your English class? _____, _____, _____

2. What do you usually use in your art class? _____, _____, _____

3. What does the teacher usually use? _____, _____, _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Unscramble the letters to make the names of the means of transport.

(Ordena as letras para formares os nomes dos meios de transporte.)



1. boomkirte



2. atob



3. sub



4. ixta



5. kibe



6. lapen



7. arc



8. ranit

B. What's your experience with these means of transport? Write the means of transport in the diagram. Compare it with a friend.

(Qual é a tua experiência com estes meios de transporte? Completa o diagrama.)

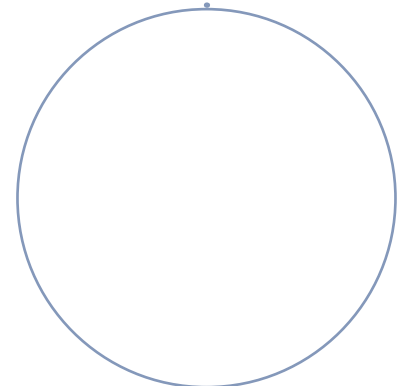
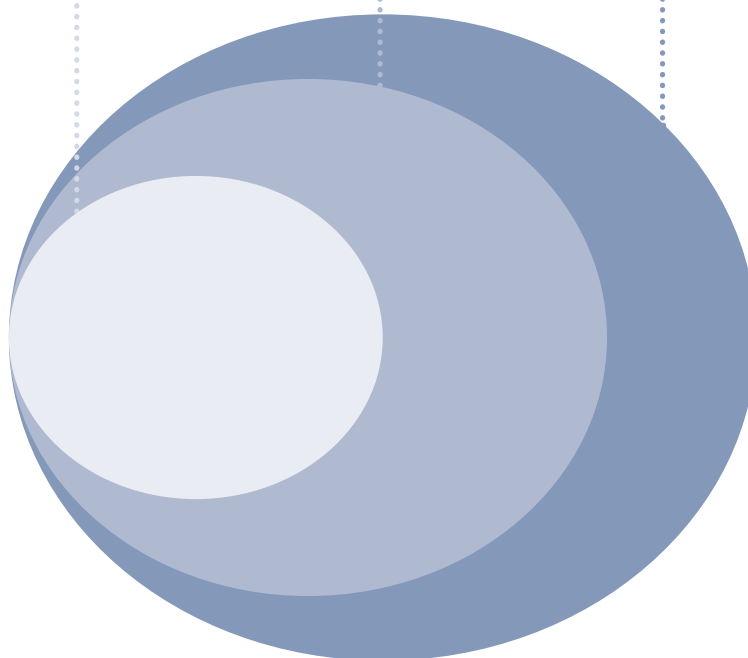
Compara com um colega.)

This week

This year

In my life

Never



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the information on Dwayne Johnson's ID card. Use the words and numbers from the box. (Completa a informação do cartão de identificação do Dwayne Johnson. Usa as palavras e os números da caixa.)

2nd

actor

Johnson

1.96 m

Nationality

Name

HOLLYWOOD ID CARD

(1) _____ : Dwayne

Surname: (2) _____

Birthday: (3) _____ May

(4) _____ : American

Hometown: Hayward, California, USA

Height: (5) _____ tall

Job: (6) _____



B. Match the questions to the answers. There is one example.

(Liga as questões às respostas. Segue o exemplo.)

- | | |
|------------------------------|--|
| What's his name? 1. • | • a) His surname's Johnson. |
| What's his surname? 2. • | • b) He's American. |
| When is his birthday? 3. • | • c) He's from California, USA. |
| What nationality is he? 4. • | • d) His name's Dwayne. |
| How tall is he? 5. • | • e) He's an actor. |
| What's his job? 6. • | • f) His birthday is on 2 nd May. |
| Where is he from? 7. • | • g) He's 1.96 m tall. |

C. Complete the questions. Then answer about YOU.

(Completa as questões. Depois, responde sobre TI.)

1. _____ your name? _____
2. What's _____ surname? _____
3. Where are _____ from? _____
4. _____ tall are you? _____
5. What nationality _____ you? _____
6. How _____ are you? _____
7. _____ your occupation? _____

D. Now ask and answer the questions with a friend.

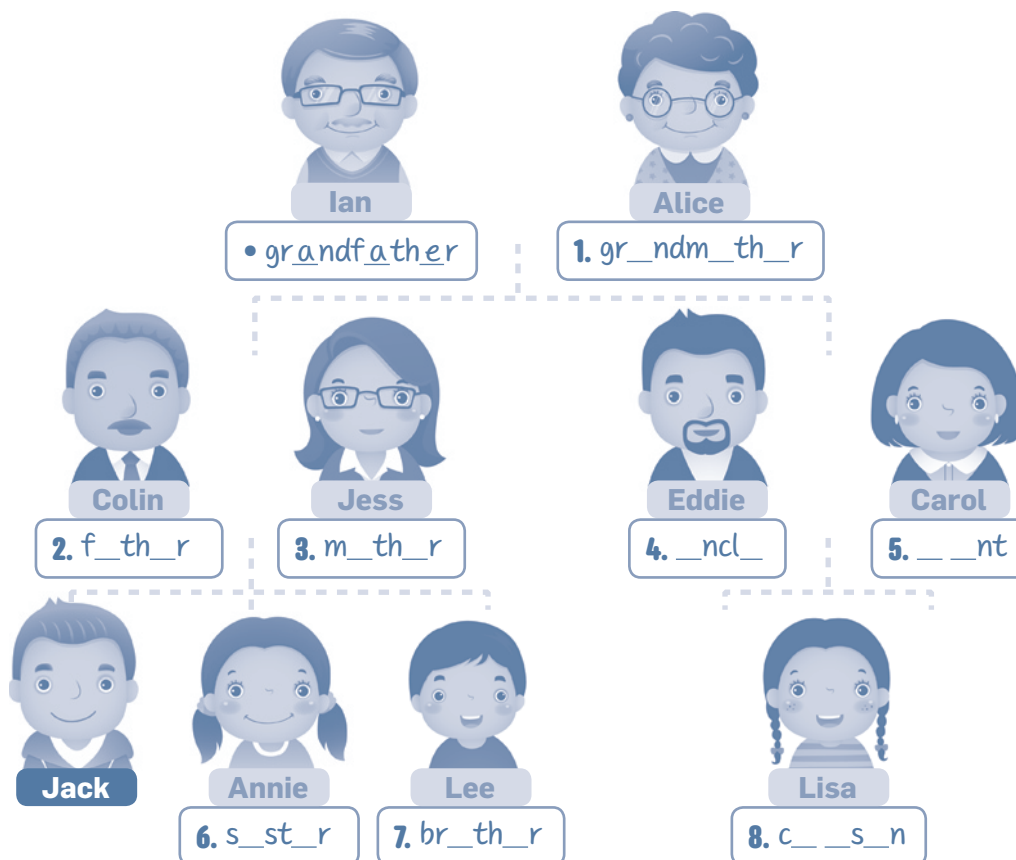
(Agora, questiona e responde com um colega.)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the missing vowels in the family words. There is one example.

(Escreve as vogais nas palavras sobre a família. Segue o exemplo.)

**B. Complete these sentences with other family words. Use the words from the box.**

(Completa as frases com outras palavras sobre a família.)

Usa as palavras da caixa.)

- Lee is Jess and Colin's _____.
- Lisa is Eddie and Carol's _____.
- Jess and Colin are Jack's _____.
- Ian is Alice's _____.
- Carol is Eddie's _____.
- Jess and Colin have got three _____.

son
parents
husband
children
daughter
wife

C. Now answer the questions about YOU. Give complete answers.

(Agora, responde às questões sobre TI. Dá respostas completas.)

- Have you got any brothers or sisters? _____.
- Have you got any uncles or aunts? _____.
- How many cousins have you got? _____.
- Where do your grandparents live? _____.

Worksheet 5 Jobs and occupations

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Unscramble the letters and label the jobs or occupations.

(Ordena as letras e legenda as profissões ou ocupações.)



1. rensig



2. hatrece



3. yabbtresit



4. reuns



5. rotcod



6. hinccame



7. coko

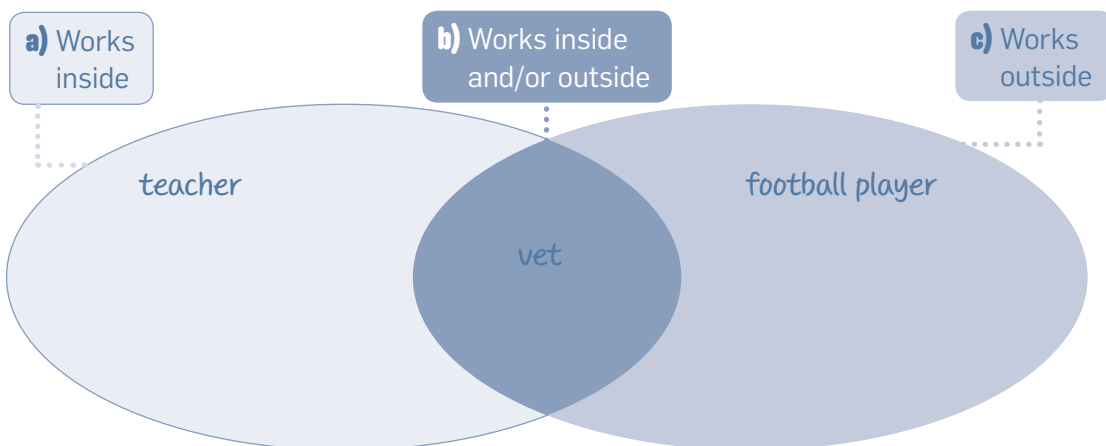


8. suttend

B. Complete the diagram. Use the words from the box. There are three examples.

(Completa o diagrama. Usa as palavras da caixa. Segue os três exemplos.)

~~vet~~ ~~football player~~ firefighter police officer ~~teacher~~
 doctor lawyer engineer babysitter



C. Answer the questions about YOU.

(Responde às questões sobre TI.)

1. What's your favourite job? _____
2. Which are difficult jobs, in your opinion? _____
3. What job do you **never** want to do? _____

Name _____ No.: _____ Class: _____

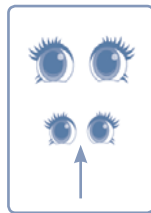
Date: ____ / ____ / ____ Teacher _____

A. Match the opposites. Write numbers. There is one example.

(Associa os opostos. Escreve os números. Segue o exemplo.)

1. small eyes 2. curly hair 3. thin 4. short 5. young 6. ~~short hair~~a) long hair ☒ 6 b) tall ☐ c) straight hair ☐ d) fat ☐ e) big eyes ☐ f) old ☐**B. Label the pictures. Use the words/expressions from exercise A.**

(Legenda as imagens. Usa as palavras/expressões do exercício A.)

1. _____
_____2. _____
_____3. _____
_____4. _____
_____5. _____
_____6. _____
_____**C. Put the words in order to make sentences.**

(Ordena as palavras para formar frases.)

1. hair / he / short curly / got / has _____
2. long dark / got / she / hair / has _____
3. dad / and thin / is / tall / my _____
4. old / my / and short / is / grandma _____
5. he / eyes / big brown / got / has _____

D. Look at the pictures. Complete the texts.

(Observa as imagens. Completa os textos.)



This is Sadness from the film *Inside Out*. She is (1) sh _____ and fat.
 She has got straight blue (2) ha _____ and she wears big (3) gl _____.
 Her legs are (4) s _____ and her (5) no _____ is small.



This is Miguel from the film *Coco*. He is (6) t _____
 and (7) th _____. He's got (8) sh _____
 (9) da _____ hair and his (10) ey _____
 are (11) br _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the beginnings and the ends to make the names of clothes. Then use the words to label the pictures. There is one example.

(Liga o início ao final das palavras para formares os nomes de peças de roupa. Depois, usa as palavras para legendar as imagens. Segue o exemplo.)

- dre 1. • a) ket
je 2. • b) ss
jac 3. • c) ans



• dress A. _____ B. _____

- so 4. • d) rf
sca 5. • e) irt
sk 6. • f) cks



C. _____ D. _____ E. _____

- traí 7. • g) es
sho 8. • h) ners
h 9. • i) at



F. _____ G. _____ H. _____

B. Answer the questions about YOU.

(Responde às questões sobre TI.)

1. What clothes do you usually wear to school:

a) in the summer? _____, _____, _____

b) in the winter? _____, _____, _____

2. What clothes do you wear to play sports? _____, _____, _____

3. What clothes do you wear to a party? _____, _____, _____

C. Write about your favourite clothes: colour and size. There is one example.

(Escreve sobre a tua roupa favorita: cor e tamanho. Segue o exemplo.)

• My favourite hat is grey and brown and it's small. _____

1. My favourite trainers are _____.

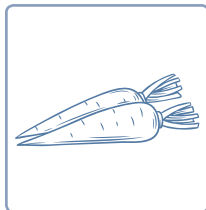
2. My favourite _____ is / are _____.

Name _____ No.: _____ Class: _____

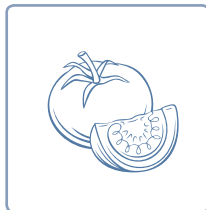
Date: ____ / ____ / ____ Teacher _____

A. Complete the names of the food with a, e, i, o or u. There is one example.

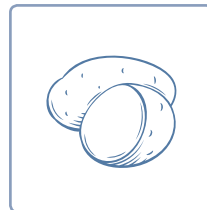
(Completa os nomes dos alimentos com a, e, i, o ou u. Segue o exemplo.)

• carrots

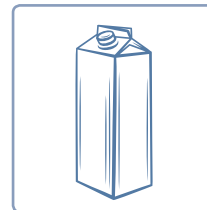
1. _n_ _ns



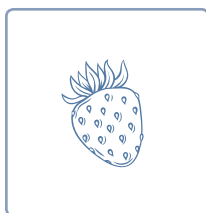
2. t_m_t_ _s



3. p_t_t_ _s



4. m_lk



5. str_wb_rr_



6. _c_ cr_ _m



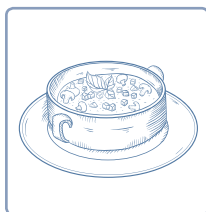
7. m_ _t



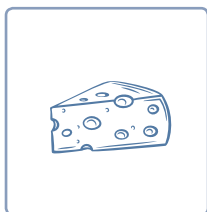
8. ch_ck_n



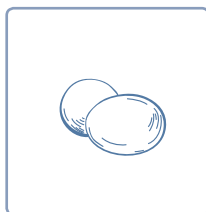
9. y_gh_rt



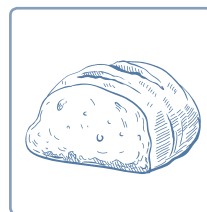
10. s_ _p



11. ch_ _s_



12. _ggs



13. br_ _d



14. s_ _s_g_s

B. Complete the sentences with the words in exercise A.

(Completa as frases com as palavras do exercício A.)

1. I sometimes eat _____ for breakfast.
2. I sometimes eat _____ for dinner.
3. I sometimes eat _____ for dessert.
4. I never eat _____ for _____.

C. Answer the questions about YOU.

(Responde às questões sobre TI.)

1. What's your favourite food?

2. What food don't you like?

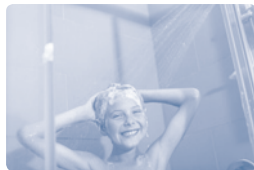
3. What food do you like cooking?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the activities with the words from the box. There is one example.

(Completa os nomes das atividades com as palavras da caixa. Segue o exemplo.)

have
bed~~up~~
watchcatch
dolunch
haveto
showerteeth
get• get up

1. have a _____

2. _____
dressed3. _____
breakfast4. _____
the bus5. go _____
school

6. have _____

7. _____
your homework8. _____
dinner

9. _____ TV



10. brush your _____



11. go to _____

B. What order do you do these activities in? Write sentences. There is one example.

(Por que ordem realizas estas atividades? Escreve as frases. Segue o exemplo.)

• have breakfast / get dressed First I get dressed and then I have breakfast.

1. watch TV / do my homework

First _____ and then _____.

2. have dinner / brush my teeth

_____ and then _____.

3. go to school / have lunch

_____ and then _____.

4. catch the bus / have breakfast

_____ and then _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

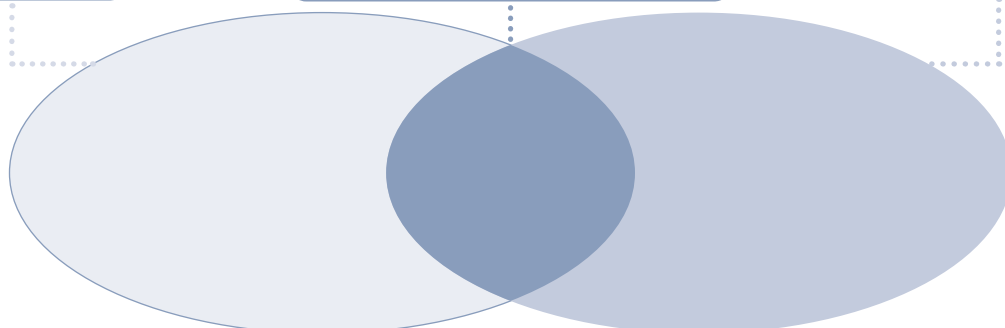
A. Match the beginning and end to make free time activities. Then label the pictures. There is one example.

(Liga o início e o final das expressões para formares nomes de atividades nos tempos livres.
Depois legenda as imagens. Segue o exemplo.)

- listening 1. • • **a)** cards
- reading 2. • • **b)** the cinema
- going to 3. • • **c)** a book
- playing 4. • • **d)** to music
- watching 5. • • **e)** video games
- hanging out 6. • • **f)** with friends
- surfing 7. • • **g)** the net
- playing 8. • • **h)** TV

• listening to music**A.** _____**B.** _____**C.** _____**D.** _____**E.** _____**F.** _____**G.** _____**B. Do you prefer doing these activities alone or with other people? Complete the diagram with the words/expressions from exercise A. Compare with a friend.**

(Preferes realizar estas atividades sozinho ou com outras pessoas? Completa o diagrama com palavras/expressões do exercício A. Compara com um/a colega.)

a) Only me**b)** Sometimes alone, sometimes with other people**c)** With other people

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Label the sports. Use the words from the box.

(Identifica os desportos. Usa as palavras da caixa.)

football ice skating snorkelling skiing cycling gymnastics
~~swimming~~ baseball tennis volleyball judo basketball



• swimming



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____

B. Which sports can be individual? Which sports need other people? Complete the table. (Quais são os desportos individuais? E os coletivos? Completa a tabela.)

Can be individual	Need other people

C. Answer the questions about YOU. (Responde às questões sobre TI.)

- What's your favourite sport? _____
- What sports don't you like? _____
- What new sport would you like to try? _____

Review Worksheets

Grammar

1	Personal pronouns	42
2	Present simple: verb <i>to be</i>	43
3	Question words	44
4	Articles (<i>an, a, the</i> , omission of <i>the</i>)	45
5	Possessive determiners	46
6	Present simple: verb <i>have got</i>	47
7	<i>To be</i> vs <i>have got</i>	48
8	Possessive case and <i>whose...?</i>	49
9	Possessive pronouns	50
10	Verb <i>there</i> + <i>to be</i>	51
11	<i>Present simple</i> 1	52
12	<i>Present simple</i> 2	53
13	Verb + <i>-ing</i>	54
14	Adverbs of frequency	55
15	Present continuous 1	56
16	Present continuous 2	57
17	Personal pronouns (object)	58
18	Imperative	59

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the words in the box. Circle the personal pronouns. There is one example. (Observe as palavras da caixa. Rodeia os *personal pronouns*. Segue o exemplo.)

he name not she they my Oliver we
have it English you got are am I

B. Complete the table. Write the English pronoun next to the Portuguese equivalent.

(Completa a tabela. Escreve o pronome em inglês depois do equivalente em português.)

Singular		Plural	
Portuguese	English	Portuguese	English
eu	(1) _____	nós	(5) _____
tu	(2) _____	vós	(6) _____
ele	(3) _____ / it	eles	(7) _____
ela	(4) _____ / it	elas	(8) _____

C. Complete the sentences with a personal pronoun from the table.

(Completa as frases com um *personal pronoun* da tabela.)

- Listen to this music – _____ is fantastic!
- It's by my favourite band, Coldplay.
Do _____ like it?
- There are four people in the band.
_____ are all from the UK.
- Chris Martin is the singer.
_____ has got a great voice!
- My mum is a fan too – _____ loves their music.
- Mum and I are really happy. _____ have got two tickets for their concert next month!
- _____ think my favourite album is *Viva la Vida*.
- _____ is their fourth album and their best.
- The songs are great.
_____ are all about love and life.
- Do _____ want to listen to more?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the words from the box. There is one example.

(Completa as frases com as palavras da caixa. Segue o exemplo.)

Yes are not aren't is am Is isn't I No ~~I'm~~ Are

- I'm Portuguese. You _____ American. She _____ from Australia.
- I _____ not hungry. They _____ (**not**) tired. He _____ (**not**) thirsty.
- Am _____ beautiful? _____, I am! No, I'm _____!
- _____ they tall? Yes, they are.
- _____ she lazy? _____, she isn't.

B. Circle the correct verb in each sentence.

(Rodeia o verbo correto em cada frase.)

- Jake **is** / **are** happy. He loves English class.
- Quick! We **am** / **are** late for school!
- Are** / **Is** they English or American?
- You **isn't** / **aren't** a teacher. You **'re** / **'nt** a student.
- Am** / **Are** I in the football team this week?
- They **isn't** / **aren't** a very big family.

**C. Complete the sentences with the verb *to be*: affirmative (✓), negative (✗) or interrogative (?).**(Completa as frases com o verbo *to be*: afirmativa (✓), negativa (✗) ou interrogativa (?).)

- My dad _____ (✓) a firefighter. He _____ (✓) my hero!
- My test marks _____ (✓) all good this year!
- I _____ (✗) very good at sport.
- _____ you (?) in the drama club? Yes, I _____ (✓).
- I _____ (✓) tall but I _____ (✗) very strong.
- _____ this exercise (?) difficult? No, it _____ (✗).
It _____ (✓) easy!

**D. Now complete these sentences about YOU. Use the verb *to be*.**(Agora completa as frases sobre TI. Usa o verbo *to be*.)

- My name (1) _____ (2) _____. I (3) _____ (4) _____ years old.
 My favourite sport (5) _____ (6) _____. My favourite singers (7) _____
 (8) _____ and (9) _____. At school, I (10) _____ (✓)
 good at (11) _____, but I (12) _____ (✗) very good at
 (13) _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the questions and answers about Jennifer Lawrence.

(Liga as questões e as respostas sobre Jennifer Lawrence.)

- What's** her job? 1. •
- Where** is she from? 2. •
- How old** is she? 3. •
- When** is her birthday? 4. •
- Where** does she live? 5. •
- Who** is her favourite group? 6. •
- How** does she go to work? 7. •
- a) It's on 15th August.
 - b) She lives in Los Angeles.
 - c) She drives a fast car!
 - d) Her favourite group is Paramore.
 - e) She's an actress.
 - f) She's 28 years old.
 - g) She's from the USA.

**B. Read the answer and choose a question word from the box to complete the question.**(Lê a resposta e escolhe uma *question word* da caixa para completar a questão.)

Who	Where (2x)	When	How	How old	What
-----	------------	------	-----	---------	------

1. _____ is his name?
His name's Robert Pattinson.
2. _____ is he? He's 32 years old.
3. _____ is he today? He's fine!
4. _____ is his family from?
They are from London.
5. _____ is his favourite singer?
His favourite singer is Van Morrison.
6. _____ was he in a Harry Potter film?
In 2005 – he was in *The Goblet of Fire*.
7. _____ does he go on holiday?
He likes to go to France.

**C. Imagine you can meet Jennifer Lawrence or Robert Pattinson. What do you want to ask them? Write questions. Use the question words in exercises A and B.**(Imagina que podias conhecer a Jennifer Lawrence ou o Robert Pattinson. O que lhes perguntarias? Escreve as questões. Usa as *question words* dos exercícios A e B.)

Questions for _____.

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

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the example sentences. Then circle the correct option to complete the sentences.

(Observe as frases-exemplo. Depois rodeia a opção correta para completar as frases.)

- Cara Delevingne is an actress. She is in the film *Paper Towns*.
- She's from England, but she lives in the USA.
She's got a sister called Chloe. She likes swimming.
- 1. Hi, I'm – / **the** Dane DeHaan. I'm **a** / **an** actor.
- 2. I'm in **the** / **an** film *Valerian and the City of 1000 Planets* with **a** / – Cara Delevingne.
- 3. I'm from **an** / **the** USA. I live in **a** / – Brooklyn.
- 4. I've got **a** / **an** sister called Meghan.
- 5. I'm married to – / **the** Anna Woods. We like playing – / **a** tennis.

**B. Complete these sentences. Use *a, an, the* or –.**(Completa as frases. Usa *a, an, the* ou –.)

1. Manchester United is a football team from ____ UK.
2. I always eat ____ banana and drink ____ milk for breakfast.
3. Neymar is from ____ Brazil. He is ____ fantastic football player.
4. I've got ____ sister and ____ brother. They are ____ students.
5. I play ____ basketball every week in physical education.
6. ____ Christmas holidays start tomorrow. Yes!

**C. Complete these dialogues with *a, an, the* or –.**(Completa os diálogos com *a, an, the* ou –.)

1. **a)** I think the best football player is ____ Messi.
b) Really? I prefer ____ Cristiano Ronaldo.
2. **a)** Katy Perry is ____ great singer.
b) Oh, I agree. ____ song 'Roar' is my favourite.
3. **a)** My uncle works in ____ kitchen of ____ big restaurant.
b) Wow! Is he ____ good cook?
4. **a)** A lot of tulips come from ____ Netherlands.
b) I know. ____ weather is perfect for ____ flowers there.
5. **a)** Have you got ____ big family?
b) Yes, I've got ____ sister, two brothers and ____ lot of cousins!
6. **a)** Have we got ____ test today?
b) Yes, we've got one in ____ afternoon.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures. Complete the sentences with the correct possessive determiner from the box. There is one example.

(Observe as imagens. Completa as frases com o *possessive determiner* correto da caixa.
 Segue o exemplo.)



• This is my book.



3. Is this _____ pencil?
 Yes, thanks!

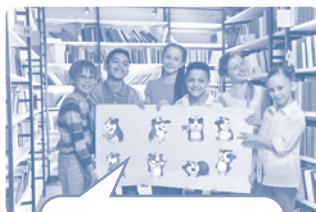


2. This is Jake.
 I like _____ hat.

your our
 his your
~~my~~ their
 her



3. Oh, it's Rihanna.
 I love _____ music!



4. These are _____ pictures.



5. Open _____ books on page 32.



6. I like rabbits.
 I think _____ ears are cool!

B. Circle the correct possessive determiner.

(Rodeia o *possessive determiner* correto.)

- Hello. I'm your new teacher. **My / our** name's Richard Kelly.
- Cristiano Ronaldo is a good football player, but I don't like **your / his** hair!
- We are good students. **Our / Their** class is the best in the school.
- Please stop and put **your / my** pens on the desk.
- She lives in New York. **His / Her** house is fantastic!
- My favourite band is D.A.M.A. **Their / Her** music is great.

C. Complete the text with possessive determiners.

(Completa o texto com os *possessive determiners*.)

U2 is a famous band from Ireland. The singer is very famous – (1) _____ name is Bono. There are three other people in the band. (2) _____ names are Adam Clayton, Larry Mullen Jr and The Edge. Millions and millions of people have got (3) _____ albums. I like them, but they are not (4) _____ favourite band. My sister has got three albums and (5) _____ favourite is *Zooropa*. Bono is very interested in ecology. He says "We are all important. It is (6) _____ responsibility to save the planet!" What's (7) _____ opinion?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Put the words in order to make sentences: affirmative (✓), negative (✗) or interrogative (?).

(Ordena as palavras para formares frases: afirmativas (✓), negativas (✗) ou interrogativas (?).)

1. new schoolbag / got / a / have / I (✓)

2. today / hasn't / Lucy / a test / got (✗)

3. big car / got / have / your parents / a (?)

4. thirty / has / classroom / chairs / got / our (✓)

5. your / haven't / homework / got / you (✗)

_____!

B. Use the words to make complete sentences: affirmative (✓), negative (✗) or interrogative (?). There is one example.

(Usa as palavras para construíres frases: afirmativas (✓), negativas (✗) ou interrogativas (?). Segue o exemplo.)

• we / got / sport / today (✓)

We have got sport today.

1. your mum / got / long hair (?)

2. our teacher / got / long hair (✗)

3. my sisters / got / one bedroom (✓)

4. you / got / a new video game (?)

5. I / got / TV / in my bedroom / a (✗)

C. Answer the questions about YOU. Use *have got* in your answers.(Responde às questões sobre TI. Usa *have got* nas tuas respostas.)

1. Have you got any brothers or sisters? _____

2. Has your house got a garden? _____

3. How many books have you got today? _____

4. Have you got a pet? _____

5. Have you got school tomorrow? _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the sentences and write the numbers in the table. There is one example.

(Lê as frases e escreve os números na tabela. Segue o exemplo.)



1. My name's Jilly.
2. I've got a big family.
3. I'm twelve years old.
4. I've got brown hair.
5. My hair isn't very long.
6. Is your house big?
7. We've got a garden, but we haven't got a swimming pool!

Sentences with...	
to be	have got
1	

B. Circle the correct option.

(Rodeia a opção correta.)

1. My brother **has got** / **is** tall and he **has got** / **is** blue eyes.
2. My school bag **isn't** / **hasn't got** big. I **have got** / **am** twenty books in it!
3. My friends **are** / **have got** good at English. We **are** / **have got** a good teacher!
4. **Are you** / **Have you got** in the football team?
5. How old **are you** / **have you got**? I **am** / **have got** 13 years old. Today **is** / **has got** my birthday!
6. I **am** / **have got** hungry! **Have we got** / **Are we** any biscuits, Mum?

C. Complete the text with the correct form of have got or to be.

(Completa o texto com a forma correta de have got ou to be.)

This (1) _____ my classroom. It (2) _____ really big! It (3) _____ a big whiteboard and a projector. I (4) _____ twenty-five classmates. We (5) _____ all good friends! Some of my friends (6) _____ eleven years old and some of them (7) _____ twelve. I (8) _____ (not) very tall, but one girl in my class is 1 metre 60 tall! She (9) _____ long legs, but she (10) _____ (not) long hair. She (11) _____ very pretty. She (12) _____ my best friend!

D. Write complete sentences about the information on this ID card. There is one example.

(Escreve frases completas sobre a informação deste bilhete de identidade. Segue o exemplo.)

- His name is Peter Shaw.
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

	
School ID Card 	Name: Peter Shaw Age: 12 years old. (1) Family: one brother (2) Height: 1 m 52 (3) Hair: dark (4) Eyes: brown (5)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures. Complete the sentences with 's or '.

(Observa as imagens. Completa as frases com 's ou '.)

This is Kate and her brothers, Harry and Billy – they are twins.



1. Kate_____ brothers are short and thin.
2. The twins_____ hair is short and brown but their sister_____ hair is blond.
3. The boys_____ clothes aren't exactly the same.
4. The twins_____ favourite sport is swimming.
5. Their sister_____ favourite sport is football.

B. Look at the pictures in exercise A again. Complete the sentences with the names and 's or '.

(Observa novamente para as imagens do exercício A. Completa as frases com os nomes e 's ou '.)

1. _____ shirt is white.
2. _____ brothers are handsome.
3. _____ sister is pretty.
4. _____ pet is a rabbit. The _____ name is Nibbles.
5. _____ pet is a dog. The _____ name is Dash.

C. Look at the pictures of their possessions. Write questions and answers about possession. There is one example.

(Observa as imagens dos objetos. Escreve as questões e as respostas sobre posse. Segue o exemplo.)



KATE



THE TWINS



- Whose CD is this _____ ? It's Kate's CD _____.
- 1. _____ ? _____.
- 2. _____ ? _____.
- 3. _____ ? _____.
- 4. _____ ? _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Circle the possessive pronouns from the box. There is one example.(Rodeia os *possessive pronouns* da caixa. Segue o exemplo.)

theirs

how

us

mine

me

ours

there

hers

this

yours

his

you

B. Complete the table with the possessive pronouns from the box.(Completa a tabela com os *possessive pronouns* da caixa.)

Possessive determiners	Possessive pronouns
This is <u>my</u> schoolbag.	It's (1) _____.
Is that <u>your</u> phone?	Is that (2) _____?
I think those are <u>his</u> shoes.	They're (3) _____.
This is <u>her</u> homework.	It's (4) _____.
This is <u>our</u> car.	It's (5) _____.
Are these <u>your</u> books?	Are they (6) _____?
Where is <u>their</u> classroom?	Where is (7) _____?

C. Circle the correct option to complete the sentences.

(Rodeia a opção correta para completar as frases.)

- I haven't got **my / mine** homework. Have you got **your / yours**?
- It says "Mike" on this coat. I think it's **he's / his**.
- You sing **your / yours** part and we sing **our / ours**.
- Chris has got **his / their** test but Rachel hasn't got **her / hers**.
- You haven't got **your / yours** book? You can look at **my / mine**.
- Lynn and Freddie can't come to **my / mine** house, so I'm going to **their / theirs**.

D. Complete the sentences with a possessive pronoun.(Completa as frases com um *possessive pronoun*.)

- Excuse me, Mr Jackson? This test hasn't got my name on it. It isn't _____.
- Ellen's painting is good, but I prefer _____, Anna – it's excellent!
- The twins have got a really good camera. Why don't we use _____?
- There are two parties on Saturday. Maggie's my best friend, so I want to go to _____.
- Our class has a great art project – I hope the judges choose _____!
- Where is Paul's bike? I can see mine but I can't see _____.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the sentences and write the numbers in the table. There is one example.

(Lê as frases e escreve os números na tabela. Segue o exemplo.)

- ① There aren't any students in the classroom.
2. Is there a gymnasium in your school?
Yes, there is.
3. There's a good film at the cinema.
4. Are there many TVs in your house?
No, there aren't.
5. There isn't a holiday this week.
6. There are three parks in my town.



Singular			Plural		
✓	x	?	✓	x	?
				1	

B. Look at the picture. Complete the sentences with the verb *there + to be*.(Observa a imagem. Completa as frases com o verbo *there + to be*.)

1. _____ any juice in the fridge?
Yes, _____.
2. _____ any eggs for breakfast.
3. _____ a lettuce next to the apples.
4. _____ two bottles of milk.
5. _____ any carrots?
No, _____.
6. I want chocolate milk but _____ any!

**C. Answer the questions about YOU.**

(Responde às questões sobre TI.)

1. How many TVs are there in your house?
There _____
2. Is there a computer in your bedroom?

3. How many bedrooms are there in your house?

4. Is there a swimming pool at your school?

5. What is there in your schoolbag now?

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the words from the box. There is one example.

(Completa as frases com as palavras da caixa. Segue o exemplo.)

do ~~go~~ doesn't Do Does goes don't doesn't

- I go to school at 8:30. He _____ to school by bus.
- We _____ (not) watch TV in the morning. She _____ (not) have a shower in the evening.
- _____ you have dinner at home? Yes, we _____.
- _____ she like chocolate? No, she _____.

B. Match the beginning to the end of the sentences. There is one example.

(Liga o início e o final das frases. Segue o exemplo.)

- | | | |
|---------------------|------|--------------------------|
| We don't | 1. • | • a) goes to the cinema. |
| Does he go | 2. • | • b) on Sundays. |
| On Saturdays she | 3. • | • c) like onions. |
| What time do you | 4. • | • d) to school by bus? |
| They watch | 5. • | • e) TV in the evening. |
| My dad doesn't work | 6. • | • f) go to bed? |



C. Make these sentences negative. There is one example.

(Transforma as frases para a negativa. Segue o exemplo.)

- We have breakfast in the kitchen.
We don't have breakfast in the kitchen.
- 1. Phil brushes his teeth after lunch.

- 2. It rains a lot in Lisbon.

- 3. You do your homework in the morning.

- 4. I go to bed at midnight.

D. Read the answers and write questions. There is one example.

(Lê as perguntas e escreve as questões. Segue o exemplo.)

- Do you like English classes _____? Yes, I do. I love English classes!
- 1. _____ morning? No, I don't. I have a shower in the evening.
- 2. _____ Moana? Yes, I do. It's my favourite film.
- 3. _____ at home? No, she doesn't. She has lunch in the canteen.
- 4. What time _____? I start school at 8:30.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Circle the correct verb to complete the sentences.

(Rodeia o verbo correto para completares as frases.)

1. I **study** / **studies** English every day.
2. My sister **play** / **plays** basketball for the school team.
3. Kids **don't** / **doesn't** go to school on Saturdays.
4. **Do** / **Does** you play video games every day?
5. Does school **finish** / **finishes** at five o'clock?
6. We **don't** / **aren't** have breakfast at school.

**B. Put the words in order to make sentences: affirmative (✓), negative (✗) or interrogative (?).**

(Ordena as palavras para formares frases: afirmativas (✓), negativas (✗) ou interrogativas (?).)

1. your homework / do / do / when / you (?)

2. I / the bus / after school / catch / don't (✗)

3. at midnight / goes / brother / to bed / my (✓)

4. in / they / do / the canteen / lunch / have (?)

5. get up / the morning / she / in / does / what time (?)

6. your / you / brush / at school / teeth / don't (✗)

C. Complete the text with the correct form of the verb in brackets.

(Completa o texto com a forma correta do verbo entre parêntesis.)

My dog ⁽¹⁾ _____ (have ✓) a great life. He ⁽²⁾ _____ (get up ✗) early, we ⁽³⁾ _____ (make ✓) his breakfast for him and he ⁽⁴⁾ _____ (go ✗) to school. I ⁽⁵⁾ _____ (take ✓) him for a walk every day and he ⁽⁶⁾ _____ (run ✓) in the park. What ⁽⁷⁾ _____ (he / do ?) the rest of the day? He ⁽⁸⁾ _____ (sleep ✓)! I ⁽⁹⁾ _____ (want ✗) to be a kid... ⁽¹⁰⁾ _____ (you want ?) to be a dog with me?!?

D. Answer about YOU.

(Responde sobre TI.)

1. What time do you get up in the morning? _____
2. What sports do you play? _____
3. When do you watch TV? _____
4. What food do you like? _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Do you agree? Put a tick (✓) for Yes, I agree and a cross (✗) for No, I don't agree.

(Concordas? Coloca um ✓ para Yes, I agree e um ✗ para No, I don't agree.)

- | | |
|---|---|
| 1. I like going to the beach. ☐ | 5. I like eating pizza. ☐ |
| 2. I love doing homework. ☐ | 6. I don't like singing. ☐ |
| 3. I like playing video games. ☐ | 7. I don't like playing games on my phone. ☐ |
| 4. I hate watching football. ☐ | 8. I prefer watching films. ☐ |

B. Write the -ing form of the verbs. There is one example.

(Escreve a -ing form dos verbos. Segue o exemplo.)

- do doing
- 1. listen _____
- 2. write _____
- 3. sit _____
- 4. watch _____
- 5. sleep _____
- 6. run _____
- 7. fly _____



C. Find and circle the mistakes in the sentences. Write them correctly. There is one example.

- I like go to school on my bike. I like going to school on my bike.
1. Jill doesn't like to drinking cold milk. _____
 2. You hating watching cartoons. _____
 3. My mum loves it making cakes. _____
 4. I prefer to cooking lasagne. _____

D. Write sentences about YOU. Use I love..., I like..., I don't like... or I hate... and choose expressions from the box.

(Escreve frases sobre TI. Usa I love..., I like..., I don't like... ou I hate... e escolhe expressões da caixa.)

eat pizza	play volleyball	brush my teeth	study English
go to the supermarket	cook	go to bed late	go to the cinema

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

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the examples. Pay attention to the position of the adverbs.(Observe os exemplos. Presta atenção à posição dos *adverbs*.)

- I **sometimes** go to the cinema on Saturday. I **never** go to the theatre.
- Jackie is **always** on time for school. She's **never** late!

Find the adverb that is not in the correct position in each sentence. There is one example. (Encontra o *adverb* que não está na posição correta em cada frase.)

Segue o exemplo.)

- ~~Always~~ I always have a shower in the morning.
1. We usually have breakfast usually in the kitchen.
 2. I sometimes go sometimes to my grandparents' house at the weekend.
 3. Never my friend Ana is never unkind to other people.
 4. I sometimes take my phone sometimes to school.

B. Look at the information and write sentences with an adverb of frequency.**Use the words in brackets. There is one example.** (Observe a informação e escreve frases com um *adverb of frequency*. Usa as palavras entre parêntesis. Segue o exemplo.)Monday-Thursday ✓
●●●●○

- (Dean / go to school by bus).

Dean usually goes to school by bus.Monday-Friday ✓
●●●●●

1. (they / play football after school)

Monday ✓
Tuesday-Friday ✗
●●○○○

2. (Daisy / do her homework in the morning)

Monday-Sunday ✗
○○○○○

3. (I / go to bed at midnight)

Sunday ✓
●●●●●

4. (We / have lunch in a restaurant on Sunday)

C. Write sentences about YOU. Use the pictures and verbs from exercise B.

(Escreve frases sobre TI. Usa as imagens e os verbos do exercício B.)

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

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the tables.

(Completa as tabelas.)

Affirmative	
I	'm sleeping.
You	're (1) _____.
He / She / It	(2) _____ sleeping.
We	're sleeping.
You	're sleeping.
They	(3) _____ sleeping.

Negative	
I	'm (4) _____ reading.
You	aren't reading.
He / She / It	(5) _____ reading.
We	aren't reading.
You	aren't reading.
(6) _____	aren't reading.



Interrogative		
Am	I	working?
(7) _____	you	
Is	he / she / it	
Are	we	
Are	you	
(8) _____	they	

Short answers					
Affirmative			Negative		
Yes,	I	am.	No,	I	'm (10) _____.
	you	are.		you	(11) _____.
	he / she / it	is.		he / she / it	isn't.
	we	are.		we	aren't.
	you	(9) _____.		you	aren't.
	they	are.		they	aren't.

B. Complete the sentences with the present continuous of the verbs in brackets.

(Completa as frases com os verbos entre parêntesis no *present continuous*.)

- My sister Sofia _____ (cook) dinner.
- Michael and John _____ (run) the marathon.
- I _____ (do) my homework.
- That bird _____ (fly) over the house.

C. Put the words in order to make sentences.

(Ordena as palavras para formar frases.)

- are / new desk / Dad and I / a / making / . _____
- you / for lunch / are / making / what / ? _____
- feeling / is / the teacher / very well / not / . _____
- are / strange / the models / wearing / clothes / ! _____
- team / today / not / playing / are / very well / the Portuguese / . _____
- you / buying / the theatre / are / for / tickets / ? _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the beginning and ending of these sentences. There is one example.

(Associa o início e o final destas frases. Segue o exemplo.)

- | | | |
|---------------------|------|-------------------------------|
| Chloe and Jay | 1. • | • a) a marathon! |
| Why are you | 2. • | • b) having fun at the party. |
| I'm not listening | 3. • | • c) to music at the moment. |
| They aren't | 4. • | • d) are going to the cinema. |
| My uncle is running | 5. • | • e) wearing a tracksuit? |

B. Find the mistakes in these sentences. Write the correct sentence.**There is one example.**

(Encontra os erros nestas frases. Escreve a frase corretamente. Segue o exemplo.)

- What film you are watching? What film are you watching?
- 1. Our school bus are arriving at the museum. _____
- 2. Mum and Dad planning our next holiday. _____
- 3. Are you use your phone in class? _____
- 4. Is Sandy riding her bike to school? No, she doesn't. _____
- 5. We not having lunch now. _____

C. Look at the pictures. Write sentences about the activities. Use the words in brackets and the present continuous. There is one example.(Observa as imagens. Escreve frases sobre as atividades. Usa as palavras entre parêntesis e o *present continuous*. Segue o exemplo.)

- (Mike and I / watch basketball) Mike and I are watching basketball.
 - 1. (Grace / play basketball / ?) _____? No, _____.
 - 2. (Jack and Sarah / run) _____
 - 3. (Ashley and Al / swim) _____
 - 4. (Giselle and Mark / play tennis / ?) _____?
- Yes, _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Find and circle the object pronouns in this word snake. There is one example.
 (Encontra e rodeia os *object pronouns* nesta *word snake*. Segue o exemplo.)

what **me** they you have him play her school it can us got you lunch the m dad

B. Match the object pronouns to the subjects. There is one example.
 (Associa os *object pronouns* aos sujeitos. Segue o exemplo.)

Subject	Object
I	me
you	(1) _____
he	(2) _____
she	(3) _____
it	(4) _____

Subject	Object
we	(5) _____
you	(6) _____
they	(7) _____

C. Circle the correct option to complete the sentences.
 (Rodeia a opção correta para completares as frases.)

- Stop talking, everyone, and listen to **I / me**!
- Do you want some strawberries? No, thanks.
I don't like **they / them**.
- We / Us** love our dog and it loves **we / us**!
- Don't turn off the TV – I'm watching **it / her**.
- Serena Williams is a fantastic tennis player.
I love watching **she / her**.
- Where are you? I can't see **you / your**!



C. Complete the sentences. Use subject pronouns or object pronouns.
 (Completa as frases. Usa *subject pronouns* ou *object pronouns*.)

- Do _____ like your ice cream? They make _____ fresh every day.
- Let's go to the zoo and see the animals. _____ can see _____ all in a day.
- Jay and Kelly are fantastic students. _____ are intelligent and the teachers love _____!
- I don't understand the homework. Can you help _____, please?
- We have got a Christmas tree in our living room. _____ is beautiful and there are lots of presents under _____!
- At our end-of-year party, the teachers always do a show for _____!

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete these notices. Use the words from the box.

(Completa estes avisos. Usa as palavras da caixa.)

not

please

don't

be

1. Please, do _____
feed the animals.2. Please, _____
quiet in the
reptile room.3. _____, visit
our gift shop!4. _____ forget
your things!**B. Complete these instructions with imperatives – positive or negative. Use the verbs from the box.**

(Completa estas instruções com o imperativo – positivo ou negativo. Usa os verbos da caixa.)

1. Please _____ down at the desk with your student number.
2. _____ in the exam room.
3. _____ your answer with a pen.
4. Please _____ your paper to the teacher at the end.
5. _____ to write your name!

forget
give
talk
sit
write

C. Circle the correct verbs in the notices from *Crazy School*.(Rodeia os verbos corretos nestes avisos da *Crazy School* (Escola Louca).)

1

1. Please **run** / **talk** in the
corridors.

2

2. **Don't listen** / **Don't talk** to
your teacher!

3

3. **Don't use** / **Use** your phone
in the classroom.

4

4. **Don't wear** / **Wear**
appropriate clothes.**D. Invent two new rules for *Crazy School*.**(Inventa duas novas regras para a *Crazy School* (Escola Louca).)

1. _____
2. _____

REVIEW WORKSHEETS – VOCABULARY

Worksheet 1 (page 30)

A. 1. pencil | **2.** book | **3.** notebook | **4.** ruler | **5.** schoolbag | **6.** chair | **7.** board | **8.** pencil case | **9.** pen | **10.** table/desk | **11.** pencil sharpener | **12.** rubber

B. (Suggested answers) **a)** You take it with you: book; notebook; ruler; pen; pencil; rubber; pencil sharpener; backpack | **b)** It stays in the classroom: chair; board; table/desk

C. Personal answers.

Worksheet 2 (page 31)

A. 1. motorbike | **2.** boat | **3.** bus | **4.** taxi | **5.** bike | **6.** plane | **7.** car | **8.** train

B. Personal answers.

Worksheet 3 (page 32)

A. 1. Name | **2.** Johnson | **3.** 2nd | **4.** Nationality | **5.** 1.96 m | **6.** actor

B. 2. a) | **3.** f) | **4.** b) | **5.** g) | **6.** e) | **7.** c)

C. 1. What's; My name's/is... | **2.** your; My surname's/is... | **3.** you; I'm from... | **4.** How; I'm... tall | **5.** are; I'm... | **6.** old; I'm... years old | **7.** What's; I'm a (student)

Worksheet 4 (page 33)

A. 1. grandmother | **2.** father | **3.** mother | **4.** uncle | **5.** aunt | **6.** sister | **7.** brother | **8.** cousin

B. 1. son | **2.** daughter | **3.** parents | **4.** husband | **5.** wife | **6.** children

C. 1. Yes, I have./No, I haven't. | **2.** Yes, I have./No, I haven't. | **3.** I've got... cousins. | **4.** They/My grandparents live in...

Worksheet 5 (page 34)

A. 1. singer | **2.** teacher | **3.** babysitter | **4.** nurse | **5.** doctor | **6.** mechanic | **7.** cook | **8.** student

B. (Suggested answers) **a)** Works inside: doctor; lawyer; babysitter | **b)** Works inside and/or outside: police officer; engineer | **c)** Works outside: firefighter

C. Personal answers.

Worksheet 6 (page 35)

A. b) 4 | **c)** 2 | **d)** 3 | **e)** 1 | **f)** 5

B. 1. tall | **2.** curly hair | **3.** small eyes | **4.** short hair | **5.** short | **6.** young

C. 1. He has got short curly hair. | **2.** She has got long dark hair. | **3.** My dad is tall and thin. | **4.** My grandma is old and short. | **5.** He has got big brown eyes.

D. 1. short | **2.** hair | **3.** glasses | **4.** short | **5.** nose | **6.** tall | **7.** thin | **8.** short | **9.** dark | **10.** eyes | **11.** brown

Worksheet 7 (page 36)

A. 2. c) | **3.** a) | **4.** f) | **5.** d) | **6.** e) | **7.** h) | **8.** g) | **9.** i)

A. jeans | **B.** jacket | **C.** socks | **D.** skirt | **E.** scarf | **F.** hat | **G.** shoes | **H.** trainers

B. Personal answers.

C. (Example answer) My favourite trainers are white and black. They are size 36.

Worksheet 8 (page 37)

A. 1. onions | **2.** tomatoes | **3.** potatoes | **4.** milk | **5.** strawberry | **6.** ice cream | **7.** meat | **8.** chicken | **9.** yoghurt | **10.** soup | **11.** cheese | **12.** eggs | **13.** bread | **14.** sausages

B. Personal answers.

C. Personal answers.

Worksheet 9 (page 38)

A. 1. shower | **2.** get | **3.** have | **4.** catch | **5.** to | **6.** lunch | **7.** do | **8.** have | **9.** watch | **10.** teeth | **11.** bed

B. Personal answers.

Worksheet 10 (page 39)

A. 2. c) | **3.** b) | **4.** a)/e) | **5.** h) | **6.** f) | **7.** g) | **8.** e)/a)

A. watching TV | **B.** playing video games | **C.** playing cards | **D.** reading a book | **E.** surfing the net | **F.** going to the cinema | **G.** hanging out with friends

B. Personal answers.

Worksheet 11 (page 40)

A. 1. baseball | **2.** football | **3.** judo | **4.** diving | **5.** cycling | **6.** basketball | **7.** volleyball | **8.** ice skating | **9.** tennis | **10.** gymnastics | **11.** skiing

B. (Suggested answers) **Can be individual:** swimming; diving; cycling; ice skating; tennis; gymnastics; skiing | **Need other people:** baseball; football; basketball; volleyball; judo

C. Personal answers.

REVIEW WORKSHEETS – GRAMMAR

Worksheet 1 (page 42)

A. he | they | we | it | you | I

B. 1. I | **2.** you | **3.** he | **4.** she | **5.** we | **6.** you | **7.** they | **8.** they

C. 1. it | **2.** you | **3.** They | **4.** He | **5.** she | **6.** We | **7.** I | **8.** It | **9.** They | **10.** you

Worksheet 2 (page 43)

A. 1. are; is | **2.** am; aren't; isn't | **3.** I; yes; not | **4.** Are | **5.** Is; No

B. 1. is | **2.** are | **3.** Are | **4.** aren't; 're | **5.** Am | **6.** aren't

C. 1. is; is | **2.** are | **3.** am not/'m not | **4.** Are; am | **5.** am/'m; am not/'m not | **6.** Is; isn't; is/'s

D. Personal answers. (Suggested answers) **1.** is | **2.** João | **3.** am | **4.** 11 | **5.** is | **6.** basketball | **7.** are | **8.** Dua Lipa | **9.** Neil Horan | **10.** am | **11.** maths | **12.** 'm not | **13.** Portuguese.

Worksheet 3 (page 44)

A. 2. g) | **3.** f) | **4.** a) | **5.** b) | **6.** d) | **7.** c)

B. 1. What | **2.** How old | **3.** How | **4.** Where | **5.** Who | **6.** When | **7.** Where

C. Personal answers. (Possible answers) Where are you from? What's your favourite colour? How old are you?

Worksheet 4 (page 45)

A. 1. -; an | **2.** the; - | **3.** the; - | **4.** a | **5.** - / -

B. 1. the | **2.** a; - | **3.** -; a | **4.** a; a; - | **5.** - | **6.** The

C. 1. a) -; **b)** - | **2.** a) a; **b)** the | **3.** a) the; a; **b)** a | **4.** a) the; **b)** The; - | **5.** a) a; **b)** a; a | **6.** a) a; **b)** the

Worksheet 5 (page 46)

- A. 1.** your | **2.** his | **3.** her | **4.** our | **5.** your | **6.** their
B. 1. My | **2.** his | **3.** Our | **4.** your | **5.** Her | **6.** Their
C. 1. his | **2.** Their | **3.** their | **4.** my | **5.** her | **6.** our | **7.** your

Worksheet 6 (page 47)

- A. 1.** I have got a new schoolbag. | **2.** Lucy hasn't got a test today. | **3.** Have your parents got a big car? | **4.** Our classroom has got thirty chairs. | **5.** You haven't got your homework.
B. 1. Has your mum got long hair? | **2.** Our teacher hasn't got long hair. | **3.** My sisters have got one bedroom. | **4.** Have you got a new video game? | **5.** I haven't got a TV in my bedroom.
C. Personal answers. (Possible answers) **1.** Yes, I have. / No, I haven't. | **2.** Yes, it has. / No, it hasn't. | **3.** I've got five. | **4.** Yes, I have. / No, I haven't. | **5.** Yes, I have. / No, I haven't.

Worksheet 7 (page 48)

- A. to be:** 3, 5, 6 | **have got:** 2, 4, 7
B. 1. is; has got | **2.** isn't; have got | **3.** are; have got | **4.** Are you | **5.** are you; am; is | **6.** am; Have we got
C. 1. is | **2.** is | **3.** has got | **4.** have got | **5.** are | **6.** are | **7.** are | **8.** am not | **9.** has got | **10.** hasn't got | **11.** is | **12.** is
D. 1. He is twelve years old. | **2.** He has got one brother. | **3.** He is 1 metre 52 tall. | **4.** He has got dark hair. | **5.** He has got brown eyes.

Worksheet 8 (page 49)

- A. 1.** 's | **2.** 's | **3.** ' | **4.** ' | **5.** 's
B. 1. Harry's | **2.** Kate's | **3.** The twins' | **4.** Kate's; rabbit's | **5.** The twins'; dog's
C. (Possible answers) **1.** Whose bike is this? It's Kate's bike. | **2.** Whose phone is this? It's Kate's phone. | **3.** Whose ball is this? It's the twins' ball. | **4.** Whose film is this? It's the twins' film.

Worksheet 9 (page 50)

- A.** theirs | ours | hers | yours | his
B. 1. mine | **2.** yours | **3.** his | **4.** hers | **5.** ours | **6.** yours | **7.** theirs
C. 1. my; yours | **2.** his | **3.** your; ours | **4.** his; hers | **5.** your; mine | **6.** my; theirs
D. 1. mine | **2.** yours | **3.** theirs | **4.** hers | **5.** ours | **6.** his

Worksheet 10 (page 51)

- A. Singular:** ✓ - 3 | ✗ - 5 | ? - 2
Plural: ✓ - 6 | ? - 4
B. 1. Is there; there is | **2.** There aren't | **3.** There is | **4.** There are | **5.** Are there; there aren't | **6.** there isn't
C. Personal answers. (Possible answers) **1.** There are three (TVs). | **2.** Yes, there is./No, there isn't. | **3.** There are four (bedrooms). | **4.** Yes, there is./No, there isn't. | **5.** There is a pen, a pencil and some books.

Worksheet 11 (page 52)

- A. 1.** goes | **2.** don't; doesn't | **3.** Do; do | **4.** Does; doesn't
B. 2. d) | **3.** a) | **4.** f) | **5.** e) | **6.** b)
C. 1. Phil doesn't brush his teeth after lunch. | **2.** It doesn't rain a lot in Lisbon. | **3.** You don't do your homework in the morning. | **4.** I don't go to bed at midnight.

- D. 1.** Do you have a shower in the morning? | **2.** Do you like Moana? | **3.** Does she have lunch at home? | **4.** What time do you start school?

Worksheet 12 (page 53)

- A. 1.** study | **2.** plays | **3.** don't | **4.** Do | **5.** finish | **6.** don't
B. 1. When do you do your homework? | **2.** I don't catch the bus after school. | **3.** My brother goes to bed at midnight. | **4.** Do they have lunch in the canteen? | **5.** What time does she get up in the morning? | **6.** You don't brush your teeth at school.
C. 1. has | **2.** doesn't get up | **3.** make | **4.** doesn't go | **5.** take | **6.** runs | **7.** does he do | **8.** sleeps | **9.** don't want | **10.** Do you want
D. Personal answers. (Possible answers) **1.** I get up at seven o'clock. | **2.** I play football and I run. | **3.** I watch TV after dinner. | **4.** I like pizza.

Worksheet 13 (page 54)

- A. Personal answers.**
B. 1. listening | **2.** writing | **3.** sitting | **4.** watching | **5.** sleeping | **6.** running | **7.** flying
C. 1. to; Jill doesn't like drinking cold milk. | **2.** hating; You hate watching cartoons. | **3.** it; My mum loves making cakes. | **4.** cooking; I prefer cooking lasagne.
D. Personal answers. (Possible answers) I love eating pizza. | I don't like brushing my teeth. | I hate going to the supermarket.

Worksheet 14 (page 55)

- A. 1.** We usually have breakfast ~~usually~~ in the kitchen. | **2.** I sometimes go ~~sometimes~~ to my grandparents' house at the weekend. | **3.** ~~Never~~ my friend Ana is never unkind to other people. | **4.** I sometimes take my phone ~~sometimes~~ to school.
B. 1. They always play football after school. | **2.** Daisy sometimes does her homework in the morning. | **3.** I never go to bed at midnight. | **4.** We always have lunch in a restaurant on Sunday.
C. Personal answers. (Possible sentences) I sometimes go to bed at midnight. | I never do my homework in the morning. | We sometimes play football after school.

Worksheet 15 (page 56)

- A. 1.** sleeping | **2.** 's | **3.** 're | **4.** not | **5.** isn't | **6.** They | **7.** Are | **8.** Are | **9.** are | **10.** not | **11.** aren't
B. 1. is cooking | **2.** are running | **3.** am doing | **4.** is flying
C. 1. Dad and I are making a new desk. | **2.** What are you making for lunch? | **3.** The teacher is not feeling very well. | **4.** The models are wearing strange clothes! | **5.** The Portuguese team are not playing very well today. | **6.** Are you buying tickets for the theatre?

Worksheet 16 (page 57)

- A. 2.** e) | **3.** c) | **4.** b) | **5.** a)
B. 1. Our school bus is arriving at the museum. | **2.** Mum and Dad are planning our next holiday. | **3.** Are you using your phone in class? | **4.** Is Sandy riding her bike to school? No, she isn't. | **5.** We aren't (are not) having lunch now.
C. 1. Is Grace playing basketball? No, she isn't. | **2.** Jack and Sarah are running. | **3.** Ashley and Al aren't swimming. | **4.** Are Giselle and Mark playing tennis? Yes, they are.

Answer key

Worksheet 17 (page 58)

A. you | him | her | it | us | you | them

B. 1. you | 2. him | 3. her | 4. it | 5. us | 6. you | 7. them

C. 1. me | 2. them | 3. We; us | 4. it | 5. her | 6. you

D. 1. you; it | 2. We; them | 3. They; them | 4. me | 5. It; it | 6. us

Worksheet 18 (page 59)

A. 1. not | 2. be | 3. Please | 4. Don't

B. 1. sit | 2. Don't talk | 3. Write | 4. give | 5. Don't forget

C. 1. run | 2. Don't listen | 3. Use | 4. Don't wear

D. Personal answers. (Suggested answers) Eat and drink in the classroom! | Speak Chinese in your English lessons! | Don't pass the tests!

“Apoio ao estudo”

Vocabulary

1	Countries and nationalities	64
2	Types of houses	65
3	Daily routine	66
4	Household chores	67
5	School subjects School facilities After-school clubs	68
6	Physical features Personality	70
7	Clothes, footwear and accessories	71
8	Places in a city	72
9	Things to do in the city	73
10	Means of transport	74
11	Free time activities Beach activities	75

Grammar

1	Present simple	78
2	Adverbs of frequency	80
3	Connectors	81
4	Present continuous	82
5	Adjectives + prepositions	84
6	Modal verb <i>should</i>	85
7	Comparative and superlative	86
8	Adverbs: adjectives + <i>-ly</i>	88
9	Past simple – verb <i>to be</i>	89
10	Past simple – verb <i>there + to be</i>	90
11	Past simple – regular verbs	91
12	Past simple – irregular verbs	92
13	Prepositions of movement	93
14	<i>Be going to</i>	94
15	Reflexive pronouns	96

Answer key	97
------------------	----

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Para responderes à pergunta "Where are you from?" (De onde és?), deves usar sempre o verbo **to be** (que significa "ser" ou "estar") seguido da palavra *from* e do nome do país (ex.: *I **am** from Portugal.*).

À pergunta *What's your nationality?* (Qual é a tua nacionalidade?) deves responder usando o verbo **to be** (ex.: *We **are** Portuguese.*). Não te esqueças de que, em inglês, os países e as nacionalidades são sempre com maiúsculas!

Tem ainda em atenção que em inglês se diz "Eu sou + nacionalidade" (ex.: *I am Portuguese* – Eu sou português.) e não que "A minha nacionalidade é..." (ex.: *My nationality is Portuguese.*)

Singular	Plural
country	countries
nationality	nationalities

Bom estudo!

A. Complete the gaps to answer the questions about YOU.

(Preenche os espaços para responderes às questões acerca de TI.)

Where are you from?
What's your nationality?

1. I _____ + 2. _____ + 3. _____
(verb *to be*) + (from) + (country)

4. I _____ + 5. _____
(verb *to be*) + (nationality)

B. Complete the tables with the correct countries and nationalities.

(Completa as tabelas com os países e as nacionalidades corretas.)

Ending in **-an**

Country	Nationality
Australia	(1) _____
Canada	(2) _____
The USA	(3) _____

Ending in **-ish**

Country	Nationality
(4) _____	Irish
The UK	(5) _____
(6) _____	Scottish

Ending in **-ese**

Country	Nationality
(7) _____	Chinese
(8) _____	Portuguese

Other

Country	Nationality
France	(9) _____
(10) _____	Welsh

C. Read the information and write sentences. There is one example.

(Lê a informação e escreve frases. Segue o exemplo.)

- Gianluca / Italy Gianluca is from Italy. He is Italian.
- 1. Lin / China _____
- 2. Mark / the USA _____
- 3. Oliver / the UK _____
- 4. Graham / Scotland _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Em diferentes partes do mundo, há tipos únicos e diferentes de casas que variam devido ao clima, a fatores históricos e geográficos e às condições de vida do meio onde estão inseridas.

Nos exercícios desta ficha encontrarás o nome de alguns tipos de casa existentes em Inglaterra. Tenta memorizá-los escrevendo no teu caderno diário frases onde incluas este vocabulário (ex.: *I live in a flat.*)

Deves ainda rever as *question words* *Where?* e *What (type of)?* para perguntares “onde” e “em que tipo de casa” alguém habita.

Bom estudo! 😊

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

(Legenda as imagens. Usa as palavras da caixa.)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

detached house

semi-detached house

block of flats

cottage

terraced house

castle

B. Where do they live? Answer the question with the words from exercise A.

(Onde é que eles vivem? Responde à pergunta com as palavras do exercício A.)

1. James is a prince. He lives in a _____.

2. The Smiths love the countryside. They live in a lovely _____.

3. Lucy lives in a house joined to another house on one side.

She lives in a _____.

4. Grace needs a big garden for her ten cats, so she now lives in a _____.

5. Andrew lives on the 4th floor in a _____.

6. Paul lives in a house that is a part of a line of houses.

It is a _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Para descreveres a tua rotina diária em inglês, precisas de saber alguns verbos e expressões correspondentes às atividades que compõem o teu dia, como por exemplo: *wake up, get dressed, do your homework, etc.*

Para melhorar a tua descrição, deverás indicar as horas: nas horas certas utilizas a expressão **o'clock** (ex.: 7 o'clock); **half** significa "meia hora" e **a quarter** "um quarto de hora".

Em inglês, dizes primeiro os minutos, seguidos de:

"past", até à meia hora

"to", depois da meia hora

Só depois dizes as horas. Ora repara: 8:20 – *It's twenty past eight*; 6:50 – *It's ten to seven*.

Se for antes do meio-dia, debes incluir **a.m.** (ex.: 11:00 a.m. – 11:00 da manhã) e, se for depois do meio-dia, debes incluir **p.m.** (ex.: 2:00 p.m. – 2:00 da tarde).



Bom estudo! 😊

A. What time is it? It's... Tick (✓) the correct option.

(Que horas são? São... Assinala a opção correta.)



- a) ... ten past ten. ☐
b) ... ten to ten. ☐
c) ... ten to eleven. ☐



- a) ... a quarter past three. ☐
b) ... a quarter to three. ☐
c) ... a quarter to four. ☐



- a) ... twenty to seven. ☐
b) ... twenty past seven. ☐
c) ... twenty to eight. ☐

B. Match the pictures to the actions. (Associa as imagens às ações que elas representam.)



1. go to bed ☐

4. have breakfast ☐

2. get up ☐

5. do my homework ☐

3. go to school ☐

C. Complete the sentences with the correct word/expression from exercise B.

(Completa as frases com a palavra/expressão correta do exercício B.)

1. I usually _____ at seven o'clock in the morning.

2. My parents and I _____ in the kitchen.

3. At 8:15 a.m. my brother and I _____ in my father's car.

4. After school I _____ in my bedroom.

5. At 10:00 p.m. we all _____ to get some sleep.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Nesta ficha, encontras vocabulário que te será útil, por exemplo, para melhor descreveres tarefas associadas à tua rotina diária.

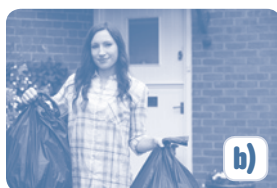
Não te esqueças: para falares corretamente das tuas tarefas domésticas, deves rever o *present simple*.



Bom estudo! 😊

A. Match the chores to the pictures.

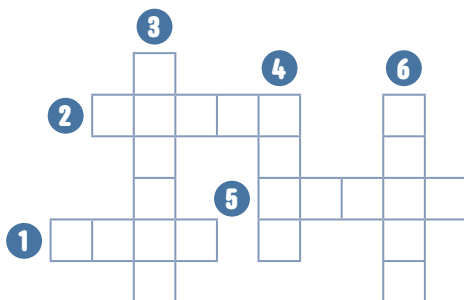
(Liga as tarefas às imagens.)

1. do the ironing ☐4. set the table ☐2. do the washing up ☐5. take out the rubbish ☐3. make the bed ☐

B. Complete the sentences with the verbs in the present simple. Then do the crossword puzzle.

(Completa as frases com os verbos no *present simple*. Depois, faz as palavras cruzadas.)

- My mother always _____ the ironing.
- My sister always helps at home. Every morning she _____ her bed.
- On Saturdays my father usually _____ the car.
- When dinner is ready, my little brother _____ the table.
- My father _____ the rubbish out in the evening.
- I always _____ the bathroom after having my morning shower.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Nesta ficha encontras vocabulário relacionado com as disciplinas, clubes e espaços escolares. Para memorizares este vocabulário, faz listas de palavras no teu caderno diário: tantas vezes quantas as que aches necessárias.

Tem em especial atenção que, em inglês, há palavras que são diferentes do português, particularmente pela sua ordem: *ICT – Information and communication technology* (TIC – Tecnologias da Informação e Comunicação); *PE – Physical education* (Educação Física); *Chess Club* (Clube de xadrez).

As disciplinas, em inglês, escrevem-se com letra minúscula, exceto as línguas (ex.: maths/English).
Não te esqueças!

Bom estudo!



A. Match the school subjects with the pictures. There is one example.

(Liga as disciplinas escolares às imagens. Segue o exemplo.)

1. maths (a)

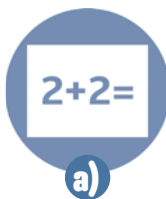
2. PE (Physical education) ☐

3. music ☐

4. ICT (Information
and communication
technology) ☐

5. geography ☐

6. science ☐



B. Unscramble the words to find the hidden school subject and complete the sentences. There is one example.

(Ordenas as letras para descobrires as disciplinas que completam as frases. Segue o exemplo.)

- My teacher teaches us how to draw: ART (TAR)

1. With this school subject we can learn how to count: _____ (AMTHS)

2. I learn about plants, animals and life in general: _____ (IECSNEC)

3. We learn about world discoveries and conquests, wars and civilization in this subject:
_____ (TRYHSOI)

4. During this class we learn how to play lots of instruments: _____ (CISMU)

5. I learn how to do these exercises in that language class: _____ (HISENLG)

6. It's good for my health and keeps me fit: _____ (YPHILACS TIDUECANO)

Apoio ao estudo 5

C. Find six after-school clubs in this word search puzzle. Then label the pictures.

(Encontra o nome de seis clubes. Depois legenda as imagens.)

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



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

D. Look at the pictures. Match the school facilities to the correct pictures. There

is one example. (Observa as imagens. Associa corretamente os diferentes espaços da escola às imagens. Segue o exemplo.)

1. art room (d)

2. canteen ☐

3. library ☐

4. computer room ☐

5. gym ☐

6. headmaster's office ☐

7. lab ☐

8. classroom ☐

9. music room ☐

10. stationer's ☐

11. changing room ☐

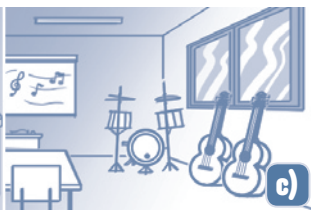
12. staff room ☐



a)



b)



c)



d)



e)



f)



g)



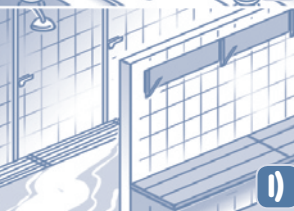
h)



i)



j)



k)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Para descreveres alguém, precisas de utilizar vocabulário específico que deverás memorizar. Nessa descrição vais também usar adjetivos. Não te esqueças de que, em inglês, a ordem dos adjetivos é:

- adjetivo + nome (ex.: *She has got brown hair.*)
- verbo *to be* + adjetivo (ex.: *Her smile is beautiful.*)

Se usares mais do que um adjetivo, a ordem deverá ser: o **tamanho (1)**, a **cor (2)** e só depois o nome (ex.: *She has got **long (1) blond (2)** hair.*)

Nota: o adjetivo *handsome* (bonito) refere-se à descrição de um homem, enquanto para mulher podes usar, por exemplo, *pretty* ou *beautiful* (bonita).

Bom estudo! 😊

A. What are they like? Match the adjectives in English to their meaning in Portuguese.

(Como é que eles/elas são? Liga os adjetivos em inglês ao seu significado em português.)

English	Portuguese
funny 1. •	• a) engraçado/a
intelligent 2. •	• b) calmo/a
lazy 3. •	• c) teimoso/a
polite 4. •	• d) inteligente
quiet 5. •	• e) educado/a
stubborn 6. •	• f) preguiçoso/a

B. Look at the pictures and tick (✓) the correct adjectives.

(Observa as imagens e assinala os adjetivos corretos.)

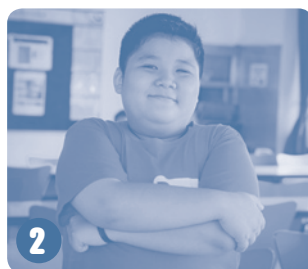
What do they look like?



1

She has got... hair.

- a)** short ☐
- b)** long ☐
- c)** straight ☐



2

He is...

- a)** slim ☐
- b)** fat ☐
- c)** thin ☐



3

He has got...

- a)** a moustache ☐
- b)** a beard ☐
- c)** glasses ☐



4

He has got...

- a)** freckles ☐
- b)** a beard ☐
- c)** a round face ☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Para descrever a forma como te vestes e calças, deves começar por memorizar o vocabulário de que necessitas. Para tal, no teu caderno diário, faz listas de vocabulário, com a palavra em inglês e a respetiva tradução em português.

Depois, deves memorizar alguns verbos, como, por exemplo, *wear* (vestir), *put on* (vestir/colocar) ou *take off* (despir), entre outros.

Por fim, transcreve a seguinte frase para o teu caderno e completa-a utilizando, pelo menos, quatro peças (vestuário, calçado ou acessórios) (ex.: *Today I'm wearing a dress, a scarf, a pair of boots and a belt.*).

Bom estudo! 😊

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

(Legenda as imagens. Usa as palavras da caixa.)

sweater

dress

skirt

trousers

jeans

socks

raincoat

shorts



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B. Put the words from the box in the correct place.

(Coloca as palavras da caixa no local correto.)

1. FOOTWEAR

2. ACCESSORIES

belt

boots

earrings

hat

sandals

trainers

cap

scarf

shoes

flip flops

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Nesta ficha de trabalho vais encontrar algum vocabulário relacionado com os principais locais públicos de uma cidade e espaços comerciais.

Para mais facilmente memorizares esse vocabulário, faz três listas, dividindo as palavras/expressões em “**public places**” (locais públicos), “**places of interest**” (locais de lazer e de cultura), “**shops**” (locais de comércio).

Bom passeio pela cidade!



Bom estudo!



A. Look at this city map and label the places.

(Observa o mapa da cidade e faz a respetiva legenda.)



- | | | |
|--------------------|--------------------|--------------------|
| 1. R _____ S _____ | 4. F _____ S _____ | 7. T _____ |
| 2. S _____ C _____ | 5. L _____ | 8. B _____ |
| 3. P _____ S _____ | 6. R _____ | 9. P _____ O _____ |

B. Complete the sentences with the name of the places from exercise A.

(Completa as frases com o nome dos locais do exercício A.)

- I need to send a letter. I go to the _____.
- To catch the train, I go to the _____.
- It is a place where you can read and borrow books. It's the _____.
- It's lunchtime. Let's go to the _____.
- You see a crime. You go to the _____.
- I need to buy some clothes. Can you go with me to the _____?

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Quer vás de fim de semana, quer vás só passar alguns dias fora ou vás de férias, precisas de ter onde ficar instalado. Também é necessário que leves contigo alguns acessórios para melhor aproveitares o tempo livre.

Para memorizares o vocabulário associado a estas atividades, faz duas listas, no teu caderno, com os títulos **"Where to stay"** (onde ficar) e **"What to take"** (o que levar). Depois grava-as para o teu telemóvel e ouve-as ditas por ti. Boas gravações!



Bom estudo! 😊

A. Match the halves of the words. Then write them down.

(Liga as duas metades das palavras. Depois escreve-as.)

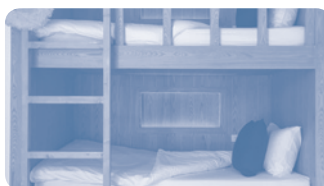
- | | | |
|------------|-------------|-------------------|
| ho 1. • | • a) van | _____ hotel _____ |
| beach 2. • | • b) low | _____ |
| bunga 3. • | • c) tel | _____ |
| te 4. • | • d) resort | _____ |
| cara 5. • | • e) nt | _____ |
| hos 6. • | • f) tel | _____ |

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

(Legenda as imagens com as palavras/expressões do exercício A.)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C. Find out what you need for your holidays.

(Descobre o que necessitas para as tuas férias.)

What to take?

- You need it to take photographs: _____
- You put it on your back to take your things: _____
- It is where you put your clothes to take them with you: _____
- You buy one to enter a plane: _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

No dia a dia, utilizamos regularmente meios de transporte. É importante que conheças estes termos em inglês.

Nesta ficha tens a oportunidade de rever este vocabulário, que deverás memorizar. Poderás fazer listas de vocabulário, dividindo as palavras em “Land” (transportes terrestres), “Sea” (transportes marítimos) e “Air” (transportes aéreos).



Bom estudo!
😊

A. Tick (✓) the correct option. (Assinala a opção correta.)



1.

- a) motorbike ☐
b) underground ☐
c) taxi ☐



2.

- a) boat ☐
b) plane ☐
c) lorry ☐



3.

- a) plane ☐
b) bus ☐
c) ship ☐



4.

- a) helicopter ☐
b) train ☐
c) boat ☐

B. Look at the pictures and complete the sentences with the correct means of transport. (Observa as imagens e completa as frases com o meio de transporte correto.)



1. I go to school by _____.

2. The Alfa is a very fast _____.



3. My mother usually goes to work by _____.

4. She rides her _____ every day after school.



C. Circle the odd one out. (Rodeia o intruso.)

1. bus / car / train / boat
2. underground / train / bus / bike
3. car / plane / taxi / lorry

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Aproxima-se o final das aulas! Viva o verão!

Para melhor memorizares o vocabulário relacionado com as atividades de verão, copia para o teu caderno diário o nome das atividades desta ficha e classifica-as em três categorias: **"Beach"** (atividades de praia); **"Indoors"** (atividades dentro de casa); **"Outdoors"** (atividades fora de casa).

Boas férias!
😊

A. Write the names of the activities from the box in the correct picture.

(Escreve o nome das atividades da caixa na imagem correta.)



1. _____



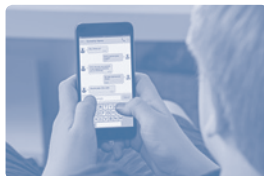
2. _____



3. _____



4. _____



5. _____



6. _____

going sightseeing
playing video games
hanging out with friends
sending text messages
going to the cinema
surfing the net

B. Look at the pictures. Tick (✓) the correct beach activity.

(Observa as imagens. Assinala a atividade de praia correta.)



1.
a) having a picnic ☐
b) banana boating ☐



4.
a) eating ice cream ☐
b) playing beach volleyball ☐



2.
a) eating ice cream ☐
b) surfing ☐



5.
a) eating ice cream ☐
b) surfing ☐



3.
a) canoeing ☐
b) playing beach volleyball ☐



6.
a) snorkelling ☐
b) running ☐

“Apoio ao estudo”

Grammar

1	Present simple	78
2	Adverbs of frequency	80
3	Connectors	81
4	Present continuous	82
5	Adjectives + prepositions	84
6	Modal verb <i>should</i>	85
7	Comparative and superlative	86
8	Adverbs: adjectives + <i>-ly</i>	88
9	Past simple – verb <i>to be</i>	89
10	Past simple – verb <i>there + to be</i>	90
11	Past simple – regular verbs	91
12	Past simple – irregular verbs	92
13	Prepositions of movement	93
14	<i>Be going to</i>	94
15	Reflexive pronouns	96
	Answer key	97

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O *present simple* usa-se para exprimir hábitos ou rotinas (ex.: *I **drink** milk for breakfast.*), horários (ex.: *The lesson **starts** at 8:30 a.m.*) ou factos gerais (ex.: *The Earth **is** round.*)

Na forma afirmativa, todas as formas do verbo são iguais ao infinitivo (exs.: *I like; you drink*), exceto na 3ª pessoa do singular, à qual, regra geral, se acrescenta um **-s** (exs.: *She **loves**; He **talks**; It **rains***). Se os verbos terminarem em **-s, -x, -z, -sh, -ch** e **-o** acrescenta-se **-es** (exs.: *miss – **misses**; fix – **fixes**; buz – **buzzes**; finish – **finishes**; catch – **catches**; go – **goes***). Nos verbos terminados em **consoante + -y**, altera-se o **-y** para **-i** e acrescenta-se **-es** (exs.: *study – **studies**; cry – **cries***.)

Nas formas negativa e interrogativa, usa-se o auxiliar **do** (exs.: *She **doesn't speak** Chinese; Do they **play** tennis?*).

Nas respostas curtas, utiliza-se **do/does** ou **don't/doesn't** (ex.: *Do you like football? Yes, I **do**. / No. I **don't**.*)



Bom estudo! 😊

A. Tick (✓) the correct form of the verb to complete the sentences.

(Escolhe a forma correta do verbo para completares as frases.)

- We sometimes _____ books.
a) read ☐ b) reads ☐
- Emily _____ dancing.
a) like ☐ b) likes ☐
- It often _____ in April.
a) rain ☐ b) rains ☐
- My sister and I _____ TV every day.
a) watch ☐ b) watches ☐
- I always _____ to the bus stop.
a) run ☐ b) runs ☐
- He _____ to school by bus.
a) go ☐ b) goes ☐



B. Make negative sentences. (Faz frases negativas.)

- They play football in the park. _____
- Dad makes breakfast. _____
- You write letters. _____
- He speaks German. _____

Apoio ao estudo 1

C. Put the words in order. Use the correct form of the present simple to make sentences.

(Coloca as palavras por ordem. Usa a forma correta do *present simple* para escrever as frases.)

1. for breakfast / we / cereal / eat / .

2. on foot / Laura / go / to school / .

3. to the cinema / they / go / don't / in the evening / .

4. like / do / chocolate / you / ?

D. Ask questions. Match them with answers.

(Faz perguntas. Associa-as às respostas.)

1. you / speak / English

_____? ☐

2. how / she / go / home

_____? ☐

3. when / they / tidy / their bedroom

_____? ☐

4. where / he / ride / his bike

_____? ☐

a) By car.

b) In the park.

c) Yes, I do.

d) At the weekend.

E. The words underlined are the answers. Write the questions.

(As palavras sublinhadas são as respostas. Escreve as perguntas.)

1. _____?

Jane lives in Oxford.

2. _____?

He gets up at seven o'clock.

3. _____?

Yes, he does. Peter drinks orange juice for breakfast.

4. _____?

Yes, I do. I listen to Mia Rose's songs.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os *adverbs of frequency* usam-se para falar sobre rotinas e indicam a frequência de um acontecimento. Eles são geralmente colocados antes de um verbo conjugado no *present simple* (ex.: She **often** plays tennis.). Mas, atenção: os *adverbs of frequency* colocam-se depois do *verb to be* (ex.: He is **always** tired).

Lembra-te de que **never** é sempre acompanhado de um verbo na forma afirmativa (ex.: We **never** go to bed late).

Observa atentamente esta tabela que te mostra os *adverbs of frequency*, organizados do mais frequente (*always* – sempre) para o menos frequente (*never* – nunca).

<i>always</i>	<i>usually</i>	<i>often</i>	<i>sometimes</i>	<i>hardly ever</i>	<i>never</i>
100%	80%	60%	40%	20%	0%



Bom estudo!

A. Look at the table below and complete the sentences with the correct adverb.

(Observa a tabela abaixo e completa as frases com o advérbio correto.)

				
always			✓	
usually	✓			
sometimes		✓		
never				✓

- Paul _____ wakes up with his alarm clock.
- Mary is _____ late for school.
- The boys _____ play football after school.
- John _____ plays the piano at the weekend.

B. Put the adverbs of frequency in the correct position. There is one example.

(Coloca os *adverbs of frequency* na posição correta. Segue o exemplo.)

- I get up at 7:30 a.m. (usually) I usually get up at 7:30 a.m.

- Anne drinks milk in the morning. (never)

- You have lunch in the school canteen. (always)

- Paul and John are late. (sometimes)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os *connectors* são usados para unir frases, ligando ideias. Ajudam por isso a clarificar a sequência das ações e tornam um texto mais compreensível.

While (enquanto) usa-se para falar de duas coisas que acontecem ao mesmo tempo (ex.: *The phone always rings while she's having a shower!*) e **when** (quando) usa-se para indicar uma sequência de eventos (ex.: *I do my English homework when I get home.*).

Then (depois), **later** (mais tarde) e **after that** (depois disso) indicam uma sequência de diferentes ações.



Bom estudo! 😊

A. Complete the sentences with *when* or *while*. (Completa as frases com *when* ou *while*.)

- On Sundays my dad washes the car _____ my mum prepares lunch.
- Cathy watches TV _____ she doesn't have homework.
- My father always sets the table _____ he's at home.
- Do you listen to music _____ you study?

B. Match the connectors on the left with the correct sentence on the right.

Then write the sentences.

(Liga os conetores à esquerda com a frase correta à direita. Depois, escreve as frases.)

1. John arrives at school at 8:15.

- | | |
|--------------|---------------------------------------|
| Then • | • he has lunch at the school canteen. |
| Later • | • he goes to the drama club. |
| After that • | • he has his morning lessons. |



2. Paul is in front of the cinema and he is looking at the film posters.

- | | |
|--------------|---|
| Then • | • he buys some popcorn. |
| Later • | • he gets the tickets from the ticket office. |
| After that • | • he goes to his seat and enjoys the film. |



3. The school bell is ringing. All students go to the classroom.

- | | |
|--------------|------------------------------------|
| Then • | • they sit at their desks. |
| Later • | • they answer. |
| After that • | • the teacher asks them questions. |



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O *present continuous* utiliza-se para exprimir ações que decorrem no momento em que se fala. Ocorre usualmente com as expressões **now** (agora) e **at the moment** (no momento) (ex.: *Anne is doing her homework now.*).

O *present continuous* constrói-se da seguinte forma:

– **na afirmativa:** verbo *to be* (*am / is / are*) + *-ing form* do verbo principal (ex.: *We are studying English.*).

Regra geral, acrescenta-se *-ing* à forma do infinitivo sem que esta sofra alterações (ex.: *talk – talking; sleep – sleeping*) se os verbos terminarem em **-e**, retira-se esta vogal e acrescenta-se **-ing** (ex.: *have – having; live – living*); os verbos terminados em consoante + vogal + consoante, dobram a consoante final antes de se acrescentar *-ing* (ex.: *run – running; stop – stopping*).

– **na negativa:** acrescenta-se “*not*” ao verbo *to be* (ex.: *I am not drinking.*)

– **na interrogativa:** faz-se a inversão do sujeito com o verbo *to be* (ex.: *Are you sleeping?*)

– nas respostas curtas, utiliza-se o verbo *to be* e não o verbo principal (ex.: *Is she reading? Yes, she is. / No, she isn't.*)



Bom estudo! 😊

A. Tick (✓) the correct option. (Escolhe a opção correta.)

1. He _____ having lunch.

a) am ☐ b) is ☐ c) are ☐

2. I _____ brushing my teeth.

a) am ☐ b) is ☐ c) are ☐

3. He _____ playing football.

a) am ☐ b) is ☐ c) are ☐

4. They _____ studying English grammar.

a) am ☐ b) is ☐ c) are ☐

5. We _____ watching TV.

a) am ☐ b) is ☐ c) are ☐

6. It _____ sleeping on the sofa.

a) am ☐ b) is ☐ c) are ☐



B. Write the *-ing* form of these verbs. There is one example.

(Escreve estes verbos na sua forma *-ing*. Segue o exemplo.)

• eat eating

3. smile _____

1. run _____

4. sing _____

2. swim _____

5. play _____

Apoio ao estudo 4

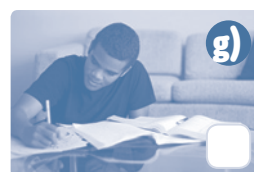
C. Write complete sentences. Use the present continuous. There is one example.

(Escreve frases completas. Usa o *present continuous*. Segue o exemplo.)

1. He / eat / a sandwich He is eating a sandwich.
2. They / watch / TV _____
3. Jane / sleep / in her bedroom _____
4. My brother / study / history _____
5. My cousin and I / play / the piano _____
6. His father / write / an email _____
7. Paula / read / a book _____

D. Match the pictures with the sentences from exercise C. There is one example.

(Liga as imagens às frases do exercício C. Segue o exemplo.)



E. Look at the pictures and answer the questions. There is one example.

(Observa as imagens e responde às perguntas. Segue o exemplo.)

- Is the cat eating fish?

No, it isn't. It is drinking milk.



1. Is the girl eating a cake?



2. Are the boys running?



3. Is the boy reading a magazine?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Há alguns adjetivos que, quando inseridos numa frase, são acompanhados de determinadas preposições (ex.: *I'm **good at** English.*)

Como não há regras específicas de utilização dos adjetivos e das preposições, terás de os aprender, e até tentar decorar, à medida que fores necessitando deles.

Aqui encontrarás alguns exemplos mais comuns, mas há muitos mais!

*She is very **good at** French but **bad at** PE. / England is **famous for** its foggy weather. / I'm never **late for** school.*

*I am **angry with** João. / He isn't **interested in** going out this evening.*

*We aren't **afraid of** spiders.*



Bom estudo!
😊

A. Look at the adjectives in bold in the Study Tips. Find them in the word search and put them in the right column. (Identifica os adjetivos a negrito nas *Study Tips*.

Procura-os na sopa de letras e coloca-os na coluna correta.)

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

at	for	in	with	of
_____	_____	_____	_____	_____

B. Complete the sentences with the correct preposition.

(Completa as frases com a preposição correta.)

- Unfortunately I'm very bad _____ music.
- My cousin is never late _____ football practice.
- What is your town famous _____?
- Jessica is very good _____ languages.
- Paul is a courageous boy. He isn't afraid _____ anything.
- Joana is always interested _____ learning English.



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os *modal verbs* são verbos auxiliares que se utilizam para atribuir um significado particular ao verbo. O *modal verb should/shouldn't* usa-se para dar conselhos ou fazer sugestões (ex.: You **should** go to the doctor) ou para exprimir algo que deve acontecer (ex.: He studies a lot, so he **should** pass the exam.)

Os *modal verbs* não têm **-s** na terceira pessoa e, na afirmativa, são sempre seguidos do verbo no infinitivo sem "to" (ex.: She **should** do her English homework.). Na forma negativa, acrescenta-se "not" (ex.: You **shouldn't** smoke.). Na forma interrogativa, o *modal verb* surge antes do sujeito (ex.: **Should** I repeat this exercise?).



Bom estudo!


A. Match the sentences to the advice. (Liga as frases ao respetivo conselho.)

- | | | |
|---|---|---|
| I'm cold. 1. | • | • a) We should leave at 2:30 p.m. |
| The game starts at three o'clock. 2. | • | • b) He shouldn't go to bed so late. |
| He's always tired in the morning. 3. | • | • c) You should put on a sweater. |
| I want to be slim. 4. | • | • d) You should do more exercise. |

B. Write sentences using *should/shouldn't*. There is one example.

(Escreve frases usando *should/shouldn't*. Segue o exemplo.)

- We / stay together We should stay together.
- 1.** You / take a map. _____
- 2.** You / **(not)** forget to take an umbrella. _____
- 3.** I / be careful with my pet. _____
- 4.** They / ask for directions. _____
- 5.** She / **(not)** get angry with her sister. _____
- 6.** We / **(not)** spend all our money. _____

C. Give advice using *should* or *shouldn't* and the verbs from the box.

(Dá um conselho usando *should* ou *shouldn't* e os verbos da caixa)



wash
eat
go

- 1.** _____ **2.** _____ **3.** _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Usa-se o comparativo para comparar duas (ou mais) coisas ou pessoas.

- No comparativo de superioridade, para adjetivos de uma sílaba, acrescenta-se **-er** ao adjetivo + **than** (ex.: *The cat is **faster than** the mouse*). Nota que se o adjetivo terminar em **-y**, deve-se substituir por **-i** e só depois acrescentar **-er** (ex.: *happy – happier*).

Para adjetivos com duas ou mais sílabas, coloca-se **more** antes do adjetivo no comparativo (ex.: *Paul is **more** intelligent **than** Gary*).

- Se quiseres dizer que duas coisas são (ou não) iguais ou semelhantes, usas **as... as**, sem alterar o adjetivo (ex.: *Louis is **as** strong **as** John*).

Usa-se o superlativo para destacar características de uma coisa/pessoa em relação a outra(s), num grupo.

Para adjetivos de uma sílaba, acrescenta-se **the + -est** ao adjetivo (ex.: *Mary is **the smallest** girl in the class*); para adjetivos com duas ou mais sílabas, coloca-se **the most** antes do adjetivo (ex.: *Christmas is **the most** beautiful time of the year*).

Keep in Mind!

Os adjetivos *good* and *bad* têm formas especiais.*good* – *better than* – *the best* (bom – melhor do que – o melhor)*bad* – *worse than* – *the worst* (mau – pior do que – o pior)

Bom estudo!



A. Tick (✓) the correct option. (Assinala a opção correta.)

1. The comparative of superiority of **tall** isa) more tall than ☐b) taller than ☐c) the tallest ☐2. The comparative of superiority of **bad** isa) more bad than ☐b) worse than ☐c) the worse ☐3. The comparative of superiority of **intelligent** isa) more intelligent than ☐b) the most intelligent ☐c) the more intelligent ☐4. The comparative of superiority of **lazy** isa) more lazy than ☐b) lazier than ☐c) the most laziest ☐

B. Write the comparative of superiority. (Escreve o comparativo de superioridade.)

1. thin _____

4. small _____

2. long _____

5. interesting _____

3. fast _____

6. beautiful _____

C. Complete the sentences with the adjectives from exercise B.

(Completa as frases com os adjetivos do exercício B.)

1. This flower is _____ (**beautiful**) that one.
2. Their house is _____ (**small**) mine.
3. My hair is _____ (**long**) yours.
4. Your dog runs _____ (**fast**) Paul's.
5. Susan is _____ (**thin**) her sister.
6. Your book is _____ (**interesting**) John's.



D. Write sentences with the comparative of superiority. There is one example.

(Constrói frases com o comparativo de superioridade. Segue o exemplo.)

- Jennifer Lawrence / Kate Winslet / famous – Jennifer Lawrence is more famous than Kate Winslet.

1. Kevin Hart / Adam Sandler / funny _____
2. Spider-Man / Superman / strong _____
3. The Smurfs / the Minions / tall _____

E. Complete the sentences with the superlative of the adjectives in brackets.

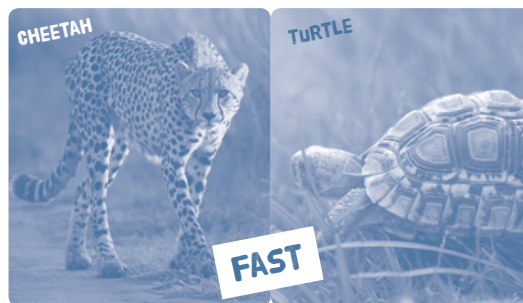
(Completa as frases usando o superlativo dos adjetivos entre parêntesis.)

1. Which is _____ (**dangerous**) animal in the world?
2. Five-star hotels are _____ (**expensive**) in the country.
3. This exercise is _____ (**easy**) in the test.
4. Who is _____ (**famous**) actress in your country?

F. Look at the pictures and make sentences using the comparative (pictures 1-3) or the superlative (picture 4). (Observa as imagens e faz frases usando o comparativo – imagens 1-3 – e o superlativo – imagem 4.)



1. _____



2. _____



3. _____



4. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Quando queremos indicar a forma como alguma coisa acontece/aconteceu usamos advérbios (ex.: *They play **loudly**.*)

Estes advérbios são, normalmente, colocados depois do verbo principal (ex.: *She sings **badly**.*).

Para formar estes advérbios, tens apenas de acrescentar **-ly** ao adjetivo (ex.: *quick – quickly; quiet – quietly; careful – carefully*). Tem em atenção que se o adjetivo terminar em **-y**, deves transformá-lo em **-i** e só depois acrescentar **-ly** (ex.: *angry – angrily*). Quando o adjetivo terminar em **-le**, retiras o **-e** e acrescentas **-y** (*terrible – terribly*).



Bom estudo!


A. Circle the adverbs (adjective + -ly) in the following sentences.

(Rodeia os advérbios (adjetivo + -ly) das seguintes frases.)

1. He studied everything quickly.
2. Anne is smiling happily at her friend.
3. The students listen attentively to their teacher.
4. We are sitting quietly at our desks.
5. My father always drives very carefully.
6. He speaks slowly.



B. Make adverbs with -ly from the adjectives.

(Forma advérbios com -ly a partir dos adjetivos.)

Adjective	Adverb
1. bad	
2. easy	
3. quick	
4. lazy	
5. elegant	
6. kind	
7. happy	
8. careful	
9. horrible	

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Utilizas o *past simple* para falares sobre ações ocorridas e terminadas no passado. Este tempo verbal é habitualmente acompanhado por expressões de tempo, como **last week/month/year** (a semana/o mês/o ano passado/a) ou **yesterday** (ontem).

O verbo **to be** apresenta duas formas no passado: **was** (I, he, she, it) e **were** (you, we, they). Ora repara: I **was** in Liverpool yesterday; They **were** at the cinema last night.

A negativa forma-se com **was/were + not** (ex.: She **wasn't (was not)** at home.).

Na interrogativa, o sujeito troca de posição com o verbo (ex.: **Were** you at home yesterday?).

Para conjugares o verbo “nascer” em inglês, no passado, deves usar o *past simple* do verbo **to be + born** (ex.: They **were born** in England; I **wasn't born** in Italy). Tem em atenção que nas frases interrogativas a inversão é feita apenas com o verbo *to be* (ex.: Where **were** you **born**?).



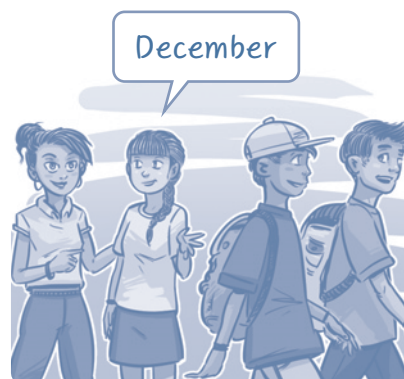
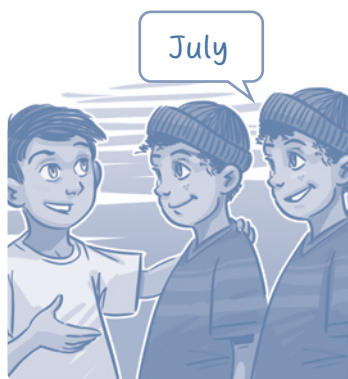
Bom estudo! 😊

A. Complete the table. (Preenche a tabela.)

	Affirmative	Negative	Interrogative
I	was	wasn't	Was I?
You	(1) _____	weren't	Were you?
He/She/It	was	(3) _____	Was he/she/it?
We	(2) _____	weren't	Were we?
You	were	weren't	(5) _____
They	were	(4) _____	Were they?

B. Look at the pictures. Write questions and answers.

(Observa as imagens. Escreve perguntas e respostas.)



- When were you born?
I was born in April.

1. When _____?
We _____

2. When _____?
They _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

As expressões **There was** ou **There were** significam em português “houve” ou “havia”.
There was usa-se no singular (ex.: **There was** a book in my schoolbag.) e **There were** no plural (ex.: **There were** some eggs in the fridge.).

As formas negativas são **there wasn't** para o singular e **there weren't** para o plural (exs.: **There wasn't** a pen in my pencil case. / **There weren't** any apples to eat.).

Na interrogativa as formas verbais invertem a posição (exs.: **Was there** an accident? / **Were there** any biscuits in the tin?).

Nas respostas curtas usa-se **was** ou **were** (exs.: Yes, **there was**. / No, **there weren't**.)



Bom estudo! 😊

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

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

1. _____ one tree in the garden.
2. _____ children in the playground.
3. _____ lots of books in our library.
4. _____ a history book on the desk.
5. _____ some water in the bottle.
6. _____ five people in the car.



B. Complete each sentence with the correct form of *there + to be*.

(Completa cada frase com a forma correta de *there + to be*.)

Thirty years ago, ...

- There weren't _____ any houses on this street. ✗

1. _____ a post office in this village?

No, _____.

2. _____ a hospital in the town. ✓

3. _____ ✗ a restaurant but _____ ✓
a café.

4. _____ ✗ a theatre but _____ ✓
a big park to go for a nice walk with friends.

5. _____ any radios or laptops?

Well, _____ radios ✓ but _____ any
laptops. ✗

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O *past simple* usa-se para expressar uma ação ou situação que teve lugar num determinado momento do passado (ex.: *The Portuguese football team **played** last week.*).

Na afirmativa, o *past simple* dos verbos regulares forma-se, geralmente, acrescentando **-ed** ao infinitivo do verbo (exs.: *watch – watched*; *walk – walked*; *play – played*); aos verbos terminados em **-e**, acrescenta-se apenas **-d** (exs.: *love – loved*; *live – lived*; *move – moved*); nos verbos terminados em **consoante + -y**, altera-se o **-y** para **-i** e acrescenta-se **-ed** (exs.: *study – studied*; *try – tried*; *carry – carried*); quando um verbo de uma sílaba termina em consoante + vogal + consoante, duplica-se a consoante antes de acrescentar **-ed** (exs.: *stop – stopped*; *drop – dropped*). O mesmo acontece com o verbo *travel* (ex.: *travel – travelled*).

Na negativa é necessário usar **did** ou **didn't**, como verbo auxiliar, seguido do verbo principal no infinitivo (ex.: *You **didn't** go to school yesterday.*).

Na interrogativa, usa-se **Did** antes do sujeito (ex.: ***Did** you watch TV last night?*).

Nas respostas curtas utiliza-se **did** ou **didn't** (ex.: *Yes, I **did**.* / *No, I **didn't**.*).



Bom estudo!
😊

A. Label the pictures. Use the verbs/expressions from the box in the past simple.

(Legenda as imagens. Usa os verbos/expressões da caixa no *past simple*.)

paint

play football

~~listen to music~~

watch TV



- She listened to music. 1. They _____ 2. She _____ 3. They _____

B. Write sentences from exercise A in the negative form.

(Escreve as frases do exercício A na negativa.)

- She didn't listen to music. _____
1. _____
2. _____
3. _____

C. Make questions and give answers about YOU.

(Faz as perguntas e dá respostas sobre TI.)

- Did you water the plants yesterday (water the plants)? Yes, /No, I didn't. _____
1. _____ (walk to school)? _____
2. _____ (carry an umbrella)? _____
3. _____ (help your mother)? _____
4. _____ (finish your homework)? _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O *past simple* dos verbos irregulares, tal como o nome o indica, não segue a regra dos verbos regulares. Ou seja, estes verbos na forma afirmativa não formam o passado acrescentando **-ed** (ex.: verb *go* – She **went** to school yesterday.)

Para mais facilmente memorizares os verbos irregulares no *past simple*, deverás consultar a tabela dos *Irregular Verbs* que se encontra na badana do teu manual.

No entanto, as formas negativa e interrogativa continuam a formar-se com **didn't** ou **did** + verbo principal no infinitivo (ex.: She **didn't go** to school yesterday.; **Did she go** to school yesterday? Yes, she **did**. / No, she **didn't**.)



Bom estudo! 😊

A. Complete with the past simple of the irregular verbs.

(Completa com o *past simple* dos verbos irregulares.)

- | | |
|---------------|----------------|
| 1. run _____ | 4. sleep _____ |
| 2. meet _____ | 5. eat _____ |
| 3. take _____ | 6. drink _____ |

B. Complete the table. (Completa a tabela.)

Affirmative	Negative	Interrogative
Paul wrote an email to his friends.	(1) _____	(2) _____
(3) _____	She didn't sing a song.	(4) _____
(4) _____	We didn't eat pizza yesterday.	(8) _____
(6) _____	(7) _____	Did you have fun at the party?
(8) _____	(9) _____	Did they go to the cinema?

C. Here is a list of things Susan did and didn't do yesterday. Write sentences.

(Aqui está uma lista das coisas que a Susan fez e não fez ontem. Escreve frases.)

- | | |
|--------------------------------|-------------------------------------|
| ✓ catch the school bus at 8:00 | ✗ see her friend Tina in the bus |
| ✓ go to the Dance Club | ✗ buy her best friend's present |
| ✓ write her history essay | ✗ read her book before going to bed |

- Yesterday, Susan caught the school bus at eight o'clock, but she didn't see her friend Tina in the bus.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



As preposições de movimento são usadas para indicar movimento de pessoas ou de coisas.

Across significa "através de" (ex.: *He swam **across** the river.*), **towards** significa "em direção a" (ex.: *He ran **towards** his sister.*) e **through** significa "por ou através de" (ex.: *My father drove **through** the tunnel.*).

Bom estudo! 😊

A. Find three prepositions of movement in the word snake. Then complete the sentences. (Descobre três preposições de movimento. Depois, completa as frases.)

enmlsafacrosssmndoklfnfthroughnvchgrotypjuljzvxtowardshjdkfkk

1. There are a lot of bridges _____ the River Thames.
2. The girl is looking _____ her bedroom window.
3. I'm walking _____ the bus stop to catch the bus.

B. Choose the right preposition according to the picture.

(Escolhe a preposição correta de acordo com a imagem.)



1. The cars are going **through** / **across** / **towards** the bridge.



2. When we get home, our dog runs **across** / **towards** / **through** us.



3. The ducks are going **towards** / **across** / **through** the road.



4. The train is going **across** / **through** / **towards** the tunnel.



5. The River Thames flows **through** / **across** / **towards** London.



6. He's riding **across** / **through** / **towards** his mother.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Be going to pode ser usado para se exprimir planos ou intenções para o futuro (ex.: **I'm going to** visit London next year.).

Constrói-se com o **present simple do verb to be (am / is / are) + going to + infinitivo do verbo principal** (exs.: We **are going to play** video games; She **isn't going to swim**; Are they **going to travel**?).

Nas respostas curtas usa-se o **present simple do verb to be** (ex.: **Is he going to surf** the net? Yes, he **is**; No, he **isn't**.).



Bom estudo!
😊

A. Complete the sentence. (Completa a frase.)

You use **am/is/are + (1)** _____ + **verb** when you talk about **(2)** _____ or predictions for the future.

B. Write the sentences below in the correct column.

(Escreve as frases abaixo na coluna correta.)

I'm going to swim.

Are we going to study?

He's going to eat.

They aren't going to travel.

We aren't going to watch TV.

You're going to read.

Are you going to have a shower?

She isn't going to sing.

Yes, I am.

No, she isn't.

Yes, we are.

Is she going to take photos?

Affirmative

Negative

Interrogative

Short answers

C. What is going to happen? Look at the pictures and write sentences using the following clues.

(O que vai acontecer? Observa as imagens e escreve frases usando as pistas.)



• they / catch the bus



1. they / visit a museum



2. he / write an email



3. he / turn on the TV



4. she / close the window



5. she / eat the sandwich

- They are going to catch the bus.
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

D. Write sentences and say what is NOT going to happen.

(Escreve frases e diz o que NÃO vai acontecer.)

- He / visit London.
He is not going to visit London.
- 1. We / spend the summer at the beach.

- 2. They / travel by boat.

- 3. She / buy new clothes.

- 4. I / spend much money / next summer holidays.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os *reflexive pronouns* são usados para indicar que uma determinada ação recai sobre o próprio sujeito.

O pronome vem imediatamente após o verbo e concorda com o sujeito.

Os *reflexive pronouns* têm a terminação **self** (no singular) e **selves** (no plural).

Personal pronouns	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

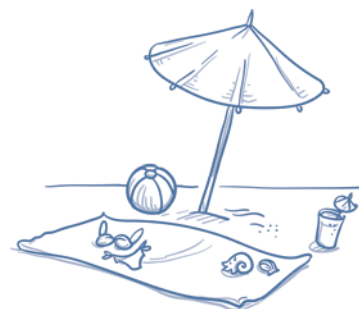


Bom estudo!

A. Circle the correct reflexive pronouns.

(Rodeia o *reflexive pronoun* correto.)

1. My mother cut **herself** / himself with a knife.
2. They enjoyed **yourselves** / themselves at the beach.
3. I can't help you now. You have to do it by **himself** / yourself.
4. We burn **yourselves** / ourselves in the oven a lot.



B. Complete the sentences with the correct reflexive pronoun.

(Completa as frases com o *reflexive pronoun* correto.)

1. In the morning, Mary is taking a photo of _____.
2. Last week my father was alone talking to _____.
3. The students enjoy _____ in the English class.
4. We hurt _____ in the garden fence.
5. I introduce _____ to the new teacher every year.
6. Before leaving her room, she looks at _____ in the mirror.
7. The pupils in this class don't behave _____.
8. Be careful! Don't hurt _____.

“APOIO AO ESTUDO” – VOCABULARY

Worksheet 1 (page 64)

A. Respostas pessoais

B. 1. Australian | **2.** Canadian | **3.** American | **4.** Ireland | **5.** British | **6.** Scotland | **7.** China | **8.** Portugal | **9.** French | **10.** Wales

C. 1. Lin is from China. He/She is Chinese. | **2.** Mark is from the USA. He's American. | **3.** Oliver is from the UK. He's British. | **4.** Graham is from Scotland. He's Scottish.

Worksheet 2 (page 65)

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

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

Worksheet 3 (page 66)

A. 1. c) | **2.** c) | **3.** b)

B. 1. c) | **2.** d) | **3.** b) | **4.** b) | **5.** e)

C. 1. get up | **2.** have breakfast | **3.** go to school | **4.** do my homework | **5.** go to bed

Worksheet 4 (page 67)

A. 1. d) | **2.** c) | **3.** a) | **4.** e) | **5.** b)

B. 1. does | **2.** makes | **3.** washes | **4.** sets | **5.** takes | **6.** clean

Worksheet 5 (pages 68-69)

A. 1. a) | **2.** f) | **3.** b) | **4.** c) | **5.** d) | **6.** e)

B. 1. maths | **2.** science | **3.** history | **4.** music | **5.** English | **6.** physical education

C. 1. Chess Club | **2.** Computer Club | **3.** Science Club | **4.** Dance Club | **5.** Drama Club | **6.** Sports Club

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

D. 2. h) | **3.** g) | **4.** b) | **5.** k) | **6.** f) | **7.** e) | **8.** a) | **9.** c) | **10.** i) | **11.** l) | **12.** j)

Worksheet 6 (page 70)

A. 1. a) | **2.** d) | **3.** f) | **4.** e) | **5.** b) | **6.** c)

B. 1. b) | **2.** b) | **3.** c) | **4.** b)

Worksheet 7 (page 71)

A. 1. shorts | **2.** trousers | **3.** socks | **4.** sweater | **5.** jeans | **6.** dress | **7.** raincoat | **8.** skirt

B. 1. boots; sandals; trainers; shoes; flip flops | **2.** belt; earrings; hat; cap; scarf

Worksheet 8 (page 72)

A. 1. railway station | **2.** shopping centre | **3.** police station | **4.** fire station | **5.** library | **6.** restaurant | **7.** theatre | **8.** bank | **9.** post office

B. 1. post office | **2.** railway station | **3.** library | **4.** restaurant | **5.** police station | **6.** shopping centre

Worksheet 9 (page 73)

A. 2. d) | **3.** b) | **4.** e) | **5.** a) | **6.** f)

B. 1. hotel | **2.** hostel | **3.** bungalow | **4.** beach resort | **5.** tent | **6.** caravan

C. 1. camera | **2.** rucksack | **3.** suitcase | **4.** ticket

Worksheet 10 (page 74)

A. 1. a) | **2.** c) | **3.** a) | **4.** c)

B. 1. bus | **2.** train | **3.** car | **4.** bike

C. 1. boat | **2.** bike | **3.** plane

Worksheet 11 (page 75)

A. 1. go sightseeing | **2.** going to the cinema | **3.** hanging out with friends | **4.** playing video games | **5.** sending text messages | **6.** surfing the net

B. 1. b) | **2.** b) | **3.** a) | **4.** b) | **5.** a) | **6.** a)

“APOIO AO ESTUDO” – GRAMMAR

Worksheet 1 (pages 78-79)

A. 1. a) | **2.** b) | **3.** b) | **4.** a) | **5.** a) | **6.** b)

B. 1. They don't play football in the park. | **2.** Dad doesn't make breakfast | **3.** You don't write letters | **4.** He doesn't speak German.

C. 1. We eat cereal for breakfast | **2.** Laura goes to school on foot. | **3.** They don't go to the cinema in the evening. | **4.** Do you like chocolate?

D. 1. Do you speak English? | **2.** How does she go home? | **3.** When do they tidy their bedroom? | **4.** Where does he ride his bike? | **1.** c) | **2.** a) | **3.** d) | **4.** b)

E. 1. Where does Jane live? | **2.** What time does he get up? | **3.** Does Peter drink orange juice for breakfast? | **4.** Do you listen to Mia Rose's songs?

Worksheet 2 (page 80)

A. 1. always | **2.** never | **3.** usually | **4.** sometimes

B. 1. Anne never drinks milk in the morning. | **2.** You always have lunch in the school canteen | **3.** Paul and John are sometimes late.

Worksheet 3 (page 81)

A. 1. while | **2.** when | **3.** when | **4.** while

B. 1. Then he has his morning lessons. Later he has lunch at the school canteen. After that he goes to the drama club. | **2.** Then he gets the tickets from the ticket office. Later he buys some popcorn. After that he goes to his seat and enjoys the film. | **3.** Then they sit at their desks. Later the teacher asks them questions. After that they answer.

Worksheet 4 (pages 82-83)

A. 1. b) | **2.** a) | **3.** b) | **4.** c) | **5.** c) | **6.** b)

B. 1. running | **2.** swimming | **3.** smiling | **4.** singing | **5.** playing

C. 2. They are watching TV. | **3.** Jane is sleeping in her bedroom. | **4.** My brother is studying history. | **5.** My cousin and I are playing the piano. | **6.** His father is writing an email. | **7.** Paula is reading a book.

D. b) 5 | c) 2 | d) 6 | e) 3 | f) 7 | g) 4

Answer key

E. 1. No, she isn't. She is eating an ice cream. | **2.** No, they aren't. They are riding their bikes. | **3.** No, he isn't. He's playing computer games.

Worksheet 5 (page 84)

A.

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

at	for	in	with	of
good, bad	famous, late	interested	angry	afraid

B. 1. at | **2.** for | **3.** for | **4.** at | **5.** of | **6.** in

Worksheet 6 (page 85)

A. 1. c | **2.** a | **3.** b | **4.** d

B. 1. You should take a map. | **2.** You shouldn't forget to take an umbrella. | **3.** I should be careful with my pet. | **4.** They should ask for directions. | **5.** She shouldn't get angry with her sister. | **6.** We shouldn't spend all our money.

C. 1. He should wash his hands. | **2.** She should go to the doctor. | **3.** She should eat healthy food. / She shouldn't eat junk food.

Worksheet 7 (pages 86-87)

A. 1. b | **2.** b | **3.** a | **4.** b

B. 1. thinner than | **2.** longer than | **3.** faster than | **4.** smaller than | **5.** more interesting than | **6.** more beautiful than

C. 1. more beautiful than | **2.** smaller than | **3.** longer than | **4.** faster than | **5.** thinner than | **6.** more interesting than

D. 1. Kevin Hart is funnier than Adam Sandler. | **2.** Spider-Man is stronger than Superman. | **3.** The Smurfs are taller than Minions.

E. 1. the most dangerous | **2.** the most expensive | **3.** the easiest | **4.** the most famous

F. 1. The Eiffel Tower is higher than Big Ben. | **2.** The cheetah is faster than the turtle. | **3.** The river Seine is longer than the Thames. | **4.** Mount Everest is the highest mountain in the world.

Worksheet 8 (page 88)

A. 1. quickly | **2.** happily | **3.** attentively | **4.** quietly | **5.** carefully | **6.** slowly

B. 1. badly | **2.** easily | **3.** quickly | **4.** lazily | **5.** elegantly | **6.** kindly | **7.** happily | **8.** carefully | **9.** horribly

Worksheet 9 (page 89)

A. 1. were | **2.** were | **3.** wasn't | **4.** weren't | **5.** Were you?

B. 1. When were you born? We were born in July. | **2.** When were they born? They were born in December.

Worksheet 10 (page 90)

A. 1. There was | **2.** There were | **3.** There were | **4.** There was | **5.** There was | **6.** There were

B. 1. Was there; there wasn't | **2.** There was | **3.** There wasn't; there was | **4.** There wasn't; there was | **5.** Were there; there were; there weren't

Worksheet 11 (page 91)

A. 1. played football | **2.** painted | **3.** watched football

B. 1. They didn't play football (in the park). | **2.** She didn't paint. | **3.** They didn't watch TV.

C. 1. Did you walk to school? (Personal answer) | **2.** Did you carry an umbrella? (Personal answer) | **3.** Did you help your mother? (Personal answer) | **4.** Did you finish your homework? (Personal answer)

Worksheet 12 (page 92)

A. 1. ran | **2.** met | **3.** took | **4.** slept | **5.** ate | **6.** drank

B. 1. Paul didn't write an email to his friends. | **2.** Did Paul write an email to his friends? | **3.** She sang a song. | **4.** Did she sing a song? | **5.** We ate pizza yesterday. | **6.** Did we eat pizza yesterday? | **7.** You had fun at the party. | **8.** You didn't have fun at the party. | **9.** They went to the cinema. | **10.** They didn't go to the cinema.

C. She went to the Dance Club, but she didn't buy her best friend's present. She wrote her history essay, but she didn't read her book before going to bed.

Worksheet 13 (page 93)

A. 

1. across | **2.** through | **3.** towards

B. 1. across | **2.** towards | **3.** across | **4.** through | **5.** through | **6.** towards

Worksheet 14 (pages 94-95)

A. 1. going to | **2.** plans

B.

Affirmative	I'm going to swim. He's going to eat. You're going to read.
Negative	They aren't going to travel. We aren't going to watch TV. She isn't going to sing.
Interrogative	Are you going to study? Are you going to have a shower? Is she going to take photos?
Short answers	Yes, I am. No, she isn't. Yes, we are.

C. 1. They are going to visit a museum. | **2.** He is going to write an email. | **3.** He is going to turn on the TV. | **4.** She is going to close the window. | **5.** She is going to eat a sandwich.

D. 1. We aren't (are not) going to spend the summer at the beach. | **2.** They aren't (are not) going to travel by boat. | **3.** She isn't (is not) going to buy new clothes. | **4.** I'm not (am not) going to spend much money next summer holidays.

Worksheet 15 (page 96)

A. 1. herself | **2.** themselves | **3.** yourself | **4.** ourselves

B. 1. herself | **2.** himself | **3.** themselves | **4.** ourselves | **5.** myself | **6.** herself | **7.** themselves | **8.** yourself

NEE Worksheets

Vocabulary

1	Countries and nationalities	100
2	Types of houses	101
3	Daily routine	102
4	Household chores	103
5	School subjects School facilities After-school clubs	104
6	Physical features Personality	106
7	Clothes, footwear and accessories	107
8	Places in a city Shops	108
9	Means of transport	109
10	Where to stay What to take	110
11	Free time activities Beach activities	111

Grammar

1	Present simple	114
2	Adverbs of frequency	116
3	Connectors	117
4	Present continuous	118
5	Adjectives + prepositions	120
6	Modal verb <i>should</i>	121
7	Comparative	122
8	Superlative	123
9	Adverbs: adjectives + <i>-ly</i>	124
10	Past simple – verb <i>to be</i>	125
11	Past simple – verb <i>there + to be</i>	126
12	Past simple – regular verbs	127
13	Past simple – irregular verbs	128
14	Prepositions of movement	129
15	<i>Want / Would like</i>	130
16	<i>Be going to</i>	131
17	Reflexive pronouns	133

Answer key	134
------------------	-----

Tests Available
in September
at

20 AULA DIGITAL
PROFESSOR



Worksheet **1** Countries and nationalities (Unit 1)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete with the words from the box. (Completa com as palavras da caixa.)



British American Mexican

1. I'm from Mexico.
I'm _____.

2. We're from the UK.
We're _____.

3. I'm from the USA.
I'm _____.



B. Complete the dialogue with the words from the boxes.

(Completa o diálogo com as palavras das caixas.)



1. _____ are you from?

2. I'm from _____.

3. Where are you _____?

4. I'm from _____.

5. _____ nationality are you?



6. I'm _____.

7. What is your _____?

8. I'm _____.

French
France
Where
What

Irish
Ireland
nationality
from

C. Answer the questions about YOU. (Responde às questões sobre TI.)

- Where are you from? _____
- What nationality are you? _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the correct option. (Escolhe (✓) a opção correta.)

- a) detached house ☐
- b) cottage ☐



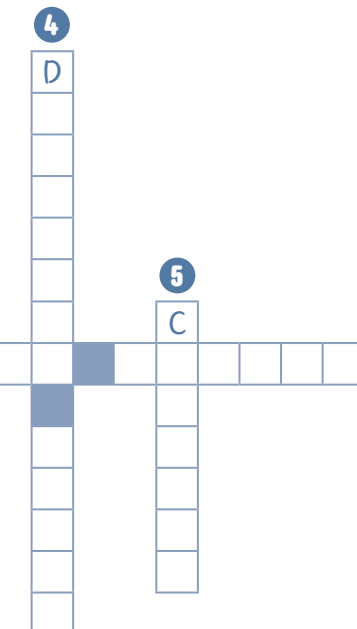
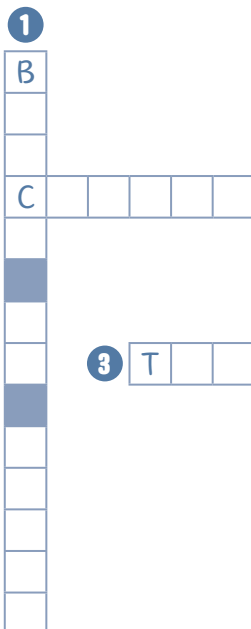
- a) block of flats ☐
- b) terraced house ☐



- a) castle ☐
- b) flat ☐

B. Look at the pictures and complete the crosswords with the types of houses.

(Olha para as imagens e completa as palavras cruzadas com os tipos de casa.)

**C. Answer this question about YOU.** (Responde a esta questão sobre TI.)

1. What type of house have you got? I have got a/an

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Circle the correct option to complete the expressions.

(Rodeia a opção correta para completar as expressões.)

**1. wake / wash up****2. brush my hair / teeth****3. have a snack / shower****4. have breakfast / lunch****5. do my hair / homework****6. go to bed / work****B. This is Camila Cabello's daily routine. Order the sentences.**

(Esta é a rotina diária de Camila Cabello. Ordena as frases.)

- a) I **go to bed** at 10:00 p.m. ☐
- b) I **have dinner** in the evening. ☐
- c) Then I **have breakfast**. ☐
- d) I **wake up** at 8:00. ☐
- e) I **have lunch** at 12:30. ☐
- f) I always **have a shower** at 8:30. ☐

**C. How is YOUR daily routine? Use the expressions from the box.**

(Como é a TUA rotina diária? Usa as expressões da caixa.)

In the morning I (1) _____ and
(2) _____.In the afternoon I (3) _____ and
(4) _____.In the evening I (5) _____ and
(6) _____.

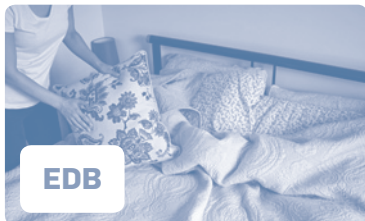
wake up
have a shower
have breakfast
brush my teeth
do my homework
watch TV
have dinner
have lunch
play football
have dance classes

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Unscramble the letters to label the pictures.

(Ordena as letras para legendar as imagens.)



1. make the _____ 2. wash the _____ 3. do the _____



4. set the _____ 5. _____ 6. tidy the _____

B. Match the expressions with the pictures. Draw lines.

(Liga as expressões às imagens. Traça as linhas.)

clean the bathroom 1. •

• a)



do the washing up 2. •

• b)



take the rubbish out 3. •

• c)

**C. Tick (✓) the chores you usually do. (Assinala (✓) as tarefas que fazes habitualmente.)**1. make the bed ☐5. do the washing up ☐2. wash the car ☐6. tidy the bedroom ☐3. set the table ☐7. cook ☐4. clean the bathroom ☐8. take the rubbish out ☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures with the words from the box.

(Legenda as imagens com as palavras da caixa.)

physical education

art

English

maths

history

music

science

geography



1. s _____



2. g _____



3. m _____



4. a _____



5. h _____



6. m _____



7. E _____



8. p _____

B. Complete the dialogue. Use the words from the box.

(Completa o diálogo. Usa as palavras da caixa.)

Bye-bye

Hello

subject

favourite

1. Good morning!

2. _____!

3. What's your favourite subject?

4. My favourite _____ is music.
What's your favourite subject?

5. My _____ subject is science.

7. _____!

6. Goodbye!

C. Answer about YOU. (Responde sobre TI.)

1. What's your favourite subject? _____

Worksheet 5

D. Label the picture with the school facilities.

(Legenda a imagem com os locais da escola.)

library

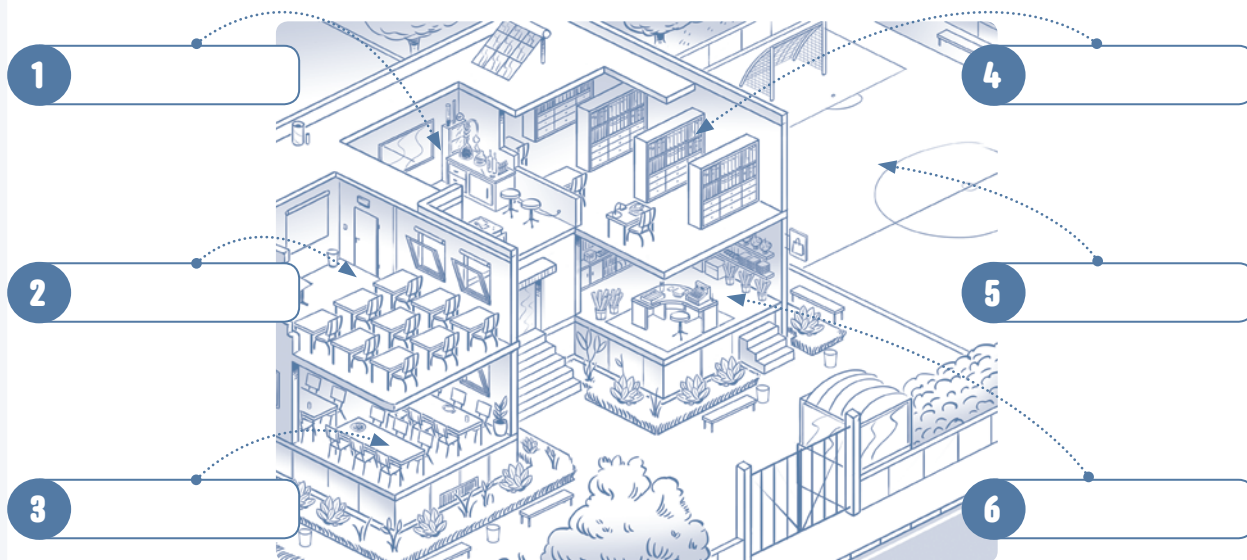
lab

canteen

sports field

classroom

stationer's



E. Match the columns and find the school facilities. Draw lines.

(Associa as colunas e descobre os locais da escola. Traça as linhas.)

art 1. •

• a) field

sports 2. •

• b) office

headmaster's 3. •

• c) hall

assembly 4. •

• d) room

F. Which clubs are there in your school? Tick (✓) the correct options.

(Que clubes há na tua escola? Selecciona (✓) as opções corretas.)

1. Music Club


☐

2. Drama Club


☐

3. Sports Club


☐

4. Science Club


☐

5. Maths Club


☐

6. Chess Club


☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures. Use the words from the boxes.

(Legenda as imagens. Usa as palavras das caixas.)

			medium height short tall
1. _____	2. _____	3. _____	
			
4. _____	5. _____	6. _____	
			wavy hair curly hair straight hair
7. _____	8. _____	9. _____	

B. What does Shakira look like? Circle the correct option.

(Como é a Shakira? Rodeia a opção correta.)



1. Shakira is **fat** / **slim**. 
2. She has got **brown** / **blond** hair. 
3. She has got **a big nose**  / **a moustache** .
4. She has got **wavy** / **straight** hair. 
5. Her hair  is **long** / **short**.
6. She has got a **big** / **small** mouth. 
7. She is **ugly** / **beautiful**.  

C. Find out the words about personality. (Descobre as palavras sobre a personalidade.)

(divertido/a)	UNYFN	(1) _____
(teimoso/a)	BBORNSTU	(2) _____
(educado/a)	IEPOTL	(3) _____
(preguiçoso/a)	AYZL	(4) _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the missing letters to label the pictures.

(Escreve as letras em falta para legendares as imagens.)



1. J _ _ K _ _

2. S _ I _ T

3. J _ _ N _

4. S _ _ A _ E _

5. _ S _ I _ _

B. What are Héctor, Imelda and Miguel wearing? Use the words from the box.

(O que é que o Héctor, a Imelda e o Miguel têm vestido? Usa as palavras da caixa.)

1

dress	boots	shoes
jacket	hat	trousers

2



6

5

3

4

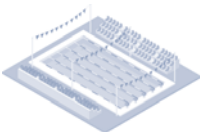
C. And YOU? What are YOU wearing today? (E TU? O que é que tens vestido hoje?)

I am wearing _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Match the columns. Find the places in a city. Draw lines.

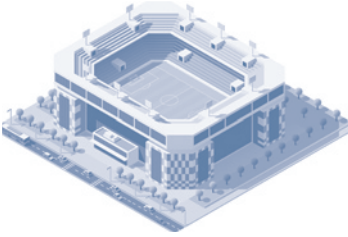
(Associa as colunas. Descobre os locais da cidade. Traça as linhas.)

	fire 1. •	• a) pool
	shopping 2. •	• b) station
	post 3. •	• c) station
	police 4. •	• d) centre
	swimming 5. •	• e) office

B. Circle 6 places in a city. (Rodeia 6 lugares na cidade.)

j b a n k s s t a d i u m i p a r k b u l i b r a r y c j s m u s e u m b f h e r e s t a u r a n t k v

C. Label the pictures. (Legenda as imagens.)

		
1. B _____	2. R _____	3. M _____
		
4. S _____	5. L _____	6. P _____

Name _____ No.: _____ Class: _____

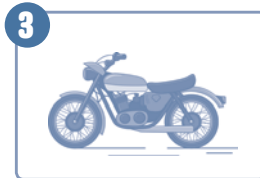
Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the correct option. (Selecione (✓) a opção correta.)

- a) car ☐
 b) underground ☐
 c) boat ☐



- a) bus ☐
 b) bike ☐
 c) lorry ☐



- a) train ☐
 b) underground ☐
 c) motorbike ☐



- a) taxi ☐
 b) lorry ☐
 c) helicopter ☐



- a) car ☐
 b) plane ☐
 c) helicopter ☐



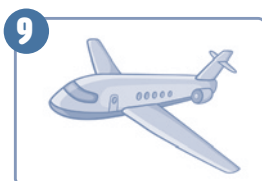
- a) ship ☐
 b) motorbike ☐
 c) train ☐



- a) car ☐
 b) underground ☐
 c) bike ☐



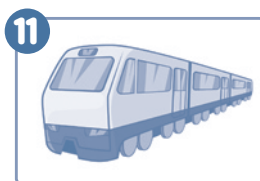
- a) bike ☐
 b) helicopter ☐
 c) boat ☐



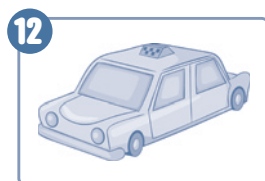
- a) plane ☐
 b) underground ☐
 c) motorbike ☐



- a) bus ☐
 b) lorry ☐
 c) helicopter ☐



- a) car ☐
 b) train ☐
 c) boat ☐



- a) bus ☐
 b) underground ☐
 c) taxi ☐

B. Put the words in the correct column. (Coloca as palavras na coluna correta.)

I like travelling by... 	I don't like travelling by... 	I don't know... 	
_____	_____	_____	bus car
_____	_____	_____	boat train
_____	_____	_____	helicopter
_____	_____	_____	underground
_____	_____	_____	plane bike
_____	_____	_____	lorry taxi
_____	_____	_____	motorbike
_____	_____	_____	ship

Worksheet 10

Where to stay | What to take (Unit 5)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the dialogue with the words from the box.

(Completa o diálogo com as palavras da caixa.)

beach resort

camera

caravan

ticket

camping

cities

beach

tent

suitcase

Look at my photo album, I have great photos!
The first was this spring.

I went to Mexico with my parents. We stayed
at a (1) _____. It was
great because I love the (2) _____.



And this one?

This is from last year.

I went (3) _____ with my friends.

We stayed in a (4) _____.



This was last summer. I travelled
with my grandparents, we visited
lots of (5) _____.

because they have got
a (6) _____.



What do you usually
take when you travel?

I always take my (7) _____ with some clothes and footwear.

When I travel by plane, I always take the (8) _____.

I love taking photos, so I always travel with my (9) _____.

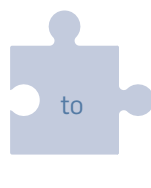
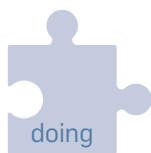
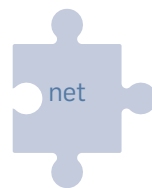


Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Put the pieces in the correct order to make free time activities.

(Coloca as peças na ordem correta e escreve as atividades de tempo livre.)



1. _____



2. _____



3. _____



4. _____



5. _____



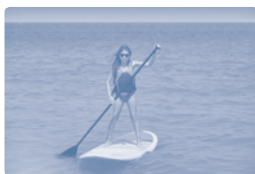
6. _____

B. Label the pictures. Use the words from the box.

(Legenda as imagens. Usa as palavras da caixa.)



1. _____



2. _____



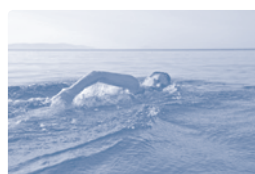
3. _____



4. _____



5. _____



6. _____

surfing
sunbathing
canoeing
paddling
walking
swimming

NEE Worksheets

Grammar

1	Present simple	114
2	Adverbs of frequency	116
3	Connectors	117
4	Present continuous	118
5	Adjectives + prepositions	120
6	Modal verb <i>should</i>	121
7	Comparative	122
8	Superlative	123
9	Adverbs: adjectives + <i>-ly</i>	124
10	Past simple – verb <i>to be</i>	125
11	Past simple – verb <i>there + to be</i>	126
12	Past simple – regular verbs	127
13	Past simple – irregular verbs	128
14	Prepositions of movement	129
15	<i>Want / Would like</i>	130
16	<i>Be going to</i>	131
17	Reflexive pronouns	133
	Answer key	134

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)

**AFFIRMATIVE**

I, you, we, they + **verb**
 he, she, it + **verb + -s/-es**

likes

like

like

likes

like

Verb like

I	like
You	(1) _____
He	likes
She	(2) _____
It	(3) _____
We	like
You	(4) _____
They	(5) _____

B. Circle the correct option. (Rodeia a opção correta.)

- He **play / plays** football.
- I **like / likes** chocolate cake.
- Jonas **listen / listens** to music.
- Julie and I **read / reads** magazines.
- The cat **drink / drinks** milk.
- They **surf / surfs** the net.

C. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)

**NEGATIVE**

I, you, we, they + **don't + verb**
 he, she, it + **doesn't + verb**

don't play

doesn't play

don't play

don't play

doesn't play

Verb play

I	don't play
You	(1) _____
He	doesn't play
She	(2) _____
It	(3) _____
We	don't play
You	(4) _____
They	(5) _____

D. Circle the correct option. (Rodeia a opção correta.)

- You **don't like / doesn't like** pink.
- Sarah **don't play / doesn't play** basketball.
- My friends **don't go / doesn't go** to school by bus.
- Tom **don't do / doesn't do** his homework.

Worksheet 1

E. Complete the table with the words from the box.

(Completa a tabela com as palavras dadas.)



INTERROGATIVE

Do + I, you, we, they + verb...?

Does + he, she, it + verb...?

Do you read

Do they read

Do you read

Does she read

Does it read

Verb read

Do I read...?

(1) _____?

Does he read...?

(2) _____?

(3) _____?

Do we read...?

(4) _____?

(5) _____?

F. Circle the correct option. (Rodeia a opção correta.)

1. **Do / Does** you like baseball?
2. Do they **play / plays** the piano?
3. **Do / Does** your sister go to school by car?
4. Do your friends **eat / eats** in the school canteen?
5. **Do / Does** he play football in the park?

G. Complete the sentences with the correct form of the verbs. There is one example.

(Completa as frases com a forma correta dos verbos. Segue o exemplo.)

• I chat (**chat**) with my friends online.

1. Martha _____ (**like**) orange juice.

2. Sean and Frank _____ (**play**) rugby.

• My brother doesn't eat (**eat**) fruit every day.

3. You _____ (**wash**) the car.

4. Sophie _____ (**go**) to school on foot.

• Do you help (**help**) your parents?

5. _____ Sarah _____ (**watch**) TV in the evening?

6. _____ the dog _____ (**play**) with the ball?

AFFIRMATIVE

NEGATIVE

INTERROGATIVE

H. Write the sentence in the negative and interrogative.

(Escreve a frase na negativa e na interrogativa.)

They **play** video games in the afternoon.

Negative: _____

Interrogative: _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete with the adverbs of frequency.(Completa com os *adverbs of frequency*.)☐ ☐ ☐ ☐ ☐

1. _____

☐ ☐ ☐ ☐ ☐

2. _____

☐ ☐ ☐ ☐ ☐

3. _____

☐ ☐ ☐ ☐ ☐

4. _____

☐ ☐ ☐ ☐ ☐

5. _____ / _____

☐ ☐ ☐ ☐ ☐

6. _____

**ADVERBS OF FREQUENCY****always** = sempre**usually** = normalmente**often** = frequentemente**sometimes** = às vezes**rarely** = raramente**hardly ever** = quase nunca**never** = nunca**B. Look at George's timetable and complete with *always* / *often* / *rarely* / *never*.**(Observa o horário do George e completa com *always* / *often* / *rarely* / *never*.)

	Monday	Tuesday	Wednesday	Thursday	Friday
play football	☺	X	☺	X	☺
watch TV	X	☺	X	X	X
read a book	X	X	X	X	X
go to school	☺	☺	☺	☺	☺

- George _____ plays football.
- George _____ watches TV.
- George _____ reads a book.
- George _____ goes to school.

C. Look at Harold's timetable and complete with *always* / *never* / *once* / *twice*.(Observa o horário do Harold e completa com *always* / *never* / *once* / *twice*.)

	Monday	Tuesday	Wednesday	Thursday	Friday
have breakfast	☺	☺	☺	☺	☺
play basketball	X	☺	X	☺	X
drink coffee	X	X	X	X	X
go to the cinema	X	X	☺	X	X

- Harold _____ has breakfast.
- Harold plays basketball _____ a week.
- Harold _____ drinks coffee.
- Harold goes to the cinema _____ a week.

once = uma vez
twice = duas vezes

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the sentences and underline the connectors.(Lê as frases e sublinha os *connectors*.)

1. I wake up early when I go to school.
2. I wake up at 8:00. Then I have a shower.
3. In the afternoon we do our homework.
Later we watch TV.
4. I have breakfast. After that I brush my teeth.
5. I listen to music while I study.

CONNECTORS

then = de seguida
after that = depois disso
later = mais tarde
when = quando
while = enquanto

**B. Circle the correct option.** (Rodeia a opção correta.)

What do you do on Mondays, Greg?

I get up and have a shower. ⁽¹⁾ **After that / When** I have breakfast
⁽²⁾ **later / while** I watch TV and ⁽³⁾ **then / when** I brush my teeth.
⁽⁴⁾ **After that / While** I go to school. What classes do we have on
Monday, Rowley?

In the morning, we have history, ⁽⁵⁾ **while / then**
we have maths and ⁽⁶⁾ **after that / when** we
have music. ⁽⁷⁾ **While / Later**, in the afternoon,
we have science and physical education.
What do you do ⁽⁸⁾ **when / then** you go home?

⁽⁹⁾ **Later / When** I go home, I do my homework.
⁽¹⁰⁾ **When / After that**, I have a snack ⁽¹¹⁾ **while /**
when I listen to music. ⁽¹²⁾ **Later / when**, I have
dinner with my family and ⁽¹³⁾ **while / then** I go
to bed. And you?

⁽¹⁴⁾ **When / Then** I go home, I always watch TV and
⁽¹⁵⁾ **then / when** I study. ⁽¹⁶⁾ **While / After that** I have
dinner and I read comic books. I love comic books!
Zoo-wee mama!



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the words from the box.

(Completa a tabela com as palavras dadas.)

**AFFIRMATIVE**

I + am + verb -ing

he, she, it + is + verb -ing

we, you, they + are + verb -ing

is washing

are washing

is washing

are washing

Verb wash

I	am washing
You	are washing
He	is washing
She	(1) _____
It	(2) _____
We	are washing
You	(3) _____
They	(4) _____

B. Circle the correct option. (Rodeia a opção correta.)1. He **is playing** / are playing football.2. I **am washing** / are washing the car.3. John **are listening** / is listening to music.4. They **is reading** / are reading a book.5. Rita **am cooking** / is cooking dinner.6. We **are surfing** / is surfing the net.**C. Complete the table with the words from the box.**

(Completa a tabela com as palavras dadas.)

**NEGATIVE**

I + 'm not + verb -ing

he, she, it + isn't + verb -ing

we, you, they + aren't + verb -ing

aren't cooking

isn't cooking

aren't cooking

isn't cooking

Verb cook

I	'm not cooking
You	aren't cooking
He	isn't cooking
She	(1) _____
It	(2) _____
We	aren't cooking
You	(3) _____
They	(4) _____

D. Circle the correct option. (Rodeia a opção correta.)1. You **isn't doing** / aren't doing your homework.2. Sarah **isn't tidying** / aren't tidying her bedroom.3. My parents **am not having** / aren't having dinner.4. I **isn't watching** / am not watching TV at the moment.

Worksheet 4

E. Complete the table with the words from the box.

(Completa a tabela com as palavras dadas.)



INTERROGATIVE

Am + I + verb -ing... ?

Is + he, she, it + verb -ing... ?

Are + we, you, they + verb -ing... ?

Are you cleaning

Are they cleaning

Is she cleaning

Am I cleaning

Is it cleaning

Verb clean

(1) _____...?

Are you cleaning...?

Is he cleaning...?

(2) _____...?

(3) _____...?

Are we cleaning...?

(4) _____...?

(5) _____...?

F. Circle the correct option. (Rodeia a opção correta.)

1. **Are / Is** you reading a book?
2. **Am / Is** she playing the piano?
3. **Is / are** my sister going to school?
4. **Are / Am** I doing this right?

G. Write the sentences in the negative and interrogative. There is one example.

(Escreve as frases na negativa e na interrogativa. Segue o exemplo.)

- They are washing the car.

Negative: They are washing the car.

Interrogative: Are they washing the car?

1. She is playing video games at the moment.

Negative: _____

Interrogative: _____

2. You are watching TV now.

Negative: _____

Interrogative: _____

H. Complete the sentences with the correct form of the verbs.

(Completa as frases com a forma correta dos verbos.)

1. I _____ (**do**) my homework in my bedroom.
2. Mike _____ (**not surf**) the net.
3. _____ they _____ (**do**) the ironing?
4. My brother _____ (**help**) our parents.
5. You _____ (**not listen**) to music at the moment.
6. _____ Kate _____ (**read**) a book now?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the prepositions from the box.

(Completa as frases com as preposições da caixa.)

for for in of at with

1. He is always late _____ school.
2. I'm interested _____ comic books.
3. My sister is very fond _____ music.
4. Charles is very good _____ English.
5. The teacher is very angry _____ the students.
6. Beethoven is famous _____ his symphonies.

ADJECTIVES + PREPOSITIONS

late + for = atrasado/a para
 afraid + of = receoso (com medo) de
 angry + with = zangado/a com
 good + at = bom em
 famous + for = famoso/a por
 fond + of = apaixonado por
 interested + in = interessado/a em
 brilliant + at = brilhante em



B. Choose the correct expression to label the pictures.

(Escolhe a opção correta para legendar as imagens.)

famous for her music good at football
 late for work brilliant at maths afraid of spiders



1. Cristiano Ronaldo is _____.



2. Kevin is _____.



3. Lucas is _____.



4. Beyoncé is _____.



5. Tom is _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



A. Complete with *should/shouldn't*. There is one example.

(Completa com *should/shouldn't*. Segue o exemplo.)

Usamos ***should/shouldn't*** para dar conselhos:

should = dever (fazer algo)

shouldn't = não dever (fazer algo)



• **I want to be healthy.**

(Eu quero ser saudável.)

I shouldn't eat sweets.

I should do sports.



1. I want to be a football player.

(Eu quero ser jogador de futebol.)

I _____ practise every day.

I _____ play video games all day.



2. I want to have good marks.

(Eu quero ter boas notas.)

I _____ study a lot.

I _____ be lazy.



3. I want to be a happy person.

(Eu quero ser uma pessoa feliz.)

I _____ be rude.

I _____ smile more.



4. I want to help the environment.

(Eu quero ajudar o ambiente.)

I _____ recycle.

I _____ throw rubbish on the street.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete with the comparative of superiority. There is one example.(Completa com o *comparative of superiority*. Segue o exemplo.)

- Amelia is taller than (tall) her mother.
- 1. My sister is _____ (old) me.
- 2. Jason is _____ (short) his father.
- 3. The pencil is _____ (cheap) the pen.
- 4. Allison is _____ (young) Evie.

**COMPARATIVE OF SUPERIORITY**

short adjectives = adjetivos curtos
 adjective + -er + than (= mais... do que)

B. Look at the pictures and complete.

(Observa as imagens e completa.)

- 1. Bob is _____ (old) Dash.
- 2. Dash is _____ (young) Bob.
- 3. Dash is _____ (short) Bob.
- 4. Bob is _____ (tall) Dash.
- 5. Dash is _____ (fast) Bob.
- 6. Bob is _____ (strong) Dash.



BOB



DASH

C. Complete with the comparative of superiority. There is one example.(Completa com o *comparative of superiority*. Segue o exemplo.)

- Trevor is more intelligent than (intelligent) Luca.
- 1. The book is _____ (interesting) the film.
- 2. My cat is _____ (beautiful) your dog.
- 3. Cristiano Ronaldo is _____ (famous) me.
- 4. The car is _____ (expensive) the bike.

**COMPARATIVE OF SUPERIORITY**

long adjectives = adjetivos longos
 more + adjective + than

D. Complete with the comparative of superiority.(Completa com o *comparative of superiority*.)

- 1. Playing football is _____ (good) watching TV.
- 2. John is _____ (bad) Peter at playing basketball.
- 3. Eating chocolate is _____ (good) eating soup.
- 4. A rainy day is _____ (bad) a sunny day.

**COMPARATIVE OF SUPERIORITY**

Irregular adjectives
 good (= bom) → better than
 bad (= mau) → worse than

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete with the superlative of superiority. There is one example.

(Completa com o superlative of superiority. Segue o exemplo.)

- Harvey is the tallest (tall) of his class.
- 1. My grandfather is _____ (old) of my family.
- 2. Jasper is _____ (short) person I know.
- 3. This book is _____ (cheap).
- 4. Duncan is _____ (young) of my friends.
- 5. My uncle has got _____ (fast) car of the family.
- 6. Winter is _____ (cold) season of the year.

**SUPERLATIVE****short adjectives**

the + adjective + -est
(= o/a mais...)

B. Complete with the superlative of superiority. There is one example.

(Completa com o superlative of superiority. Segue o exemplo.)

- Trevor is the most intelligent (intelligent) of his class.
- 1. This film is _____ (interesting) one.
- 2. My girlfriend is _____ (beautiful) girl in the world.
- 3. I want to be _____ (famous) football player in the world.
- 4. This car is _____ (expensive) of all.
- 5. I think New York is _____ (amazing) city in the world.

**SUPERLATIVE****long adjectives**

the + most + adjective

C. Complete with the superlative of superiority.

(Completa com o superlative of superiority.)

- 1. My sister is great. She is _____ (good)!
- 2. This salad is _____ (bad) part of my lunch.
- 3. I don't like bananas. It's _____ (bad) fruit!
- 4. My English teacher is _____ (good) teacher at school!

**SUPERLATIVE****irregular adjectives**

good → the best
bad → the worst

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the adjectives to the adverbs. Draw lines.

(Associa os adjetivos aos advérbios. Traça as linhas.)

- | | | |
|-----------|-------|----------------------------------|
| slow | 1. • | • a) quickly (rapidamente) |
| careful | 2. • | • b) carefully (cuidadosamente) |
| normal | 3. • | • c) slowly (lentamente) |
| quick | 4. • | • d) happily (alegremente) |
| happy | 5. • | • e) easily (facilmente) |
| easy | 6. • | • f) normally (normalmente) |
| quiet | 7. • | • g) dangerously (perigosamente) |
| dangerous | 8. • | • h) quietly (silenciosamente) |
| beautiful | 9. • | • i) badly (mal) |
| bad | 10. • | • j) beautifully (lindamente) |

**Adjective + -ly = adverb****B. Look at the pictures and circle the correct adverb.**

(Observa as imagens e rodeia o advérbio correto.)



1. The students do the test
quietly / dangerously.



2. Jane does her homework
normally / happily.



3. She is **beautifully / dangerously**
dressed.



4. I go to school **quickly / slowly**
because I go on foot.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the words in the box.

(Completa a tabela com as palavras da caixa.)

weren't was weren't Was wasn't wasn't
was were Was were Were wasn't

Affirmative		Negative		Interrogative
I	was	I	(5) _____	Was I...?
You	were	You	weren't	Were you...?
He	(1) _____	He	wasn't	(10) _____ he...?
She	was	She	(6) _____	Was she...?
It	(2) _____	It	(7) _____	(11) _____ it...?
We	were	We	(8) _____	Were we...?
You	(3) _____	You	weren't	(12) _____ you...?
They	(4) _____	They	(9) _____	Were they...?

AFFIRMATIVE

I, he, she, it + **was**
we, you, they + **were**

NEGATIVE

I, he, she, it + **wasn't**
we, you, they + **weren't**

INTERROGATIVE

Was + I, he, she, it... ?
Were + we, you, they... ?

B. Complete with *was* or *were*.

(Completa com *was* ou *were*).

- I _____ born in April.
- Joshua and Peter _____ at the park.
- The cat _____ on the sofa.
- My friends and I _____ in the city.
- My sister _____ born last year.
- You _____ at the cinema yesterday.

C. Complete with *wasn't* or *weren't*.

(Completa com *wasn't* ou *weren't*).

- David and Kelly _____ at the zoo yesterday.
- I _____ at the library.
- Ed Sheeran _____ born in 1990. He was born in 1991.
- My friends _____ at the party last night.

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

(Completa com *was*, *wasn't*, *were* ou *weren't*).

- Yesterday I _____ at home with my family.
- The cinema _____ (**not**) open last night.
- _____ you at the party last week?
- My classmates _____ (**not**) at the zoo. They were at the theatre.
- Rebecca _____ at school yesterday.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



There + to be = haver / existir

	Affirmative	Negative	Interrogative
Singular (1)	There was...	There wasn't...	Was there...?
Plural (+1)	There were...	There weren't...	Were there...?

A. Complete with **there was** or **there were**. (Completa com *there was* ou *there were*.)

- Twenty years ago _____ two shops in the city.
- _____ a small post office.
- _____ a police station.
- _____ three bridges.

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

(Completa com *there wasn't* ou *there weren't*.)

- _____ any tablets when I was born.
- Fifty years ago, _____ any mobile phones.
- _____ a fire station in my city.
- When I was 5 years old, _____ a computer in my house.

C. Complete with **Was there** or **Were there**. (Completa com *Was there* ou *Were there*.)

- _____ any dogs at the park yesterday?
- _____ a theatre in your city?
- _____ a police station in your city ten years ago?
- _____ any mobile phones when you were born?

D. Look at the picture. **Circle** the correct option.

(Observa a figura. Rodeia a opção correta.)

This was the city zoo ten years ago.

- There was / There wasn't** an elephant.
- There were / There weren't** any snakes.
- There was / There wasn't** a zebra.
- There were / There weren't** many children.
- There was / There wasn't** a giraffe.
- There were / There weren't** any lions.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table. (Completa a tabela.)

Verb play			
I	played	We	played
You	(1) _____	You	(3) _____
He / she / it	(2) _____	They	(4) _____

AFFIRMATIVE
verb + -ed



B. Complete the sentences with the affirmative form of the verbs.

(Completa as frases com a afirmativa dos verbos.)

- I _____ (**visit**) my cousins.
- Alice _____ (**finish**) the test.
- My friends and I _____ (**watch**) the film.
- My sister _____ (**listen**) to music.

C. Complete the table. (Completa a tabela.)

Verb travel			
I	(1) _____	We	(3) _____
You	didn't travel	You	(4) _____
He / she / it	(2) _____	They	didn't travel

NEGATIVE
didn't + verb



D. Complete the sentences with the negative form of the verbs.

(Completa as frases com a negativa dos verbos.)

- Suri _____ (**organise**) the party.
- They _____ (**watch**) TV last night.
- The dog _____ (**cross**) the road.

E. Complete the table. (Completa a tabela.)

Verb study	
Did I study...?	(2) _____ ...?
(1) _____	(3) _____ ...?
Did he / she / it study...?	(4) _____ ...?

INTERROGATIVE
Did + subject + verb... ?



F. Complete the sentences with the interrogative form of the verbs.

(Completa as frases com a interrogativa dos verbos.)

- _____ you _____ (**have**) piano lessons?
- _____ your sister _____ (**arrive**) late?
- _____ they _____ (**finish**) the book?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

AFFIRMATIVE

Infinitive	Past simple	Infinitive	Past simple	Infinitive	Past simple
go	→ went	buy	→ bought	drink	→ drank
see	→ saw	have	→ had	eat	→ ate
take	→ took	swim	→ swam	read	→ read



A. Look at the table and complete the sentences. Use the past simple.

(Observa a tabela e completa as frases. Usa o *past simple*.)

- Stephen _____ (**drink**) coffee.
- I _____ (**go**) to school yesterday.
- Mary and I _____ (**buy**) a book.
- Jane _____ (**have**) lunch with me.

B. Complete the sentences with the past simple in the negative.

(Completa as frases com o *past simple* na negativa.)

- I _____ (**see**) my friends yesterday.
- We _____ (**eat**) pizza. We ate soup.
- My grandparents _____ (**go**) to Paris last week.
- Peter _____ (**swim**) last week.

NEGATIVE

didn't + verb

C. Complete the sentences with the past simple in the interrogative.

(Completa as frases com o *past simple* na interrogativa.)

- _____ George _____ (**take**) the bus?
- _____ my father _____ (**swim**) in the sea?
- _____ you _____ (**read**) that book?
- _____ they _____ (**drink**) a cup of tea?

INTERROGATIVE

Did + subject + verb... ?

D. Put the sentences in the negative and interrogative forms. There is one

example. (Coloca as frases na negativa e na interrogativa. Segue o exemplo.)

- Nelly **bought** a train ticket.

Negative: Nelly didn't buy a train ticket.

Interrogative: Did Nelly buy a train ticket?

- I **ate** different food.

Negative: _____

Interrogative: _____?

- Martin **wrote** an email.

Negative: _____

Interrogative: _____?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures and tick (✓) the correct option.

(Observe as imagens e seleciona a opção correta.)

**across** = através de (atravessar)**towards** = em direção a**through** = por, através de
(passar por dentro)

1.

a) Joseph is running **across** the field. ☐b) Joseph is running **towards** the field. ☐

2.

a) David is running **through** his mother. ☐b) David is running **towards** his mother. ☐

3.

a) Peter is running **across** the bridge. ☐b) Peter is running **through** the bridge. ☐

4.

a) The bird is flying **towards** the flower. ☐b) The bird is flying **through** the flower. ☐

5.

a) The dog is passing **towards** the hoop. ☐b) The dog is passing **through** the hoop. ☐

6.

a) Alice is going **across** the street. ☐b) Alice is going **towards** the street. ☐

7.

a) They are running **through** the exit. ☐b) They are running **towards** the exit. ☐

8.

a) The cat is going **through** the door. ☐b) The cat is going **towards** the door. ☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



I want/would like... = Eu quero/queria...
(Would like é mais formal)

A. Complete the dialogues with the expressions in the boxes.

(Completa os diálogos com as expressões nas caixas.)

Buying a train ticket

Clerk: Good morning! (1) _____?

Sandra: Yes, please. I would like some information. What time is the next train to Lisbon?

Clerk: The next train to Lisbon is in ten minutes, at 11:45.

Sandra: Thank you. (2) _____
for that train.

Clerk: How many tickets do you want?

Sandra: (3) _____.

Clerk: Here you are.

Sandra: (4) _____!

Clerk: You're welcome!

I want four tickets

Can I help you?

Thank you

I would like some tickets



Ordering a meal at the restaurant

Waitress: Good evening! Would you like to order?

Molly: Yes, please. (5) _____.

Dave: I would like grilled fish and potatoes.

Waitress: And to drink?

Molly: (6) _____, please.

Dave: I would like some water.

Waitress: And for dessert?

Molly: (7) _____.

Dave: Nothing for me. I'm on a diet.

Waitress: Anything else?

Dave: (8) _____.

I want orange juice

No, thank you.

I would like some cheesecake

I want chicken and salad



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)

Verb play
I am (1) _____ play
You are going to play
He is going to play
She (2) _____ going to play
It is going to (3) _____
We are going to play
You are (4) _____ play
They (5) _____ going to play

going to
are
going to
play
is

AFFIRMATIVE

I + am + going to + verb
he, she, it + is + going to + verb
we, you, they + are + going to + verb

**B. Circle the correct option. (Rodeia a opção correta.)**

1. He **is going to** / **are going to** play cards with his friends.
2. I **are going to** / **am going to** send text messages to my classmates.
3. Harry **is going to** / **am going to** visit his family.
4. My parents **am going to** / **are going to** take photos.

C. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)

Verb cook
I'm (1) _____ going to cook
You aren't going to cook
He isn't (2) _____ cook
She isn't going to cook
It (3) _____ going to cook
We aren't going to (4) _____
You (5) _____ going to cook
They aren't (6) _____ cook

isn't
cook
aren't
not
going to
going to

NEGATIVE

I + 'm not + going to + verb
he, she, it + isn't + going to + verb
we, you, they + aren't + going to + verb

**D. Circle the correct option. (Rodeia a opção correta.)**

1. You **isn't going to** / **aren't going to** arrive late at school tomorrow.
2. Sarah **isn't going to** / **aren't going to** surf the net.
3. My parents **'m not going to** / **aren't going to** swim in the sea.
4. I **isn't going to** / **'m not going to** take photos at school.

E. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)



INTERROGATIVE

Am + I + going to + verb... ?

Is + he, she, it + going to + verb... ?

Are + we, you, they + going to + verb... ?

Are you going to swim

Am I going to swim

Are they going to swim

Is she going to swim

Is it going to swim

Verb swim

(1) _____?

Are you going to swim...?

Is he going to swim...?

(2) _____?

(3) _____?

Are we going to swim...?

(4) _____?

(5) _____?

F. Circle the correct option. (Rodeia a opção correta.)

1. **Are / Is** you going to read a book tomorrow?

2. **Am / Is** she going to play the piano?

3. **Are / Am** my friends going to hang out at the weekend?

4. **Are / Is** your sister going to surf at the beach?

G. Look at the pictures and complete the sentences with the affirmative or negative forms. There is one example.

(Observa as imagens e completa as frases com a afirmativa ou negativa. Segue o exemplo.)



• Charlotte is going to run (**run**) in the beach.



1. Carlos _____ (**surf**) in the sea.



2. Rita _____ (**play**) volleyball.



3. My parents _____ (**cook**) dinner.



4. Martha _____ (**play**) basketball.



5. I _____ (**watch**) TV tonight.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the words from the box.

(Completa a tabela com as palavras da caixa.)

Personal pronouns	Reflexive pronouns
I	myself
you	(1) _____
he	himself
she	(2) _____
it	(3) _____
we	ourselves
you	(4) _____
they	themselves

herself

yourselves

yourself

itself

B. Complete with the correct reflexive pronoun.

(Completa com o reflexive pronoun correto.)

- I draw a picture of _____.
- You taught _____ how to play the guitar.
- She hurt _____.
- We enjoyed _____ at the party.
- They looked at _____ in the mirror.
- You cut _____ when you made dinner.
- It cleans _____. Great machine!
- I talk to _____ sometimes.



C. Circle the correct option.

(Rodeia a opção correta.)

- Tom saw **himself** / themselves in the photo.
- My friends prepared **yourself** / themselves for the party.
- Julie and I enjoyed **themselves** / ourselves at the party.
- Sarah cut **herself** / myself with a knife when she was cooking.
- You and your sister were angry with **yourselves** / herself for forgetting my birthday?
- I am enjoying **myself** / themselves a lot!
- Sarah hurt **yourself** / herself playing football.
- He is asking **himself** / ourselves some questions.

NEE WORKSHEETS – VOCABULARY

Worksheet 1 (page 100)

A. 1. Mexican | 2. British | 3. American

B. 1. Where | 2. Ireland | 3. from | 4. France | 5. What | 6. Irish | 7. nationality | 8. French

C. Resposta pessoal

Worksheet 2 (page 101)

A. 1. b) cottage | 2. a) block of flats | 3. a) castle

B. 1. block of flats | 2. castle | 3. terraced houses | 4. detached house | 5. cottage

C. Resposta pessoal

Worksheet 3 (page 102)

A. 1. wake | 2. teeth | 3. shower | 4. breakfast | 5. homework | 6. bed

B. a) 6 | b) 5 | c) 3 | d) 1 | e) 4 | f) 2

C. Resposta pessoal

Worksheet 4 (page 103)

A. 1. bed | 2. car | 3. ironing | 4. table | 5. cook | 6. bedroom

B. 1. b) | 2. c) | 3. a)

C. Resposta pessoal

Worksheet 5 (page 104)

A. 1. science | 2. geography | 3. maths | 4. art | 5. history | 6. music | 7. English | 8. physical education

B. 2. Hello | 4. subject | 5. favourite | 7. Bye-bye

C. Resposta pessoal

D. 1. lab | 2. classroom | 3. canteen | 4. library | 5. sports field | 6. stationer's

E. 1. d) | 2. a) | 3. b) | 4. c)

F. Resposta pessoal

Worksheet 6 (page 106)

A. 1. short | 2. tall | 3. medium height | 4. thin | 5. slim | 6. fat | 7. straight hair | 8. wavy hair | 9. curly hair

B. 1. slim | 2. blond | 3. big nose | 4. wavy | 5. long | 6. big | 7. beautiful

C. 1. funny | 2. stubborn | 3. polite | 4. lazy

Worksheet 7 (page 107)

A. 1. jacket | 2. shirt | 3. jeans | 4. sweater | 5. T-shirt

B. 1. hat | 2. trousers | 3. jacket | 4. shoes | 5. boots | 6. dress

C. Resposta pessoal

Worksheet 8 (page 108)

A. 1. b) or c) | 2. d) | 3. e) | 4. b) or c) | 5. a)

B. bank; stadium; park; library; museum; restaurant



C. 1. bank | 2. restaurant | 3. museum | 4. stadium | 5. library | 6. park

Worksheet 9 (page 109)

A. 1. a) | 2. b) | 3. c) | 4. b) | 5. c) | 6. a) | 7. b) | 8. c) | 9. a) | 10. a) | 11. b) | 12. c)

B. Resposta pessoal.

Worksheet 10 (page 110)

A. 1. beach resort | 2. beach | 3. camping | 4. tent | 5. cities | 6. caravan | 7. suitcase | 8. ticket | 9. camera

Worksheet 11 (page 111)

A. 1. hanging out with friends | 2. surfing the net | 3. doing sports | 4. going to the cinema | 5. sending text messages | 6. going to the beach

B. 1. walking | 2. paddling | 3. surfing | 4. sunbathing | 5. canoeing | 6. swimming

NEE WORKSHEETS – GRAMMAR

Worksheet 1 (page 114)

A. 1. like | 2. likes | 3. likes | 4. like | 5. like

B. 1. plays | 2. like | 3. listens | 4. read | 5. drinks | 6. surf

C. 1. don't play | 2. doesn't play | 3. doesn't play | 4. don't play | 5. don't play

D. 1. don't like | 2. doesn't play | 3. don't go | 4. doesn't do

E. 1. Do you read | 2. Does she read | 3. Does it read | 4. Do you read | 5. Do they read

F. 1. Do | 2. play | 3. Does | 4. eat | 5. Does

G. 1. likes | 2. play | 3. don't wash | 4. doesn't go | 5. Does; watch | 6. Does; play

H. Negative: They don't play video games in the afternoon.

Interrogative: Do they play video games in the afternoon?

Worksheet 2 (page 116)

A. 1. always | 2. usually | 3. often | 4. sometimes | 5. rarely/hardly ever | 6. never

B. 1. usually | 2. rarely | 3. never | 4. always

C. 1. always | 2. twice | 3. never | 4. once

Worksheet 3 (page 117)

A. 1. when | 2. Then | 3. Later | 4. After that | 5. while

B. 1. After that | 2. while | 3. then | 4. After that | 5. then | 6. after that | 7. Later | 8. when | 9. When | 10. After that | 11. while | 12. Later | 13. then | 14. When | 15. then | 16. After that

Worksheet 4 (page 118)

A. 1. is washing | 2. is washing | 3. are washing | 4. are washing

B. 1. is playing | 2. am washing | 3. is listening | 4. are reading | 5. is cooking | 6. are surfing

C. 1. isn't cooking | 2. isn't cooking | 3. aren't cooking | 4. aren't cooking

D. 1. aren't doing | 2. isn't tidying | 3. aren't having | 4. am not watching

E. 1. Am I cleaning | 2. Is she cleaning | 3. Is it cleaning | 4. Are you cleaning | 5. Are they cleaning

F. 1. Are | 2. Is | 3. Is | 4. Am

G. 1. She isn't playing video games at the moment. / Is she playing video games at the moment?

2. You aren't watching TV now. / Are you watching TV now?

H. 1. am doing ('m doing) | **2.** is not surfing (isn't surfing) | **3.** Are; doing | **4.** is helping | **5.** are not listening (aren't listening) |

6. Is; reading

Worksheet 5 (page 120)

A. 1. for | **2.** in | **3.** of | **4.** at | **5.** with | **6.** for

B. 1. good at football | **2.** late for work | **3.** afraid of spiders | **4.** famous for her music | **5.** brilliant at maths

Worksheet 6 (page 121)

A. 1. should / shouldn't | **2.** should / shouldn't | **3.** shouldn't / should | **4.** should / shouldn't.

Worksheet 7 (page 122)

A. 1. older than | **2.** shorter than | **3.** cheaper than | **4.** younger than

B. 1. older than | **2.** younger than | **3.** shorter than | **4.** taller than | **5.** faster than | **6.** stronger than

C. 1. more interesting than | **2.** more beautiful than | **3.** more famous than | **4.** more expensive than

D. 1. better than | **2.** worse than | **3.** better than | **4.** worse than

Worksheet 8 (page 123)

A. 1. the oldest | **2.** the shortest | **3.** the cheapest | **4.** the youngest | **5.** the fastest | **6.** the coldest

B. 1. the most interesting | **2.** the most beautiful | **3.** the most famous | **4.** the most expensive | **5.** the most amazing

C. 1. the best | **2.** the worst | **3.** the worst | **4.** the best

Worksheet 9 (page 124)

A. 1. c) | **2.** b) | **3.** f) | **4.** a) | **5.** d) | **6.** e) | **7.** h) | **8.** g) | **9.** j) | **10.** i)

B. 1. quietly | **2.** happily | **3.** beautifully | **4.** slowly

Worksheet 10 (page 125)

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

B. 1. was | **2.** were | **3.** was | **4.** were | **5.** was | **6.** were

C. 1. weren't | **2.** wasn't | **3.** wasn't | **4.** weren't

D. 1. was | **2.** wasn't | **3.** Were | **4.** weren't | **5.** was

Worksheet 11 (page 126)

A. 1. there were | **2.** There was | **3.** There was | **4.** There were

B. 1. There weren't | **2.** There weren't | **3.** There wasn't | **4.** There wasn't

C. 1. Were there | **2.** Was there | **3.** Was there | **4.** Were there

D. 1. There was | **2.** There weren't | **3.** There wasn't | **4.** There were | **5.** There was | **6.** There weren't

Worksheet 12 (page 127)

A. 1. played | **2.** played | **3.** played | **4.** played

B. 1. visited | **2.** finished | **3.** watched | **4.** listened

C. 1. didn't travel | **2.** didn't travel | **3.** didn't travel | **4.** didn't travel

D. 1. didn't organise | **2.** didn't watch | **3.** didn't cross

E. 1. Did you study | **2.** Did we study | **3.** Did you study | **4.** Did they study

F. 1. Did; have | **2.** Did; arrive | **3.** Did; finish

Worksheet 13 (page 128)

A. 1. drank | **2.** went | **3.** bought | **4.** had

B. 1. didn't see | **2.** didn't eat | **3.** didn't go | **4.** didn't swim

C. 1. Did; take | **2.** Did; swim | **3.** Did; read | **4.** Did; drink

D. 1. I didn't eat different food. / Did I/you eat different food? **2.** Martin didn't write an email. / Did Martin write an email?

Worksheet 14 (page 129)

A. 1. a) | **2.** b) | **3.** a) | **4.** a) | **5.** b) | **6.** a) | **7.** b) | **8.** a)

Worksheet 15 (page 130)

A. 1. Can I help you? | **2.** I would like some tickets | **3.** I want four tickets | **4.** Thank you | **5.** I want chicken and salad | **6.** I want orange juice | **7.** I would like some cheesecake | **8.** No, thank you.

Worksheet 16 (page 131)

A. 1. going to | **2.** is | **3.** play | **4.** going to | **5.** are

B. 1. is going to | **2.** am going to | **3.** is going to | **4.** are going to

C. 1. not | **2.** going to | **3.** isn't | **4.** cook | **5.** aren't | **6.** going to

D. 1. aren't going to | **2.** isn't going to | **3.** aren't going to | **4.** 'm not going to

E. 1. Am I going to swim? | **2.** Is she going to swim? | **3.** Is it going to swim? | **4.** Are you going to swim? | **5.** Are they going to swim?

F. 1. Are | **2.** Is | **3.** Are | **4.** Is

G. 1. is going to surf | **2.** isn't going to play | **3.** are going to cook | **4.** isn't going to play | **5.** am not going to watch

Worksheet 17 (page 133)

A. 1. yourself | **2.** herself | **3.** itself | **4.** yourselves

B. 1. myself | **2.** yourself | **3.** herself | **4.** ourselves | **5.** themselves | **6.** yourself | **7.** itself | **8.** myself

C. 1. himself | **2.** themselves | **3.** ourselves | **4.** herself | **5.** yourselves | **6.** myself | **7.** herself | **8.** himself

Extra Worksheets

Vocabulary (two levels)

1	Countries and nationalities	138
2	Types of houses	140
3	Daily routine	142
4	Household chores	144
5	School subjects	146
6	School facilities	148
7	After-school clubs	150
8	Physical features	152
9	Personality	154
10	Clothes, footwear and accessories ..	156
11	Places in a city	158
12	Means of transport	160
13	Where to stay What to take	162
14	Free time activities	164
15	Beach activities	166

Grammar (two levels)

1	Present simple	169
2	Adverbs of frequency	171
3	Connectors	173
4	Present continuous	175
5	Adjectives + prepositions	179
6	Modal verb <i>should</i>	181
7	Comparative and superlative	183
8	Adverbs: adjectives + <i>-ly</i>	187
9	Past simple – verb <i>to be</i>	189
10	Past simple – verb <i>there + to be</i>	193
11	Past simple – regular verbs	195
12	Past simple – irregular verbs	199
13	Prepositions of movement	203
14	<i>Be going to</i>	205
15	Reflexive pronouns	207

Reading (two levels)

1	Me and the world around me... ..	210
2	School is cool!	214
3	What do you look like?	218
4	City life!	222
5	Around the world!	226
6	Welcome summer!	230

Speaking

12 worksheets	235
---------------------	-----

Interaction

Production

Celebrations

Halloween	256
Thanksgiving	257
Christmas	258
Valentine's Day	259
Shrove Thursday	260
St. Patrick's Day	261
World Water Day	262
Sports Day	263
Easter	264
High Five Day	265

Cross-Curricular

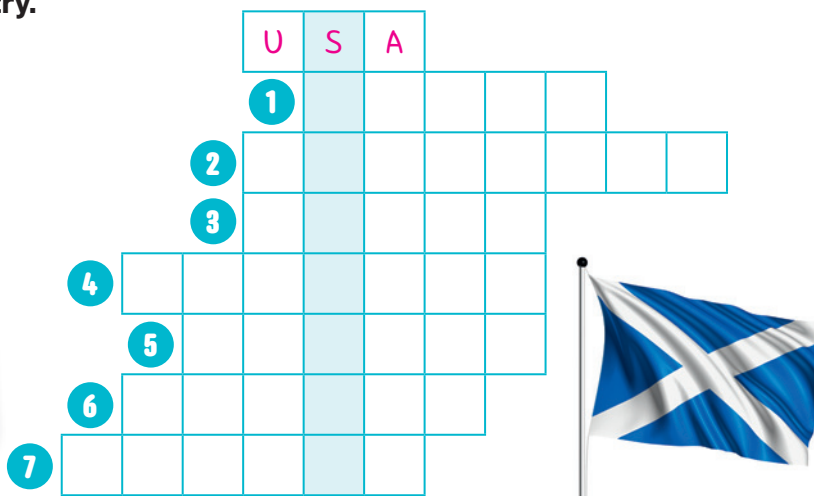
Português	268
Matemática	269
História e Geografia de Portugal	270
História e Geografia de Portugal	271
Ciências Naturais	272
Educação Visual	273
Educação Tecnológica	274
Educação Física	275
Educação Musical	276
Cidadania	277

Answer key	279
------------------	-----

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Unscramble the letters to find the name of the countries. Then complete the puzzle to find the hidden country.

- ASU
- 1. HNIAC
- 2. LPTUGAOR
- 3. YILAT
- 4. GNLDEAN
- 5. ZRIABL
- 6. NAERFC
- 7. DNCAAA



B. Write the nationalities which match the countries in exercise A in the correct column.

-ish	-ese	-ian	-an	irregular
			American	

C. Look at the pictures and answer the questions. There is one example.

(Observa as imagens e responde às perguntas. Segue o exemplo.)

- Where is she from? She's from South Africa.
- What's her nationality? She's South African.

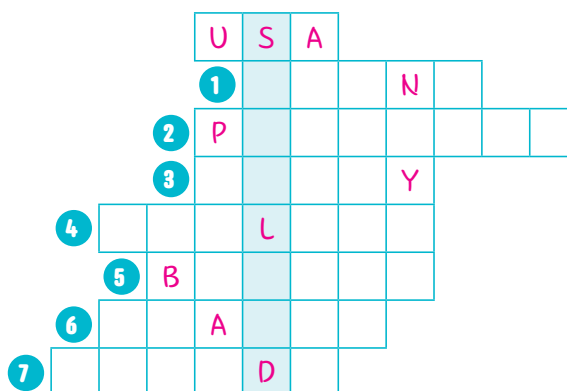
1. Where is he from? He is from _____
 What's his nationality? He is _____
2. Where are they from? They are from _____
 What's their nationality? They are _____
3. Where is she from? She is from _____
 What's her nationality? She is _____
4. Where is he from? He is from _____
 What's his nationality? He is _____
5. And you? Where are you from? I am from _____
 What's your nationality? I am _____



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Unscramble the letters to find the name of the countries. Then complete the puzzle to find the hidden country. (Ordena as letras para descobrir o nome dos países. Faz as palavras cruzadas e descobre o país escondido.)

- ASU
- 1. HNIAC
- 2. LPTUGAOR
- 3. YILAT
- 4. GNLDEAN
- 5. ZRIABL
- 6. NAERFC
- 7. DNCAAA



B. Write the nationalities which match the countries in exercise A in the correct column. (Escreve as nacionalidades que correspondem aos países do exercício A na coluna correta.)

-ish	-ese	-ian	-an	irregular
Scottish	1.	3.	American	6.
4.	2.	5.		
		7.		

C. Look at the pictures and answer the questions. Use the words from the box.
There is one example. (Observa as imagens e responde às perguntas. Usa as palavras da caixa. Segue o exemplo.)

France the USA American Mexican British Mexico French the UK

- Where is she from? She's from South Africa.
- What's her nationality? She's South African.

1. Where is he from? He is from _____
What's his nationality? He is _____

2. Where are they from? They are from _____
What's their nationality? They are _____

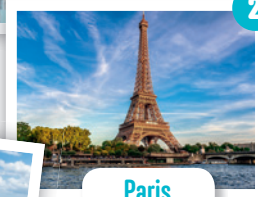
3. Where is she from? She is from _____
What's her nationality? She is _____

4. Where is he from? He is from _____
What's his nationality? He is _____

5. And you? Where are you from? I am from _____
What's your nationality? I am _____



London



Paris



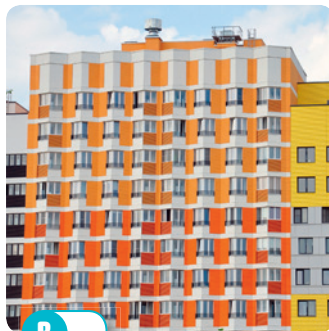
Cancún



New York

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the words. Write the numbers.



1. block of flats
2. detached house
3. cottage
4. terraced house
5. castle
6. semi-detached house

B. Unscramble the letters to complete the sentences.

1. My family and I live in a _____ (clobk fo lftas), on the 4th floor.
2. Her _____ (ecdtrrae ouhes) is really big.
3. Do you live in a _____ (hseou) or in a _____ (tlaf)?
4. Mary lives in a lovely _____ (gttoaec) in the countryside.
5. A _____ (imse-tedachde osehu) usually has two floors.
6. He's a prince, but he doesn't live in a _____ (tcsale).

C. Answer these questions about YOU.

1. What type of house do you live in?

2. Do you live in the city or in the countryside?

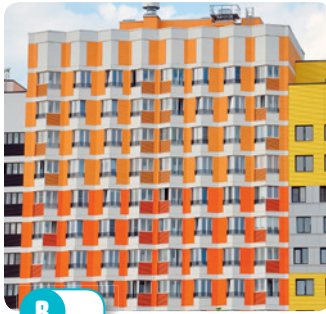
3. What is your favourite part of the house?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the words. Write the numbers.

(Associa as imagens às palavras. Escreve os números.)



- | | | |
|-------------------|-------------------|------------------------|
| 1. block of flats | 3. cottage | 5. castle |
| 2. detached house | 4. terraced house | 6. semi-detached house |

B. Unscramble the letters to complete the sentences.

(Ordena as letras e completa as frases.)

- My family and I live in a b _____ of f _____ (clobk fo lftas), on the 4th floor.
- Her t _____ h _____ (ecdtrrae ouhes) is really big.
- Do you live in a h _____ (hseou) or in a f _____ (tlaf)?
- Mary lives in a lovely c _____ (gttoaec) in the countryside.
- A s _____ - d _____ h _____ (imse-tedachde osehu) usually has two floors.
- He's a prince, but he doesn't live in a c _____ (tcsale).

C. Answer these questions about YOU. (Responde a estas perguntas sobre TI.)

- What type of house do you live in?
I live in a _____
- Do you live in the city or in the countryside?
I live in the _____
- What is your favourite part of the house?
My favourite part of the house is the _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Listen to the actions and write the number in the pictures.



A



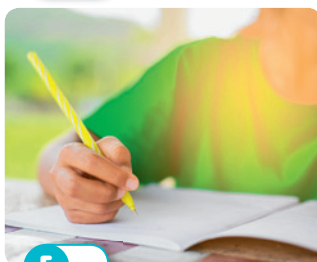
B



C



D



E



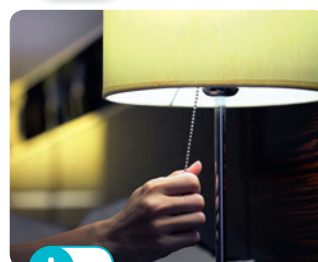
F



G



H



I

B. Now label the pictures. Write letters.

1. get up ☐

4. have a shower ☐

7. go to bed ☐

2. have breakfast ☐

5. go to school ☐

8. get dressed ☐

3. have dinner ☐

6. do the homework ☐

9. have classes ☐

C. Fill in the gaps with the expressions from exercise B.

Hi! My name's Eduard. I (1) _____ at 7:30 in the morning. Then, I (2) _____ and I go back to my bedroom to (3) _____ . At 8 o'clock I (4) _____ with my mother in the kitchen. I usually eat cereal with milk.

I (5) _____ by bus at 8:15. School starts at 8:30 and I (6) _____ until 12:30.

After school at about 4:30 p.m. I (7) _____ . I (8) _____ with my family at 8 o'clock and then at 10:30 p.m. I (9) _____ .

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

**A. Listen to the actions and write the correct number in the pictures.**

(Ouve as ações e escreve o número correto nas imagens.)



A



B



C



D



E



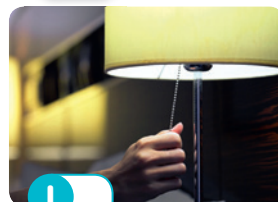
F



G



H



I

B. Now label the pictures. Write letters.

(Agora legenda as imagens. Escreve as letras.)

1. get up ☐4. have a shower ☐7. go to bed ☐2. have breakfast ☐5. go to school ☐8. get dressed ☐3. have dinner ☐6. do the homework ☐9. have classes ☐**C. Fill in the gaps with the expressions from exercise B.**

(Preenche os espaços com as expressões do exercício B.)

Hi! My name's Eduard. I ⁽¹⁾ g u at 7:30 in the morning. Then, I ⁽²⁾ h a s and I go back to my bedroom to ⁽³⁾ g d . At 8 o'clock I ⁽⁴⁾ h b with my mother in the kitchen. I usually eat cereal with milk.

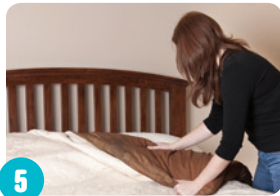
I ⁽⁵⁾ g t s by bus at 8:15. School starts at 8:30 and I ⁽⁶⁾ h c until 12:30.

After school at about 4:30 p.m. I ⁽⁷⁾ d h with my family at 8 o'clock and then at 10:30 p.m. I ⁽⁹⁾ g t b .

Worksheet 4A Household chores (Unit 1)

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

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



make the bed
wash the car
set the table
take the rubbish out
do the ironing
tidy the bedroom
do the washing up
clean the bathroom

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Tick (✓) the best option to answer this question. What are these objects used for?

1. With an



I can

- a) water the plants. ☐
b) do the ironing. ☐
c) make the bed. ☐

2. With a



mum can

- a) set the table. ☐
b) tidy the bedroom. ☐
c) do the washing up. ☐

3. With a



my father can

- a) take the rubbish out. ☐
b) wash the car on Sunday. ☐
c) clean the bathroom. ☐

4. With a



Mary can

- a) tidy her bedroom. ☐
b) wash the car. ☐
c) set the table. ☐

C. Answer these questions about YOU. Do you usually help at home? What do you do?

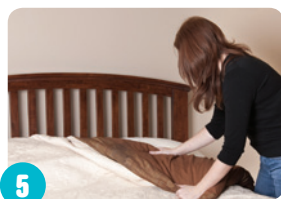
Yes, I do. I usually _____
No, I don't. I never _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

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

(Legenda as imagens com as expressões da caixa.)



make the bed
wash the car
set the table
take the rubbish out
do the ironing
tidy the bedroom
do the washing up
clean the bathroom

1. <u>t</u>	5. <u>m</u>
2. <u>w</u>	6. <u>d</u>
3. <u>d</u>	7. <u>s</u>
4. <u>t</u>	8. <u>c</u>

B. Tick (✓) the best option to answer this question. What are these objects used for?

(Assinala a melhor opção para responder à pergunta. Para que servem estes objetos?)

1. With an



I can

iron

a) water the plants. ☐b) do the ironing. ☐

2. With a



mum can

sponge

a) do the washing up. ☐b) tidy the bedroom. ☐

3. With a



my father can

hose

a) take the rubbish out. ☐b) wash the car on Sunday. ☐

4. With a



Mary can

plate

a) tidy her bedroom. ☐b) set the table. ☐**C. Answer these questions about YOU. Do you usually help at home? What do you do?**

(Responde a estas perguntas acerca de TI. Ajudas em casa? O que fazes?)

Yes, I do. I usuallyNo, I don't. I never

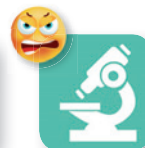
Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Fill in the timetable with the days of the week. Then complete the sentences.

	M	T	W	T	F
8:30	ENGLISH		ENGLISH	MATHS	ICT
9:30	GEOGRAPHY	PORTUGUESE			HISTORY
10:30		HISTORY	GEOGRAPHY	PORTUGUESE	
11:30	SCIENCE	ICT	SCIENCE		PE
12:30	Lunch break				
14:00				MUSIC	
15:00	PE	ART			

- On Monday, have _____ at half past nine.
- On Tuesday, classes start at _____. The first class in the morning is _____.
- At half past eight on Wednesday, I have two hours of _____.
- I also have English classes on _____ at _____.
- On Thursdays classes start at _____ with two hours of _____, followed by _____ at half past ten. In the afternoon, at two o'clock, I have _____, which is my favourite subject.
- Classes finish at _____ on Friday, with _____. I also have this subject on Monday at two o'clock in the afternoon.

B. Look at the pictures and complete the sentences.

	  	Hi! My name's Ana. I like (1) _____ and (2) _____ but I don't like (3) _____.
	  	Hello! I'm Paul. I like (4) _____ but I don't like (5) _____. I also like (6) _____.
	  	I am Jason. I don't like (7) _____ and (8) _____. My favourite subject is (9) _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the days of the week in the timetable. Then complete the sentences.

(Completa os dias da semana na tabela. Depois, completa as frases.)

	M _ _ d _ y	T _ _ s _ _ y	W _ _ n _ _ _ _ y	Th _ _ _ d _ _ y	F _ _ i _ _ y
8:30	ENGLISH		ENGLISH	MATHS	ICT
9:30	GEOGRAPHY	PORTUGUESE			HISTORY
10:30	SCIENCE	HISTORY	GEOGRAPHY	PORTUGUESE	PE
11:30		ICT	SCIENCE		
12:30	Lunch break				
14:00	PE	ART		MUSIC	
15:00					

- On Monday, I have g _____ at half past nine.
- On Tuesday, classes start at half past nine. The first class in the morning is P _____.
- At half past eight on Wednesday, I have two hours of E _____.
- I also have English classes on M _____ at half past eight.
- On Thursdays classes start with two hours of m _____, followed by P _____ at half past ten. In the afternoon, at two o'clock, I have m _____, which is my favourite subject.
- Classes finish at half past twelve on Friday, with P _____.

B. Look at the pictures. Complete the sentences. Use the school subjects from exercise A. (Observe as imagens. Completa as frases. Use as disciplinas do exercício A.)



Hi! My name's Ana. I like (1) g _____ and (2) m _____ but I don't like (3) E _____.



Hello! I'm Paul. I like (4) P _____ but I don't like (5) h _____. I also like (6) m _____.



I am Jason. I don't like (7) I _____ and (8) s _____. My favourite subject is (9) P _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and say where these people are.

WHERE IS HE/SHE? WHERE ARE THEY?



• playground



1. _____



2. _____



3. _____



4. _____



5. _____

B. Match the places (school facilities) with the corresponding actions. Draw lines.

- art room 1. •
- gym 2. •
- music room 3. •
- classroom 4. •
- sports field 5. •

- a) play (sports)
- b) play a musical instrument
- c) draw and paint
- d) do gymnastics
- e) teach and learn

C. Say where you go to do these things. Use the words from the box.

stationer's canteen changing room headmaster's office library playground

1. I go there every day to have lunch. _____
2. This is where my friends and I play during the breaks. _____
3. I spend hours there doing research for my geography project. _____
4. After PE classes we have a shower there. _____
5. When we behave badly, the teachers send us there. _____
6. I must go there to buy a new pen to do my English test. _____

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and say where these people are. Use the words from the box.
(Observa as imagens e diz onde estas pessoas estão. Usa as palavras da caixa.)

WHERE IS HE/SHE? WHERE ARE THEY?

lab
classroom
music room
art room
gym



• playground



1. _____



2. _____



3. _____



4. _____



5. _____

B. Match the places (school facilities) with the corresponding actions. Draw lines.
(Liga os locais da escola às ações correspondentes.)

- | | | |
|--------------|------|--------------------------------|
| art room | 1. • | • a) play (sports) |
| gym | 2. • | • b) play a musical instrument |
| music room | 3. • | • c) draw and paint |
| classroom | 4. • | • d) do gymnastics |
| sports field | 5. • | • e) teach and learn |

C. Say where you go to do these things. Use the words from the box. (Diz onde deves ir para fazer estas coisas. Usa as palavras da caixa.)

- I go there every day to have lunch. c _____
- This is where my friends and I play during the breaks.
p _____ g _____
- I spent two hours there doing some research for my geography project. l _____
- After PE classes we have a shower there. c _____
r _____
- When we behaved, the teachers send us there. h _____
o _____
- I must go there to buy a new pen to do my English test. s _____

stationer's
canteen
changing room
headmaster's office
library
playground

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the words from the box.



AFTER-SCHOOL CLUBS

Chess Club
 Maths Club
 Computer Club
 Music Club
 Dance Club
 Nature Club
 Drama Club
 Science Club
 Languages Club
 Sports Club

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

B. What can you do in these clubs? Tick (✓) the correct answer.



- | | | |
|---|--|--|
| 1. a) play chess ☐ | b) listen to music ☐ | c) read ☐ |
| 2. a) play football ☐ | b) play an instrument ☐ | c) learn languages ☐ |
| 3. a) play an instrument ☐ | b) work with numbers ☐ | c) use the computer ☐ |
| 4. a) learn maths ☐ | b) talk about the environment ☐ | c) acting ☐ |

C. Answer these questions about YOU.

1. Do you go to any after-school club? Which one? _____
2. What do you do there? _____

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the words from the box.

(Legenda as imagens com as palavras da caixa.)



AFTER-SCHOOL CLUBS

Chess Club	Dance Club	Science Club
Maths Club	Nature Club	Languages Club
Computer Club	Drama Club	Sports Club
Music Club		

1. M
2. N
3. M
4. S
5. L
6. D
7. S
8. C
9. D
10. C

B. What can you do in these clubs? Tick (✓) the correct answer.

(O que podes fazer nestes clubes? Selecciona a resposta correta.)



- | | |
|---|--|
| 1. a) play chess ☐ | b) listen to music ☐ |
| 2. a) learn languages ☐ | b) play an instrument ☐ |
| 3. a) play an instrument ☐ | b) use the computer ☐ |
| 4. a) learn maths ☐ | b) talk about the environment ☐ |

C. Answer these questions about YOU. (Responde a estas perguntas acerca de TI.)

1. Do you go to any after-school club? Yes / No
2. Which one? _____ Club.
3. What can you do there? I can

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts and find out who is who. Write the names.



Justin

1. Hi! I'm medium height. I'm tall and slim. I have got an oval face, green eyes and a small mouth. I have also got wavy brown hair. I have got a beard but I haven't got a moustache. I also wear glasses.
 Who am I? _____



Jason

2. Hello! I'm a tall, elegant girl. I have got a small, round face. My eyes are big and blue and my hair is long, straight and blond. I'm a beautiful girl.
 Who am I? _____



Jessica

3. I'm short and a bit fat. But that's OK! My hair is short and red. I have got big, green eyes. I have also got some freckles. My mouth and nose are small. Oh, and I wear glasses.
 Who am I? _____



Rose

4. Try and guess who I am: my hair is short, dark and curly. I've got a moustache (it is the same colour as my hair). My nose and mouth are big. I've got brown eyes and a long face. I'm tall and thin.
 I think I'm a very handsome man.
 Who am I? _____

B. Match the opposites. Draw lines.

- | | | | |
|-------|------|------|----------|
| short | 1. • | • a) | straight |
| dark | 2. • | • b) | tall |
| long | 3. • | • c) | short |
| curly | 4. • | • d) | big |
| fat | 5. • | • e) | blond |
| small | 6. • | • f) | thin |

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts and find out who is who. Write the names.

(Lê as descrições e descobre quem é quem. Escreve os nomes.)



1. Hi! I'm medium height. I'm tall and slim. I have got an oval face, green eyes and a small mouth. I have also got wavy brown hair. I have got a beard but I haven't got a moustache. I also wear glasses.
Who am I? _____



2. Hello! I'm a tall, elegant girl. I have got a small, round face. My eyes are big and blue and my hair is long, straight and blond. I'm a beautiful girl.
Who am I? _____



3. I'm short and a bit fat. But that's OK! My hair is short and red. I have got big, green eyes. I have also got some freckles. My mouth and nose are small. Oh, and I wear glasses.
Who am I? _____



4. Try and guess who I am: my hair is short, dark and curly. I've got a moustache (it is the same colour as my hair). My nose and mouth are big. I've got brown eyes and a long face. I'm tall and thin.
I think I'm a very handsome man.
Who am I? _____

B. Find the opposites. Use the adjectives from the box.

(Encontra os opostos. Usa os adjetivos da caixa.)

- | | |
|------------------|------------------|
| 1. short ≠ _____ | 4. curly ≠ _____ |
| 2. dark ≠ _____ | 5. fat ≠ _____ |
| 3. long ≠ _____ | 6. small ≠ _____ |

tall	big
thin	straight
short	blond

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the sentences and complete the adjectives that describe personality.

Someone who...

1. always says *please* and *thank you* is...
2. learns and knows a lot is...
3. is kind and nice to other people is...
4. likes being with other people is...
5. is calm and doesn't talk a lot is...
6. makes other people laugh is...
7. doesn't like waiting is...
8. understands new things quickly is...
9. doesn't want to work is...
10. never changes his/her opinion is...

P O _ _ T _ 1

I _ _ _ LL _ _ _ T 2

S W _ _ T 3

S _ C _ _ B _ E 4

Q U _ _ T 5

F _ NN _ 6

I M _ _ T _ _ T 7

C _ E _ _ R 8

L _ _ Y 9

S _ _ B B _ _ _ 10

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

Positive aspects 	Negative aspects 

C. What are you like? Complete the sentences and then tell the class.

1. I am extremely _____
2. I am very _____
3. I am a bit _____
4. I am a little _____
5. I am not very _____
6. I am not _____ at all!

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the adjectives that describe personality. Then match them to the Portuguese word. (Preenche os espaços e descobre os adjetivos. Usa as palavras da caixa. Depois liga-os à sua tradução em português.)

P O _ _ T _ 1

F _ N N _ 6

I _ _ _ L L _ _ _ T 2

I M _ _ T _ _ _ T 7

S W _ _ T 3

C _ E _ _ R 8

S _ C _ _ B _ E 4

L _ _ Y 9

Q U _ _ T 5

S _ _ B B _ _ _ 10

- | | | |
|--------------------------|------------------|-----------------|
| a) impaciente | d) esperto(a) | h) inteligente |
| b) amável/
amoroso(a) | e) educado(a) | i) calmo(a) |
| c) teimoso(a) | f) sociável | j) engraçado(a) |
| | g) preguiçoso(a) | |

impatient	clever	intelligent
sweet	polite	quiet
stubborn	sociable	funny
	lazy	

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

(Escreve os adjetivos do exercício A na coluna correta.)

Positive aspects 	Negative aspects 

C. What are you like? Complete the sentences and then tell the class.

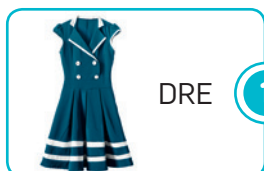
(Como é que tu és? Completa as frases e lê-as à turma.)

- I am extremely _____
- I am very _____
- I am a bit _____
- I am a little _____
- I am not very _____
- I am not _____ at all!

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the two columns. Then write the words.



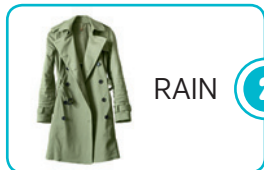
DRE

1

A

TER

1



RAIN

2

B

RT

2



SKI

3

C

CKS

3



SWEA

4

D

SS

4



TROU

5

E

COAT

5



SO

6

F

SERS

6

B. Find EIGHT words related to footwear and accessories in this word cloud.



Footwear

1. t
2. s
3. b
4. s

Accessories

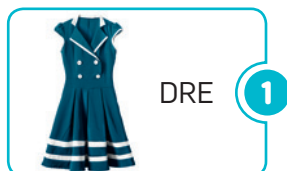
5. c
6. b
7. h
8. e

Name _____ No.: _____ Class: _____

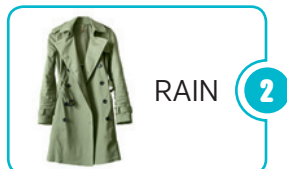
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the two columns. Then write the words.

(Liga a metade das palavras das duas colunas. Depois escreve as palavras.)



1 D _ _ _ _



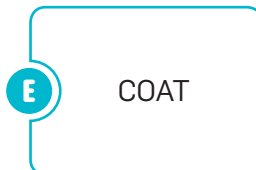
2 R _ _ _ _ _



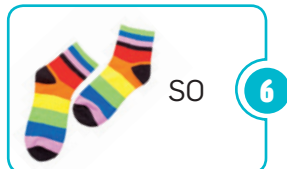
3 S _ _ _ _



4 S _ _ _ _ _



5 T _ _ _ _ _



6 S _ _ _ _

B. Find EIGHT words related to footwear and accessories in this word cloud. (Encontra OITO palavras relacionadas com calçado e acessórios nesta nuvem de palavras.)**Footwear**

1. t _ _ _ n _ _ _
2. s _ o _ _ _
3. b _ o _ _ _
4. s _ _ _ d _ _ _

Accessories

5. c _ _ _ _
6. b _ _ _ t _
7. h _ _ _ _
8. e _ _ r r _ _ _

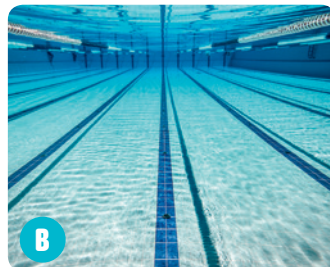
Worksheet 11A Places in a city (Unit 4)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Unscramble the letters and write the word. Then match the names of the places in the city with the pictures.

1. KANB _____ ☐
2. SEUMMU _____ ☐
3. LIPOCE STTIONA _____ ☐
4. AÉFC _____ ☐
5. ITPOHSLA _____ ☐
6. PPSHINGO RETENC _____ ☐

7. IMMIWSNG OOLP _____ ☐
8. BSU SOTP _____ ☐
9. SETUANRRTA _____ ☐
10. ACR PKAR _____ ☐
11. TOSP FFOICE _____ ☐
12. HETATRE _____ ☐



B. Complete the sentences with the missing word.

1. A structure across a river or a road is a b _____.
2. A building used for a town's local government t _____ h _____.
3. A f _____ s _____ is a building where fire fighters work.
4. A l _____ is a place where you read or borrow books.
5. To catch a train, you go to the r _____ s _____.
6. A b _____ s _____ is a place where you catch the bus.

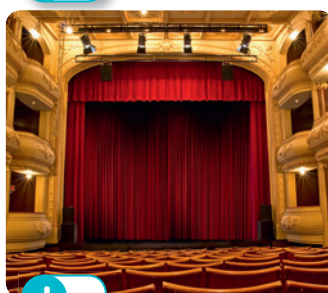
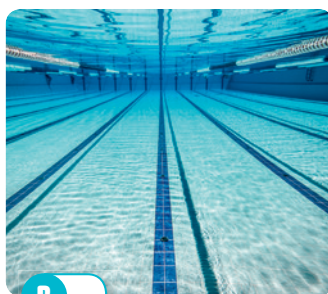
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the names of the places in the city with the pictures. Write numbers.

(Liga os locais na cidade à imagem respetiva. Escreve os números.)

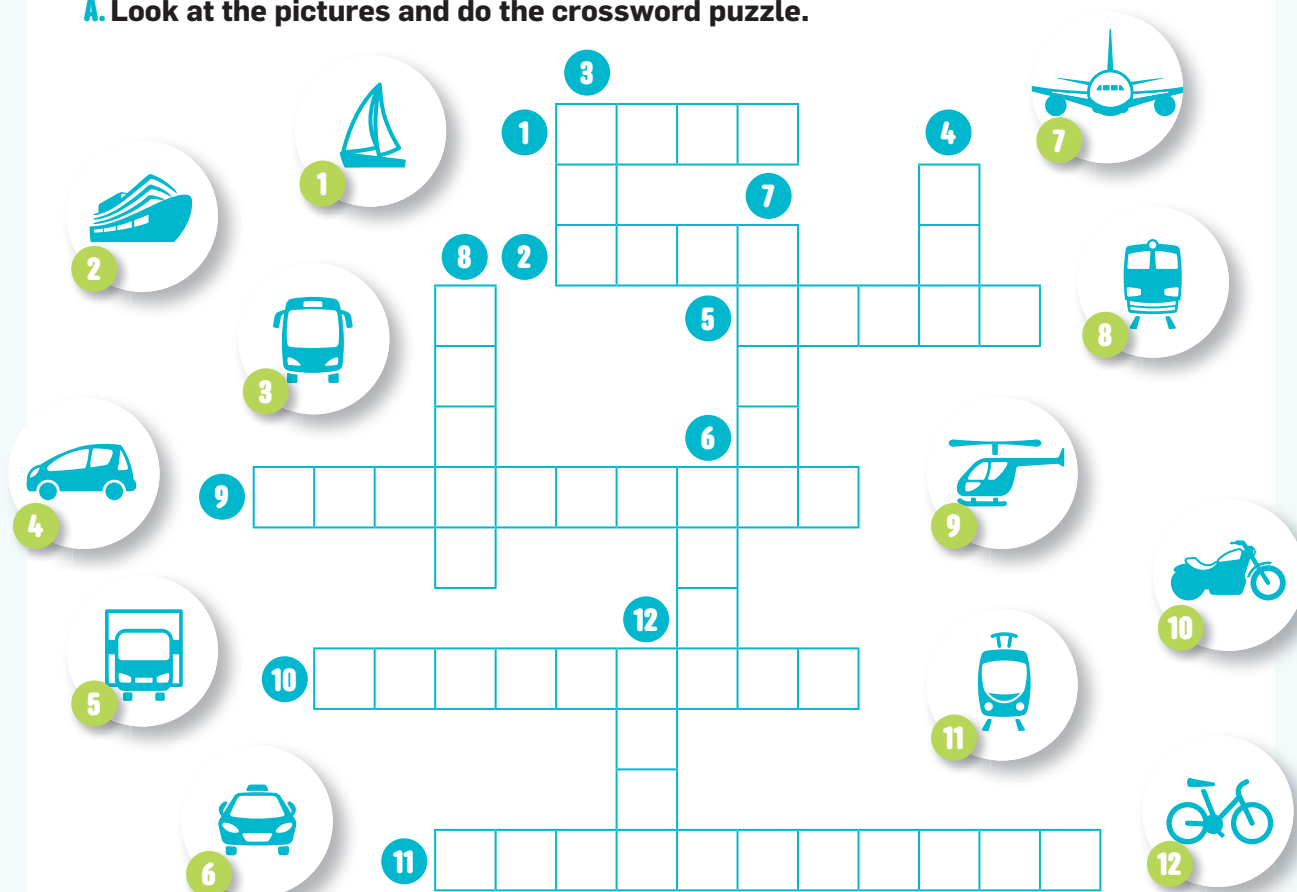
- | | |
|--------------------|------------------|
| 1. bank | 7. swimming pool |
| 2. museum | 8. bus stop |
| 3. police station | 9. restaurant |
| 4. café | 10. car park |
| 5. hospital | 11. post office |
| 6. shopping centre | 12. theatre |

**B Circle the correct translation.** (Rodeia a tradução correta.)

- bridge – museu / ponte
- town hall – paragem de autocarro / câmara municipal
- fire station – quartel dos bombeiros / café
- library – livraria / biblioteca
- railway station – estação de comboios / estacionamento
- bus stop – paragem de autocarro / estação de comboio

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and do the crossword puzzle.



B. Put the name of the means of transport from exercise A in the correct column.

4+ wheels 	2 wheels 	No wheels 

C. Circle the odd word out.

- | | | | |
|----------|-----------|-------------|-----------|
| 1. train | bus | underground | motorbike |
| 2. bike | motorbike | car | scooter |
| 3. car | plane | bike | taxi |
| 4. boat | bus | ship | canoe |

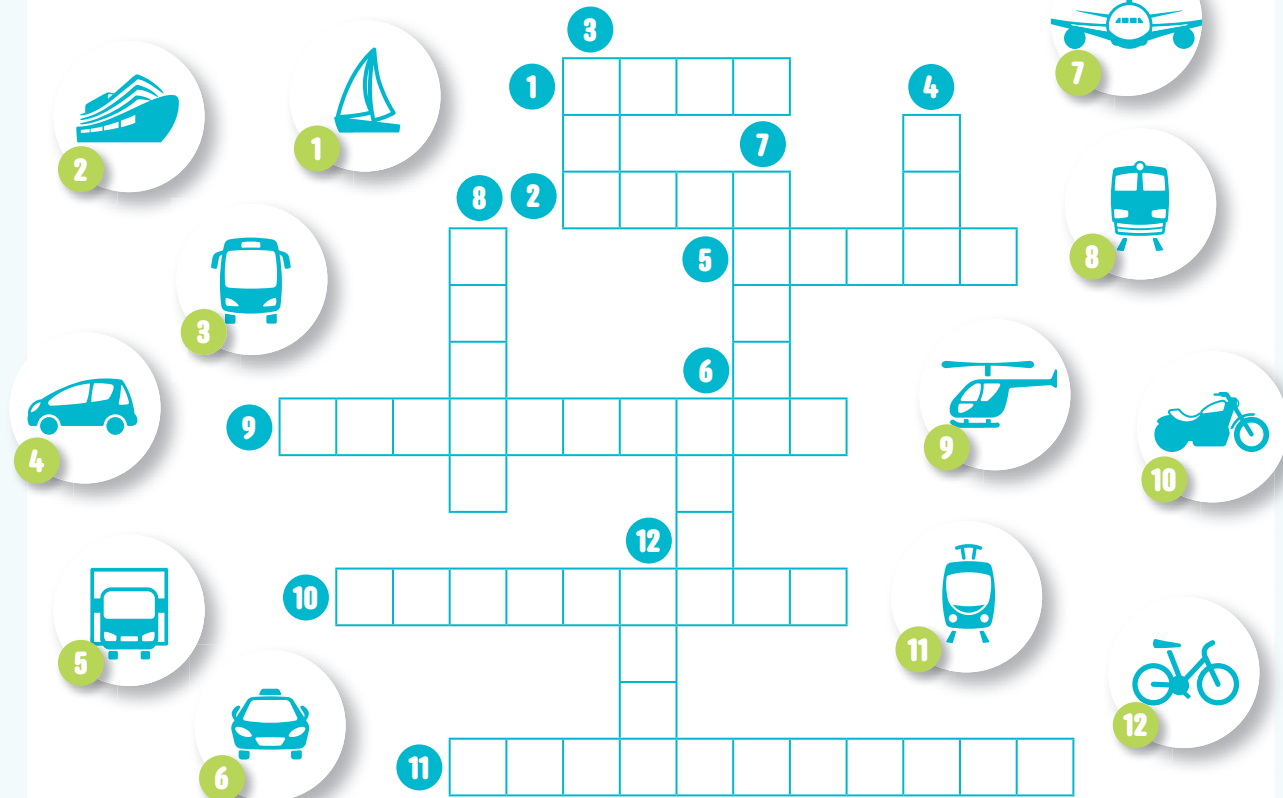
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and do the crossword puzzle. Use the words from the box.

(Observa as imagens e faz as palavras cruzadas. Usa as palavras da caixa.)

helicopter train bike car taxi underground
motorbike boat ship plane lorry bus

**B. Put the name of the means of transport from exercise A in the correct column.**

(Escreve o nome dos meios de transporte do exercício A na coluna correta.)

4+ wheels 	2 wheels 	No wheels 

C. Circle the odd word out. (Rodeia a palavra intrusa.)

- | | | |
|----------|------|-----------|
| 1. train | bus | motorbike |
| 2. bike | car | motorbike |
| 3. plane | car | taxi |
| 4. boat | ship | bus |

Worksheet 13A

Where to stay | What to take (Unit 5)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the texts with the words from the box.

play football
 try different food
 visit museums
 walk the dog

wash the car
 watch a film
 see a play
 walk along



Hi, I'm **Francis**. Every time I come to London, I (1) _____
 _____ in the park and (2) _____
 the streets to go to my grandparents' house.

Hello! My name's **Cathy** and I'm German. This is my second time in London.
 I want to (3) _____, such as the National
 Gallery, and go to the theatre to (4) _____.



I'm **Justin** and this is my dog Puppy. This afternoon I'm going to the cinema
 to (5) _____. After that, it's time to
 (6) _____ in Hyde Park.

Hi there! I'm **Phil**. I love eating in different restaurants so I always
 (7) _____. I have to go now...
 I need to (8) _____ because it's very dirty! Bye!



B. Read the sentences and complete the missing words. Then match to the people from exercise A.

Before entering the cinema, I need to buy it at the 1. •
 ticket office. It's the t _____.

I need my p _____ to travel to England. 2. •
 It's an official document, with my ID and citizenship.

I use it to take pictures of the delicious dishes at the restaurant 3. •
 and then to post them on Facebook. It's my c _____.

My s _____ is rather big. I use it to put in my 4. •
 clothes when I go to my grandparent's house.

• a) Cathy

• b) Justin

• c) Phil

• d) Francis

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the texts with the words from the box. (Completa os textos com as expressões da caixa.)

play football
 try different food
 visit museums
 walk the dog

wash the car
 watch a film
 see a play
 walk along



Hi, I'm **Francis**. Every time I come to London, I (1) p _____
f _____ in the park and (2) w _____ a _____
 the streets to go to my grandparents' house.

Hello! My name's **Cathy** and I'm German. This is my second time in London. I want to (3) v _____ m _____, such as the National Gallery, and go to the theatre to (4) s _____ a p _____.



I'm **Justin** and this is my dog Puppy. This afternoon I'm going to the cinema to (5) w _____ a f _____. After that, it's time to (6) w _____ the d _____ in Hyde Park.

Hi there! I'm **Phil**. I love eating in different restaurants so I always (7) t _____ d _____ f _____. I have to go now... I need to (8) w _____ the c _____ because it's very dirty! Bye!



B. Read the sentences and complete the missing words. Then match to the people from exercise A.

(Lê as frases e completa-as. Depois liga os nomes das pessoas do exercício A à descrição correspondente.)

Before entering the cinema, I need to buy it at the 1. •
 ticket office. It's the t _____.

I need my p _____ to travel to England. 2. •
 It's an official document, with my ID and citizenship.

I use it to take pictures of the delicious dishes at the restaurant 3. •
 and then to post them on Facebook. It's my c _____.

My s _____ is rather big. I use it to put in my 4. •
 clothes when I go to my grandparent's house.

• a) Cathy

• b) Justin

• c) Phil

• d) Francis

Worksheet 14A Free time activities (Unit 6)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Unscramble the letters and find the names of the activities.

GDINO STORPS

D _ _ _ G S _ _ _

1

INGOG SEETIGHSING

G _ _ _ S _ _ _ S _ _ _ G _

2

INGGO OT HTE BAEHC

G _ _ _ T _ T _ B _ _ _

3

INGGO TO EHT NECIMA

G _ _ _ T _ T _ C _ _ _

4

GINGNAH TUO THIW ENFRIDS

H _ _ _ G O _ W _ F _ _ _

5

LGINAYP DEOVI MEGAS

P _ _ _ _ V _ _ _ G _ _ _

6

DINGSEN TXTE MSGSSEA

S _ _ _ _ T X _ M _ _ _

7

FGNIRUS HET TEN

S _ _ _ _ T _ _ N _

8

KGNITA SOTPHO

T _ _ _ _ P _ _ _

9

SIVINIGT MIFLYA

V _ _ _ _ F _ _ _

10



© ASA • High Five 6

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Unscramble the letters and find the names of the activities.

(Descobre os nomes das atividades e escreve-os corretamente.)

GDINO STORPS

D _ I _ G _ S _ _ _ _

1

INGOG SEETIGHSING

G _ O _ _ _ _ S _ G _ S _ E _ _ N _ G _

2

INGGO OT HTE BAEHC

G _ _ _ N _ G _ T _ O _ T _ _ _ B _ A _ H _

3

INGGO TO EHT NECIMA

G _ O _ _ _ _ T _ O _ T _ E _ C _ N _ _ A _

4

GINGNAH TUO THIW ENFRIDS

H _ _ _ _ _ G _ O _ _ _ W _ T _ H _ F _ R _ _ _ N _ D _ S _

5

LGINAY DEOVI MEGAS

P _ L _ A _ _ _ N _ _ V _ _ E _ _ G _ M _ _

6

DINGSEN TXTE MSGSSEA

S _ E _ N _ _ _ _ G _ T _ X _ T _ M _ S _ S _ _ _

7

FGNIRUS HET TEN

S _ U _ R _ I _ _ _ T _ _ _ N _ T _

8

KGNITA SOTPHO

T _ A _ K _ _ _ _ P _ H _ _ _ S _

9

SIVINIGT MIFLYA

V _ I _ S _ _ _ I _ _ _ F _ M _ _ Y _

10



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and complete the sentences. Use the words/expressions from the box.

~~banana boat~~ building sandcastles canoeing
 eating ice cream have a picnic paddling
 playing beach volleyball running surfing snorkelling
 sunbathing swimming in the sea

WHAT ARE THEY DOING AT THE BEACH?

- Sarah wants to try going on a banana boat .
- 1. Lucy and James are _____ .
- 2. It's lunchtime. Samantha, John and Andrew find it great to _____ by the sea. .
- 3. Anne loves _____  on the beach.
- 4. Is Louise _____  ? Yes, she is.
- 5. Daniel is always under the water: he is _____ .
- 6. Sophie is _____  : chocolate and vanilla are her favourite flavours.
- 7. Kevin loves _____  . He enjoys the sea and the waves.
- 8. Vitamin D is important for our body. That's why Audrey is _____ .
- 9. Jason and Zack like _____  while Cliff prefers _____ .
- 10. Daisy and Noah's favourite beach activity is _____ .

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and say what each person is doing. Use the words from the box. (Observe as imagens e diz o que cada pessoa está a fazer. Usa as palavras da caixa.)

~~banana boat~~

sandcastles

canoeing

ice cream

picnic

paddling

beach volleyball

running

surfing

snorkelling

sunbathing

swimming

WHAT ARE THEY DOING AT THE BEACH?

- Sarah wants to try going on a banana boat



1. Lucy and James are building s



2. It's lunchtime. Samantha, John and Andrew find it great to have a p by the sea.



3. Anne loves r on the beach.



4. Is Louise s in the sea? Yes, she is.



5. Daniel is always under the water: he is s



6. Sophie is eating i : chocolate and vanilla are her favourite flavours.



7. Kevin loves s. He enjoys the sea and the waves.



8. Vitamin D is important for our body. That's why Audrey is s



9. Jason and Zack like c while Cliff prefers p



10. Daisy and Noah's favourite beach activity is playing b v



Grammar

(two levels)

1	Present simple.....	169
2	Adverbs of frequency	171
3	Connectors.....	173
4	Present continuous	175
5	Adjectives + prepositions	179
6	Modal verb <i>should</i>	181
7	Comparative and superlative	183
8	Adverbs: adjectives + <i>-ly</i>	187
9	Past simple – verb <i>to be</i>	189
10	Past simple – verb <i>there + to be</i>	193
11	Past simple – regular verbs	195
12	Past simple – irregular verbs	199
13	Prepositions of movement	203
14	<i>Be going to</i>	205
15	Reflexive pronouns	207

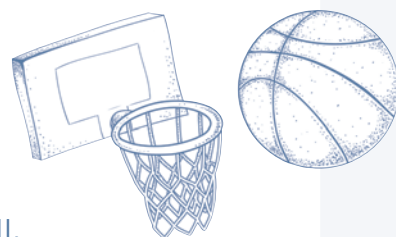
Answer key.....	284
-----------------	------------

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Put the verbs in brackets in the present simple (affirmative).

1. I _____ (like) fish.
2. She _____ (drink) milk for breakfast.
3. Anne's parents _____ (work) in a hospital.
4. Thomas _____ (play) basketball at school.
5. My cousin and I _____ (speak) English very well.

**B. Rewrite the sentences in the negative and interrogative forms.**

1. You study English at school.

Neg.: _____

Int.: _____

2. Classes finish at 2 p.m.

Neg.: _____

Int.: _____

3. My cousin plays football on Sunday mornings.

Neg.: _____

Int.: _____

C. Read the sentences. Ask questions. There is one example.

- Do you wear (you / wear) a uniform at school?
- Yes, we do. We wear a uniform at school.

1. _____ (John / be) funny?

Yes, he is. John is very funny.

2. _____ ?

Yes, she does. Mary loves pasta.

3. _____ ?

My brother lives in Edinburgh.

4. _____ ?

They play football twice a week.**D. Read the texts. There are some mistakes. Correct them. There is one example.**

This is Darcy. Darcy get up at seven o'clock every morning. Then he have breakfast and at eight o'clock he go to school. His classes starts at 8:30.

gets

Darcy: "I loves my school. My favourite subjects is maths and science. I doesn't like history. I usually has lunch in the school canteen. And you? Does you like your school? What are your favourite subject?"

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct form of the verbs in the present simple (affirmative).

(Rodeia a forma verbal correta no *present simple* na afirmativa.)

1. I like / likes fish.
2. She drink / drinks milk for breakfast.
3. Anne's parents work / works in a hospital.
4. Thomas play / plays basketball at school.
5. My cousin and I speak / speaks English very well.



B. Rewrite the sentences in the negative and interrogative forms.

(Reescreve as frases nas formas negativa e interrogativa.)

1. You study English at school.
Neg.: You _____ English at school.
Int.: _____ you _____ English at school?
2. Classes finish at 2 p.m.
Neg.: Classes _____ at 2 p.m.
Int.: _____ classes _____ at 2 p.m.?
3. My cousin plays football on Sunday mornings.
Neg.: My cousin _____ football on Sunday mornings.
Int.: _____ my cousin _____ football on Sunday mornings?

C. Read the sentences. Ask questions. There is one example.

(Lê os textos. Responde às perguntas. Segue o exemplo.)

- Do you wear (you / wear) a uniform at school?
- Yes, we do. We wear a uniform at school.
- 1. _____ (John / be) funny?
Yes, he is. John is very funny.
- 2. _____ Mary _____ pasta?
Yes, she does. Mary loves pasta.
- 3. Where _____ your brother _____?
My brother lives in Edinburgh.
- 4. How often _____ they _____ football?
They play football twice a week.

D. Read the texts. The underlined verbs are wrong. Correct them. There is one example. (Lê os textos. Os verbos sublinhados estão errados. Corrige-os. Segue o exemplo.)

This is Darcy. Darcy <u>get</u> up at seven o'clock every morning. Then he <u>have</u> breakfast and at eight o'clock he <u>go</u> to school. His classes <u>starts</u> at 8:30.	<u>gets</u>
Darcy: "I <u>loves</u> my school. My favourite subjects <u>is</u> maths and science. I <u>doesn't like</u> History. I usually <u>has</u> lunch in the school canteen. And you? <u>Does</u> you like your school? What <u>are</u> your favourite subject?"	

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Rewrite the sentences and put the adverbs of frequency in the correct place.

1. She gets up late on Sundays. (**usually**)

2. My father is late for work. (**never**)

3. Do you go to the cinema on Saturdays? (**often**)

4. We eat pizza at the weekend. (**sometimes**)

5. They check their emails. (**hardly ever**)

6. Her family goes to the beach. (**once a year**)

B. Put the words in order and write sentences. There is one example.

• takes / Paul / the / 8:30 bus / to school / sometimes / .

Paul sometimes takes the 8:30 bus to school.

1. goes / she / twice a week / to the swimming pool / .

2. gets home / he / at six o'clock / always / .

3. the children / play / video games / often / .

4. go / my parents / to the cinema / once a week / .

5. clean my bedroom / I / usually / .

C. Ask your partner how often he/she does these things.

Then write sentences. There is one example.

• go to school by bus

Maria: How often do you go to school by bus? **Joana:** Every day.

Joana goes to school by bus every day.

1. get up late _____

2. eat fruit for breakfast _____

3. eat in the school canteen _____



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Correct the mistakes in the sentences. There is one example.

(Corrige os erros nas frases. Segue o exemplo.)

- She gets up **usually** late on Sundays.

She usually gets up late on Sundays.

1. My father **never** is late for work.

2. Do you go to the cinema on Saturdays **often**?

3. We eat **sometimes** pizza at the weekend.

4. They check their emails **hardly ever**.

5. Her family **once a year** goes to the beach.

B. Put the words in order and write sentences. (Ordena as palavras e escreve frases.)

1. goes / She / twice a week / to the swimming pool / .

2. gets home / He / at six o'clock / always / .

3. The children / play / video games / often / .

4. go / My parents / to the cinema / once a week / .

5. clean my bedroom / I / usually / .

C. Ask your partner how often he/she does these things. Then write sentences.

There is one example. (Pergunta ao/à teu/tua colega com que frequência ele/ela faz estas coisas e escreve frases. Segue o exemplo.)

- go to school by bus

Maria: How often do you go to school by bus? **Joana:** Every day.

Joana goes to school by bus every day.

1. How often do you get up late?

2. How often do eat fruit for breakfast?

3. How often do you eat in school canteen?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the two columns. Draw lines.

- | | | |
|--------------------------------|------|--------------------------------------|
| David gets tired | 1. • | • a) while I watch films on TV. |
| What do you do | 2. • | • b) when she takes us to school. |
| My mum listens to the radio | 3. • | • c) while we wait for the train. |
| We sometimes meet some friends | 4. • | • d) while your father cooks dinner? |
| at the railway station | | • e) when he rides his bike. |
| I usually eat popcorn | 5. • | |

B. Write when or while.

- _____ mum prepares dinner, dad helps my brother with his homework.
- _____ I hear the bell ringing, I immediately go to the door.
- She rarely cuts herself _____ she cooks.
- Tom and Paul often see a squirrel _____ they walk home from school.
- _____ the teacher talks, the students pay attention.

C. Complete the texts with the correct connector: *then, later and after that.***John's exciting trip to London!**

First, he arrives at Heathrow airport at 1:00 p.m. and (1) _____ he takes a taxi and goes to his hotel. (2) _____, he takes a shower and rests for a few minutes. (3) _____, at about five o'clock, he goes to visit a famous clock: Big Ben!

What do you do on Sundays?

I always wake up late on Sundays. I have breakfast and I go for a walk. At one o'clock I have lunch with my parents. (4) _____ at 3:30 p.m. I go to the cinema with my friends. (5) _____, we go to the café to have a drink. We spend the rest of the afternoon playing in the garden and (6) _____ we go back home.

Busy mornings for Gary!

Every day the alarm o'clock rings at 7:30 and he immediately gets up.

- (7) _____ he has a shower, brushes his teeth and combs his hair.
- (8) _____ he gets dressed and goes to the kitchen to have some breakfast.
- (9) _____ he has lunch in the school canteen.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option. (Rodeia a opção correta.)

- David gets tired **when / while** he rides his bike.
- What do you do **while / when** your father cooks dinner?
- My mum listens to the radio **when / while** she takes us to school.
- We sometimes meet some friends at the railway station **when / while** we wait for the train.
- I usually eat popcorn **while / when** I watch films on TV.

B. Write **when** or **while** to complete the sentences.

(Escreve *when* ou *while* para completar as frases.)

- W _____ mum prepares dinner, dad helps my brother with his homework.
- W _____ I hear the bell ringing, I immediately go to the door.
- She rarely cuts herself W _____ she cooks.
- Peter and Paul often see a squirrel W _____ they walk home from school.
- W _____ the teacher talks, the students pay attention.

C. Circle the correct connectors. (Rodeia os conectores corretos.)

John's exciting trip to London!

John arrives at Heathrow airport and

- then / later** he takes a taxi to his hotel.
- After that, / Later**, he takes a shower and rests for a few minutes.
- Later / Then**, at about five o'clock, he goes to visit a famous clock: Big Ben!

What do you do on Sundays?

I always wake up late on Sundays. I have breakfast and I go for a walk. At one o'clock I have lunch.

- Then / Later** at 3:30 p.m I go to the cinema with my friends.
- After that / Later** we go to the café to have a drink.
- Later / Then** we go back home.

Busy mornings for Gary!

Every day the alarm o'clock rings at 7:30 and he immediately gets up.

- Then / Later** he has a shower, brushes his teeth and combs his hair.
- After that / Later** he gets dressed and goes to the kitchen to have some breakfast.
- Later / Then** he has lunch in the school canteen.



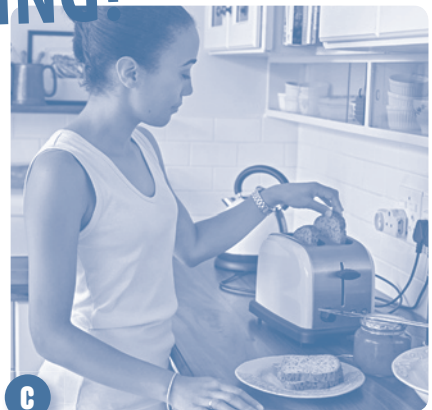
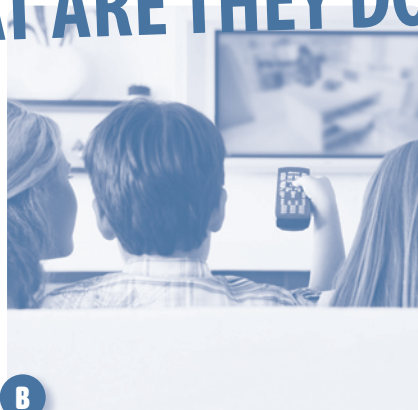
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____



A. Listen and order the pictures. Then answer the question with a sentence about each picture.

WHAT ARE THEY DOING?



☐ A _____	☐ D _____
☐ B _____	☐ E _____
☐ C _____	☐ F _____

B. Rewrite the sentences in the present continuous – affirmative.

1. We play video games.

2. Mum reads a book.

3. My sister tidies her bedroom.

4. They set the table for dinner.

5. Steven and his brother make their beds.

C. Order the words and write sentences. Use the present continuous.

1. Paul / not ride / his bike

2. study / your brothers / now

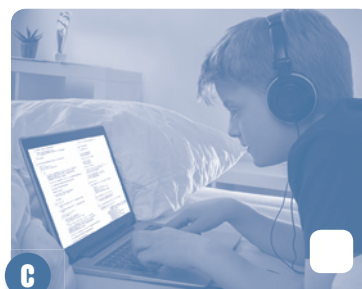
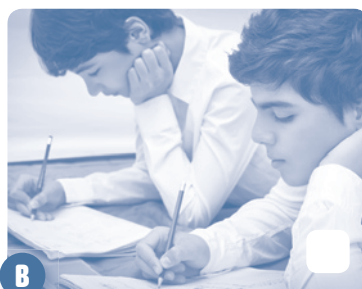
3. not watch / TV / Mary / at the moment

4. buy / tickets for the cinema / our parents

5. wash / Dad / the car

6. surf the net / in his bedroom / Tom

D. Look at the pictures and match them to the sentences from exercise C. Write numbers.



E. Read the sentences. Ask questions. There is one example.

• A: What are you reading?

B: I'm reading a magazine.

1. A: Where _____?

B: I'm going to the park.

2. A: What _____?

B: He's walking the dog.

3. A: _____?

B: Yes, she is. She is tidying her bedroom.

4. A: Who _____?

B: She is phoning her best friend.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

**A. Listen and match the pictures to the correct sentence.**

(Ouve e associa as imagens à frase correta.)

WHAT ARE THEY DOING?**1****2****3****4****5****6****A** They are watching TV.**B** She is preparing breakfast.**C** They are surfing the net.**D** They are doing the washing up.**E** They are sleeping.**F** He is listening to music.**B. Circle the correct option. There is one example.**

(Rodeia a opção correta. Segue o exemplo.)

• We are playing / am playing video games.1. Mum **am reading** / **is reading** a book.2. My sister **is tidying** / **are tidying** her bedroom.3. They **are setting** / **is setting** the table for dinner.4. Steven and his brother **is making** / **are making** their beds.

C. Write sentences using the present continuous. There is one example.(Escreve frases usando o *present continuous*. Segue o exemplo.)

1. Paul / not ride / his bike Paul is not riding his bike.
2. Your brothers / study / now

3. Mary / not watch / TV / at the moment

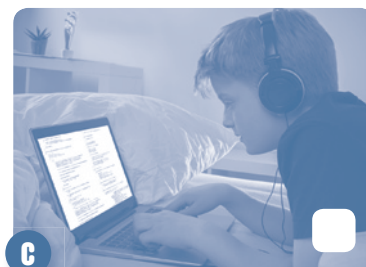
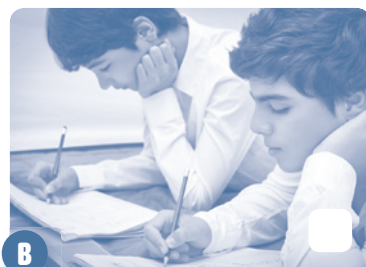
4. Our parents / buy / tickets for the cinema

5. Dad / wash / the car

6. Tom / surf the net / in his bedroom

D. Look at the pictures. Match them to the sentences from exercise C. Write numbers.

(Observa as imagens. Associa-as às frases do exercício C. Escreve números.)

**E. Complete the dialogues. There is one example.**

(Completa os diálogos. Segue o exemplo.)

- A: What are you reading?
B: I'm reading a magazine.
- 1. A: Where _____ you _____?
B: I'm going to the park.
- 2. A: What _____ he _____?
B: He's walking the dog.
- 3. A: _____ your sister _____ her bedroom?
B: Yes, she is. She is tidying her bedroom.
- 4. A: Who _____ she _____?
B: She is phoning her best friend.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the two halves of these sentences.

- | | |
|---|---|
| England is famous 1. • | • a) in buying a house. |
| My little brother is afraid 2. • | • b) of dogs. |
| They are interested 3. • | • c) at sports? |
| My father is angry 4. • | • d) for its rainy weather. |
| Are the boys good 5. • | • e) with me. I'm not doing my homework. |
| I'm very bad 6. • | • f) at maths, unfortunately. |

B. Complete the sentences with the correct preposition from the box.

	at (2x)	for
of	in	about

- Mary is very good _____ maths.
- Picasso is famous _____ his paintings.
- Alice is afraid _____ spiders.
- We are all interested _____ visiting England.
- I am really bad _____ football.
- I'm not worried _____ him. He's all right.



C. Complete the sentences with the correct preposition.

- Are you **interested** _____ computers?
- I'm not **good** _____ sports.
- Portugal is **famous** _____ its sunny weather.
- She is **afraid** _____ speaking in public.
- Don't ask him to play the piano; he is **bad** _____ music.
- I'm not **ready** _____ the party. My hair is a mess!

D. Complete the sentences. Use the adjectives from the box and the correct prepositions.

afraid	good	bad	famous	different	interested
--------	------	-----	--------	-----------	------------

- Paul doesn't like snakes. He is _____ them.
- J.K. Rowling is a successful author. She is _____ her novels.
- My cousin is very _____ English. He knows lots of vocabulary!
- You shouldn't listen to him. He is _____ giving advice.
- She loves listening to music. She is _____ jazz and R&B.
- English food is very _____ portuguese food.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option. (Rodeia a opção correta.)

1. England is famous **for / at** its rainy weather.
2. My little brother is afraid **of / with** dogs.
3. They are interested **about / in** buying a house.
4. My father is angry **of / with** me. I'm not doing my homework.
5. Are the boys good **at / for** sports?
6. I'm very bad **at / in** maths, unfortunately.



B. Choose the correct option. (Selecione a opção correta.)

- | | | | |
|--|----------|-------|---------|
| 1. Mary is very good _____ playing the piano. | a) in | b) at | c) of |
| 2. Picasso is famous _____ his paintings. | a) for | b) at | c) with |
| 3. Alice is afraid _____ spiders. | a) about | b) at | c) of |
| 4. We are all interested _____ visiting England. | a) in | b) at | c) of |
| 5. I am really bad _____ football. | a) in | b) at | c) of |
| 6. I'm not worried _____ him. He's all right! | a) about | b) at | c) in |

C. Complete the sentences. Use the words from the box.

(Completa as frases. Usa as palavras da caixa.)

at (2x) in of for (2x)

1. Are you **interested** _____ computers?
2. I am not particularly **good** _____ sports.
3. Portugal is **famous** _____ its sunny weather.
4. She is **afraid** _____ speaking in public.
5. Don't ask him to play the piano, he is **bad** _____ music.
6. I'm not **ready** _____ the party. My hair is a mess!



D. Complete the sentences. Use the adjectives and the prepositions from the box.

(Completa as frases. Usa os adjetivos e as preposições da caixa.)

good at afraid of bad at
 famous for different from interested in

1. He doesn't like snakes. He is _____ them.
2. J.K Rowling is a successful author. She is _____ her novels.
3. My cousin is very _____ English. He knows lots of vocabulary!
4. You shouldn't listen to him. He is _____ giving advice.
5. She loves listening to music. She is _____ jazz and R&B.
6. English food is very _____ portuguese food.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write *should* or *shouldn't*.

1. We _____ be generous to everyone.
2. You _____ smoke. It's bad for you!
3. You _____ be late for school.
4. Children _____ spend so much time in front of the TV.
5. They _____ pay attention in class.
6. I _____ eat so much fast food.

B. Look at the pictures and read the sentences. Circle the best option to give these people good advice.



1

He...

- a) should take an aspirin.
- b) should watch TV.
- c) should go to a party.

2



She...

- a) should eat some chocolate.
- b) should go to the dentist.
- c) should drink some water



3

They...

- a) should wear a T-shirt.
- b) should stand in the rain.
- c) should take an umbrella.

4



He...

- a) should sing.
- b) shouldn't talk on his mobile phones.
- c) should speak to his friends.

C. Put the words in order and write sentences.

1. more / you / careful / should / be / .

2. work / my / father / shouldn't / so much / .

3. my cousin / smoking / should / stop / .

4. take / we / our raincoats / should / .

5. what time / I / should / come / ?

6. spend / money / you / shouldn't / all your / .

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle *should* or *shouldn't*. (Rodeia *should* ou *shouldn't*.)

1. We **should** / **shouldn't** be generous to everyone.
2. You **should** / **shouldn't** smoke. It is bad for you!
3. You **should** / **shouldn't** be late for school.
4. Children **should** / **shouldn't** spend so much time in front of the TV.
5. They **should** / **shouldn't** pay attention in class.
6. I **should** / **shouldn't** eat so much fast food.

B. Look at the pictures and read the sentences. Circle the best option to give these people good advice. (Observa as imagens e lê as frases. Rodeia a melhor opção para dar bons conselhos a estas pessoas.)

1



He...

a) should take an aspirin.

b) should watch TV.

2



She...

a) should eat some chocolate.

b) should go to the dentist.

3



They...

a) should stand in the rain.

b) should take an umbrella.

4



He...

a) shouldn't talk on his mobile phones.

b) should speak to his friends.

C. Put the words in order and write sentences.

(Ordena as palavras e escreve frases.)

1. You / more careful / should be / .

_____.

2. shouldn't work / My father / so much / .

_____.

3. My cousin / smoking / should stop / .

_____.

4. We / our raincoats / should take / .

_____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write the comparative of superiority of the adjectives.

- short _____ shorter than _____
- 1. good _____
- 2. big _____
- 3. easy _____
- 4. expensive _____
- 5. old _____
- 6. thin _____
- 7. generous _____



B. Complete the sentences. Use the comparative of superiority of the adjectives in brackets.

1. Australia is _____ (big) Portugal.
2. My father is _____ (good) my mother at cooking.
3. I'm _____ (tall) my sister.
4. Mexican food is _____ (tasty) English food.
5. Bruno Mars is _____ (famous) D.A.M.A.
6. Portuguese grammar is _____ (difficult) English grammar.

C. Make sentences using the superlative of the adjectives in brackets.

- I think Japanese is the most difficult (difficult) language in the world.
- 1. Justin is _____ (tall) student in his class.
- 2. Who is _____ (old) student in your class?
- 3. This is _____ (interesting) story of all times.
- 4. The turtle is one of _____ (slow) animals in the world.
- 5. The cheetah is _____ (fast) animal on land.

D. Read the sentences. Tick (✓) the correct one.

1.
 - a) Iceland is one of the most cold countries in the world. ☐
 - b) Iceland is one of the coldest countries in the world. ☐
 - c) Iceland is one of the colder countries in the world. ☐
2.
 - a) Mont Blanc is highest than Serra da Estrela. ☐
 - b) Mont Blanc is higher than Serra da Estrela. ☐
 - c) Mont Blanc is more high than Serra da Estrela. ☐



3.

- a) The most popular sport in the world is football.
- b) The popularest sport in the world is football.
- c) The more popular sport in the world is football.

☐
☐
☐

4.

- a) Chimpanzees are most intelligent than chickens.
- b) Chimpanzees are intelligenter than chickens.
- c) Chimpanzees are more intelligent than chickens.

☐
☐
☐

5.

- a) Cats are cuter than dogs.
- b) Cats are cutest than dogs.
- c) Cats are the cutest than dogs.

☐
☐
☐

6.

- a) Big Ben is the most famous clock in the world.
- b) Big Ben is the more famous clock in the world.
- c) Big Ben is the most famousest clock in the world.

☐
☐
☐


Big Ben

E. Read the text and find out who is who. Write the names.



**Anne is the tallest and Tom is the shortest.
 Jessy is taller than Rose.**

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the two columns. (Associa as colunas.)

- | | |
|-----------------------|---------------------------------|
| short 1. • | • a) better than |
| good 2. • | • b) more expensive than |
| big 3. • | • c) thinner than |
| easy 4. • | • d) older than |
| expensive 5. • | • e) bigger than |
| old 6. • | • f) easier than |
| thin 7. • | • g) shorter than |
| generous 8. • | • h) more generous than |

B. Complete the sentences. Use the expressions from the box.

(Completa as frases. Usa as expressões da caixa.)

more famous than

tastier than

better than

taller than

more difficult than

bigger than

- Australia is _____ Portugal.
- My father is _____ my mother at cooking.
- I'm _____ my sister.
- Mexican food is _____ English food.
- Bruno Mars is _____ D.A.M.A.
- Portuguese grammar is _____ English grammar.

C. Circle the correct superlative. (Rodeia o adjetivo correto no superlativo.)

- I think Japanese is **the most difficult** / **the more difficult** language in the world.
- Justin is **the tall** / **the tallest** student in his class.
- Who is **the tallest** / **the taller** student in your class?
- This is **the more interesting** / **the most interesting** story of all times.
- The turtle is one of **the slower** / **the slowest** animals in the world.
- The cheetah is **the faster** / **the fastest** animal on land.

D. Read the sentences. Tick (✓) the correct one. (Lê as frases. Selecciona a correta.)

- a) Iceland is one of the coldest countries in the world. ☐

b) Iceland is one of the colder countries in the world. ☐
- a) Mont Blanc is highest than Serra da Estrela. ☐

b) Mont Blanc is higher than Serra da Estrela. ☐

Iceland

Mont
Blanc

3.

- a) The most popular sport in the world is football.
- b) The more popular sport in the world is football.

☐
☐


4.

- a) Chimpanzees are intelligenter than chickens.
- b) Chimpanzees are more intelligent than chickens.

☐
☐

5.

- a) Cats are cuter than dogs.
- b) Cats are cutest than dogs.

☐
☐


6.

- a) Big Ben is the most famous clock in the world.
- b) Big Ben is the most famousest clock in the world.

☐
☐


E. Read the following text and find out who is who.

Circle the correct option. (Lê o texto e descubra quem é quem.)

Rodeia a opção correta.)



**Anne is the tallest and Tom is the shortest.
Jessy is taller than Rose.**

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences. Make adverbs from the adjectives, with -ly.

1. Turtles move very _____ (slow).
2. She is an excellent student. She learns very _____ (quick).
3. My dog, Gaspar, plays _____ (happy) in the garden.
4. My father sings _____ (loud) when he is in the shower.
5. Parents always think _____ (careful) about their children's future.
6. When I'm in the library, I study _____ (quiet).
7. Their team plays _____ (bad). They can't win the game.
8. Susan laughs _____ (easy). She is always happy!



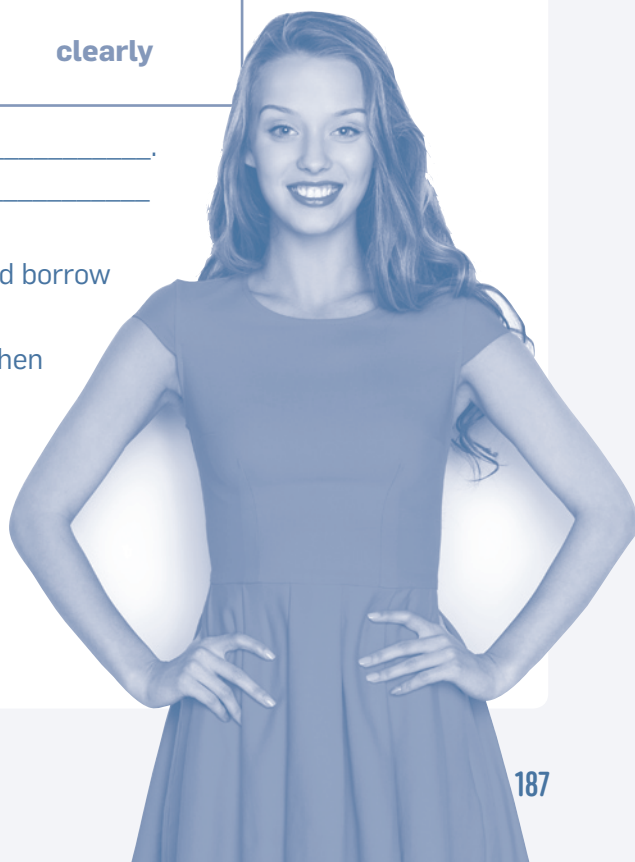
B. Match the adverb on the left with its opposite on the right.

- | | |
|----------------|------------------|
| slowly 1. • | • a) calmly |
| happily 2. • | • b) sadly |
| silently 3. • | • c) dangerously |
| nervously 4. • | • d) quickly |
| safely 5. • | • e) loudly |
| kindly 6. • | • f) rudely |

C. Complete the sentences with the correct adverb from the box.

politely	terribly	noisily
carefully	beautifully	clearly

1. Don't worry! He always drives very _____.
2. Please be quiet! You are talking so _____ today!
3. He asked me _____ if he could borrow my pen.
4. She always dresses _____ when she goes to a party.
5. I don't like Mum's food. She cooks _____.
6. I don't always understand English TV. The actors don't speak _____.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct adverb (Rodeia o advérbio correto.)

1. Turtles move very **slowly** / quickly.
2. She is an excellent student. She learns very **slowly** / quickly.
3. Gaspar is my dog. He's very funny. He plays **happily** / quietly in the garden.
4. My father sings **loudly** / quietly when he is in the shower.
5. Parents always think **carefully** / noisily about their children's future.
6. When I'm at the library, I study **loudly** / quietly.
7. Their team plays **badly** / beautifully. They can't win the game.
8. Susan laughs **terribly** / easily. She is always happy!



B. Match the adverb on the left with its opposite on the right.

(Liga os advérbios da esquerda com os seus opostos da direita.)

- | | |
|----------------|------------------|
| slowly 1. • | • a) calmly |
| happily 2. • | • b) sadly |
| silently 3. • | • c) dangerously |
| nervously 4. • | • d) quickly |
| safely 5. • | • e) loudly |
| kindly 6. • | • f) rudely |

C. Complete the sentences with the correct adverb from the box.

(Completa as frases com o advérbio correto da caixa.)

politely	terribly	noisily
carefully	beautifully	clearly

1. Don't worry! He always drives very c _____.
2. Please be quiet! You are talking so n _____ today!
3. He asked me p _____ if he could borrow my pen.
4. She always dresses b _____ when she goes to a party.
5. I don't like Mum's food. She cooks t _____.
6. I don't always understand English TV. The actors don't speak c _____.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

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

1. My parents _____ in Paris last summer.
2. You _____ at home yesterday evening.
3. John and his brother _____ in the football team.
4. I _____ a good student in primary school. My test results _____ great!
5. They _____ at school last Friday.
6. Alice _____ Lucy's best friend.

B. Put the words in order and write negative or affirmative sentences.

1. yesterday / she / wasn't / in Berlin / .

2. born / your father / wasn't / in London / .

3. my parents and I / were / last night / in / a restaurant / .

4. wasn't / he / born / in / Coimbra / .

5. were / the / girls / the garden / in / .

6. they / weren't / last weekend / in a hotel / .

C. Complete the text. Use the *verb to be* in the past simple.



Today I'm an architect. I live in a lovely house in London. My wife is Mary.

Ten years ago I (1) _____ a student in the National School of Architecture in Paris.

Mary (2) _____ a student too. We (3) _____ very good friends and we (4) _____ always together.

We (5) _____ both very happy!

D. Read the questions and write the answers. Use the information from the box.

a famous actor (1889) the inventors of cinema (1862, 1864)
 an Italian painter (1452) ~~the 1st King of Portugal (1109)~~ a Portuguese poet (1524)

- Who was D. Afonso Henriques? When was he born?

D. Afonso Henriques was the 1st King of Portugal. He was born in 1109.

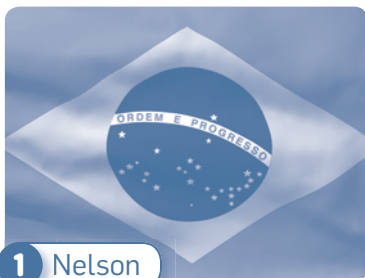
1. Who was Luís de Camões? When was he born?

2. Who were Louis and Auguste Lumière? When were they born?

3. Who was Leonardo da Vinci? When was he born?

4. Who was Charlie Chaplin? When was he born?

D. Match the flags with the corresponding countries and capitals. Then write the questions and answers.



1 Nelson



2 Julie



3 Diogo and I



4 Klaus



5 Pablo



6 Ellen

a) France – Paris

☐

d) Germany – Berlin

☐

b) The UK – London

☐

e) Spain – Madrid

☐

c) Portugal – Lisbon

☐

f) Brazil – Brasilia

☒

1. Where was Nelson born? He was born in Brasília, Brazil.

2. _____

3. _____

4. _____

5. _____

6. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option. (Rodeia a opção correta.)

1. My parents **was** / **were** in Paris last summer.
2. You **was** / **were** at home yesterday evening
3. John and his brother **was** / **were** in the football team.
4. I **was** / **were** a good student in primary school. My test results **was** / **were** great.
5. They **was** / **were** at school last Saturday.
6. Alice **was** / **were** Lucy's best friend.

B. Put the words in order and write sentences in the affirmative or negative.

(Ordena as palavras e escreve frases afirmativas ou negativas.)

1. yesterday / She / wasn't / in Berlin
She _____.
2. in London / Your father / wasn't born
Your father _____.
3. My parents and I / last night / were / in a restaurant
My parents and I _____.
4. wasn't / He / born / in / Coimbra
He _____.
5. were / The girls / the garden / in
The girls _____.
6. last weekend / They / weren't / in a hotel
They _____.

C. Circle the correct option. (Rodeia a opção correta.)

Today I am an architect. I live in a lovely house in London. My wife is Mary.

Ten years ago I **(1) was / were** still a student in the National School of Architecture in Paris.

Mary **(2) were / was** a student too. We **(3) was / were** very good friends and we **(4) was / were** always together.

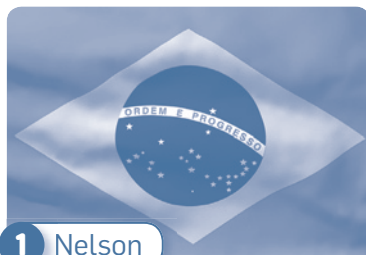
We **(5) was / were** both very happy!

D. Read the sentences and complete the answers. Use the information from the box. (Lê as frases e completa as respostas. Usa a informação da caixa.)

a famous actor (1889) the inventors of cinema (1862, 1864)
an Italian painter (1452) the 1st King of Portugal (1109) a Portuguese poet (1524)

- Who was D. Afonso Henriques? When was he born?
D. Afonso Henriques was the 1st King of Portugal. He was born in 1109.
1. Who was Luís de Camões? When was he born?
Luís de Camões was a Portuguese poet. He
 2. Who were Louis and Auguste Lumière? When were they born?
They were the inventors of cinema. They
 3. Who was Leonardo da Vinci? When was he born?
He was an Italian painter. He
 4. Who was Charlie Chaplin? When was he born?
He was a famous actor. He

D. Match the flags with the corresponding countries and capitals. Then ask and answer the questions. (Liga as bandeiras ao país e capital correspondentes.)



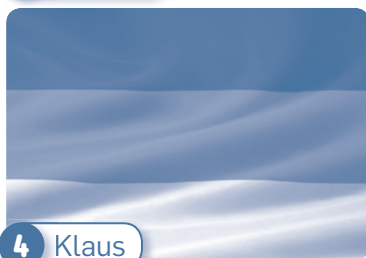
1 Nelson



2 Julie



3 Diogo and I



4 Klaus



5 Pablo



6 Ellen

- | | | | |
|-----------------------------|--------------------------|-----------------------------|---------------------------------------|
| a) France – Paris | ☐ | d) Germany – Berlin | ☐ |
| b) The UK – London | ☐ | e) Spain – Madrid | ☐ |
| c) Portugal – Lisbon | ☐ | f) Brazil – Brasilia | ☒ 1 |

1. Where was Nelson born? He was born in Brasília, Brazil.
2. Where was _____? She was _____
3. Where were _____? We were _____
4. _____
5. _____
6. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

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

When I was 8 years old, ...

1. _____ a French boy in my class.
2. _____ a big assembly hall in my school.
3. _____ an orange tree in the middle of the playground.
4. _____ boys and girls playing in the playground.
5. _____ lots of interesting books in the library.
6. _____ several celebrations during the year.



B. Tick (✓) the correct option.

1. _____ two birds in the tree yesterday.
 a) There was ☐ b) There were ☐
2. _____ any kids playing in the park this morning.
 a) There wasn't ☐ b) There weren't ☐
3. _____ a theatre in my town ten years ago.
 a) There was ☐ b) There were ☐
4. _____ any rain this morning.
 a) There wasn't ☐ b) There weren't ☐
5. _____ a bus stop next to the post office.
 a) There was ☐ b) There were ☐
6. _____ many people at the library.
 a) There wasn't ☐ b) There weren't ☐



C. Write questions and short answers.

- a shopping centre in your town

Was there a shopping centre in your town _____ ? No, there wasn't _____.

1. a bridge across the river

_____ ? Yes, _____.

2. a theatre next to your house

_____ ? No, _____.

3. any trees in the park

_____ ? Yes, _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentence with *there was* or *there were*. Look at the box.

(Preenche os espaços com *there was* ou *there were*. Observa a caixa.)

there was: singular

there were: plural

1. _____ a French boy in my class. (**singular**)
2. _____ a big assembly hall in my school.
(**singular**)
3. _____ an orange tree in the middle of the
playground. (**singular**)
4. _____ boys and girls playing in the
playground. (**plural**)
5. _____ lots of interesting books in the library.
(**plural**)
6. _____ several celebrations throughout the year. (**plural**)



B. Circle the correct option.

(Rodeia a opção correta.)

1. **There was** / **There were** two birds in the tree
yesterday.
2. **There wasn't** / **There weren't** any kids playing
in the park this morning.
3. **There was** / **There were** a theatre in my town
ten years ago.
4. **There wasn't** / **There weren't** any rain this morning.
5. **There was** / **there were** a bus stop next to the post office.
6. **There was** / **there were** many people at the library.



C. Complete the questions and short answers.

(Completa as perguntas e as respostas curtas.)

- a shopping centre in your town
Was there a shopping centre in your town? No, there wasn't.
- 1. a bridge across the river
_____ a bridge across the river? Yes, there _____.
- 2. a theatre near your house
_____ a theatre near your house? No, _____.
- 3. any trees in the park
_____ any trees in the park? Yes, _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. -ed, -d or -ied? Write the past simple of these verbs.

- walk walked
- 1. help _____
- 2. wash _____
- 3. enjoy _____
- 4. arrive _____
- 5. live _____
- 6. study _____
- 7. try _____
- 8. play _____
- 9. cry _____



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

- I watched (watch) a funny film yesterday.
- 1. She _____ (plan) her trip to Paris last month carefully.
- 2. They _____ (study) for their geography test last week.
- 3. It _____ (rain) a lot yesterday.
- 4. They _____ (live) in a small house so they _____ (move) to a bigger one.
- 5. He _____ (walk) his dog last Sunday afternoon.



C. Now rewrite the sentences from the previous exercise in the negative form.

- I didn't watch a funny film yesterday.
- 1. She _____
- 2. They _____
- 3. It _____
- 4. They _____
- 5. He _____

D. Ask questions and answer them. Follow the code.

- Did you finish (finish) your English homework yesterday? ✓ Yes, I did.
- 1. _____ she _____ (travel) to America by car? X _____
- 2. _____ they _____ (help) their father wash the car? ✓ _____
- 3. _____ you _____ (phone) your parents last weekend? X _____
- 4. _____ the twins _____ (tidy) their bedroom? ✓ _____
- 5. _____ John _____ (invite) us to his party? X _____

E. Mary has the same routine every day. But yesterday she did things differently. Write what she did or did not do yesterday.

- Mary usually prepares her breakfast.

But yesterday she She didn't prepare her breakfast.

1. She usually doesn't walk to school.

But yesterday she _____

2. She usually plays with her friends.

But yesterday she _____

3. She usually doesn't phone her mother after school.

But yesterday she _____

4. She usually studies in the library for her tests.

But yesterday she _____

5. Her father doesn't usually pick her up from school.

But yesterday her father _____

F. The verbs in these sentences are wrong. Correct them.

1. Did you washed your car last week? _____

2. She not walked to school yesterday. _____

3. Susan visit a museum last week. _____

4. Our teacher did help us. _____

5. He didn't tried different food. _____

6. Did you enjoyed the play? _____

G. Read the answers and ask the correct question. Use the question words from the box.

Where

When

Who

How

What time

Why

1. _____ the piano?

I played the piano last week.

2. _____ work?

She finished work at 12 o'clock.

3. _____ to the party?

They invited Tom to the party.

4. _____ last night?

Last night we stayed at Peter's house.

5. _____ the city?

She visited the city by bus.

6. _____ the car?

He stopped the car because there was a red light.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the infinitive with the past simple form of these verbs. Draw lines.

(Liga o infinitivo dos verbos ao *past simple*.)

- | | |
|-------------|--------------|
| walk 1. • | • a) washed |
| help 2. • | • b) walked |
| wash 3. • | • c) tried |
| enjoy 4. • | • d) studied |
| arrive 5. • | • e) played |
| live 6. • | • f) lived |
| study 7. • | • g) helped |
| try 8. • | • h) enjoyed |
| play 9. • | • i) cried |
| cry 10. • | • j) arrived |

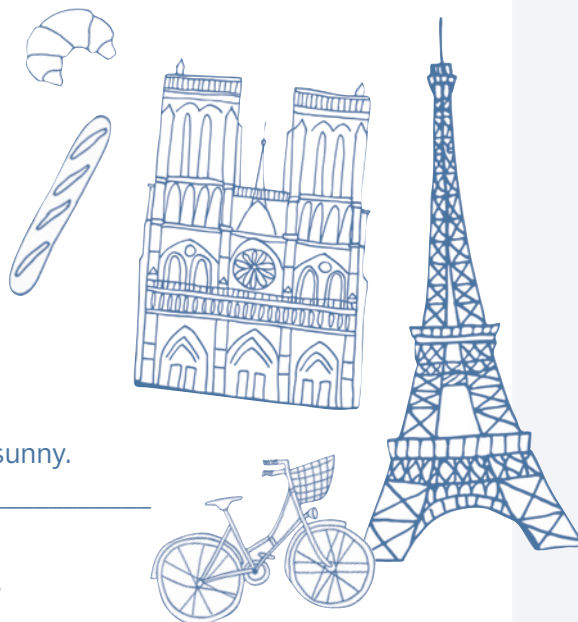


B. Make complete sentences with the past simple of the verbs in brackets. Use

the words from the box (Completa as frases com os verbos no *past simple*. Usa os verbos da caixa.)

walked studied rained
planned moved lived ~~watched~~

- I watched a funny film yesterday.
- 1. She _____ her trip to Paris last month carefully.
- 2. They _____ for their geography test last week.
- 3. It _____ a lot yesterday but then it was sunny.
- 4. They _____ in a small house so they _____ to a bigger one.
- 5. He _____ his dog last Sunday afternoon.



C. Now rewrite the sentences from exercise B in the negative form.

(Reescreve as frases do exercício B na negativa.)

- I didn't watch a funny film yesterday. _____
- 1. She _____
- 2. They _____
- 3. It _____
- 4. They _____
- 5. He _____

D. Complete the questions and the short answers.

(Completa as perguntas e as respostas curtas.)

- Did you finish (finish) your English homework yesterday? Yes, I did.
- 1. _____ she _____ (travel) to America by car? No, she didn't.
- 2. _____ they _____ (help) their father wash the car?
Yes, _____
- 3. _____ you _____ (phone) your parents last weekend?
No, _____
- 4. _____ the twins _____ (tidy) their bedroom?
Yes, _____
- 5. _____ John _____ (invite) us to his party?
No, _____

E. Mary has the same routine every day. But yesterday she did things differently.

Write what she did or did not do yesterday. (A Mary tem habitualmente a mesma rotina. Mas ontem ela fez coisas de forma diferente. Escreve o que a Mary fez ou não fez.)

- Mary usually **prepares** her breakfast.
But yesterday she didn't prepare her breakfast.
- 1. She usually **plays** with her friends.
But yesterday she _____ with her friends.
- 2. She usually **doesn't phone** her mother after school.
But yesterday she _____ her mother after school.
- 3. She usually **studies** in the library for her tests.
But yesterday she _____ in the library for her tests.
- 4. Her father **doesn't** usually **pick** her up from school.
But yesterday her father _____ her up from school.

F. Read the answers and complete the questions. Use the verbs in brackets.

(Lê as respostas e completa as questões. Usa os verbos entre parêntesis.)

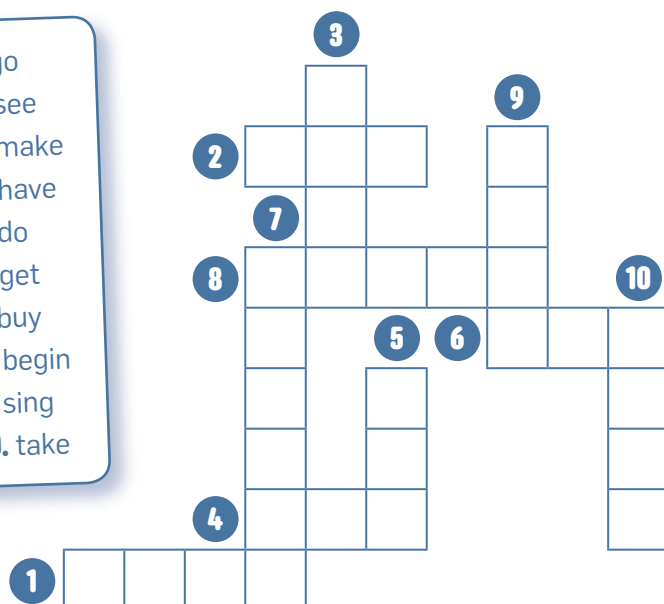
- 1. When _____ (play) the piano?
I played the piano last week.
- 2. What time _____ (finish) work?
She finished work at 12 o'clock.
- 3. Who _____ (invite) to the party?
They invited Tom to the party.
- 4. Where _____ (stay) last night?
Last night we stayed at Peter's house.
- 5. How _____ (visit) the city?
She visited the city by bus.
- 6. Why _____ (stop) the car?
He stopped the car because there was a red light.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the crossword puzzle with the past simple of these verbs.

1. go
2. see
3. make
4. have
5. do
6. get
7. buy
8. begin
9. sing
10. take



B. Complete the sentences with verbs from exercise A in the affirmative.

1. I _____ to England last summer holidays.
2. Last week we _____ a fantastic play at the theatre.
3. The students _____ some grammar mistakes in their English test.
4. My father _____ a beautiful love song to my mother on Valentine's Day.
5. She's feeling tired because she _____ up quite early this morning.
6. Yesterday my mum _____ me a lovely sweater.

C. Rewrite these sentences in the negative form.

1. My father bought a new car last month.

2. You sent him an email yesterday.

3. My brother gave me a present for my 12th birthday.

4. They brought the books back to the school library.

5. We drove to the city last week.

D. Use the words to make questions. Use the past simple.

- you / go / to the cinema / yesterday / ?

Did you go to the cinema yesterday?

1. where / she / buy / that dress / ?

2. what / they / do / last weekend / ?

3. you / meet / them / yesterday evening / ?

4. who / he / see / last month / ?

5. why / we / leave / the party so early / ?

E. Complete the text. Write the verbs in brackets in the past simple (affirmative, negative or interrogative).

Hi, I'm David! Let me tell you what I (1) _____ (do) last weekend:
I (2) _____ (go) to my grandparents' house. They live in the countryside,
near Cambridge.

On Saturday morning I (3) _____ (get up) at 6 o'clock. My father
(4) _____ (drive) me to the bus station and I (5) _____
(catch) the 7 o'clock bus to Grantchester. I (6) _____ (sleep) the
entire journey.

My grandfather (7) _____ (meet) me at the station at midday and
then we (8) _____ (go) to the city centre. We (9) _____
(have) lunch in a restaurant.

I (10) _____ (spend) the weekend helping Grandpa and Grandma
in the farm.

On Sunday afternoon I (11) _____ (take) the 4 o'clock bus back
home. I (12) _____ (to be) tired but very happy.

Unfortunately I (13) _____ (not have) time to visit the exhibition
in the primary school and I (14) _____ (not meet) my friends.
Next time!

What about you? What (15) _____ (you / do) last weekend?
(16) _____ (you / go) anywhere interesting?



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the infinitive of the verbs on the left with the past simple on the right.

Draw lines. (Liga o infinitivo dos verbos da coluna da esquerda à sua forma do *past simple* da coluna da direita.)

- go **1.** •
- see **2.** •
- make **3.** •
- sing **4.** •
- do **5.** •
- get **6.** •
- buy **7.** •
- begin **8.** •
- have **9.** •
- take **10.** •

- **a)** began
- **b)** went
- **c)** had
- **d)** got
- **e)** took
- **f)** saw
- **g)** sang
- **h)** bought
- **i)** did
- **j)** made



B. Complete the sentences with verbs from exercise A in the affirmative.

(Completa as frases com o *past simple* dos verbos do exercício A na afirmativa.)

- I went (go) to England last summer holidays.
- 1.** Last week we _____ (see) a fantastic play at the theatre.
- 2.** The students _____ (make) some grammar mistakes in their last English test.
- 3.** My father _____ (sing) a beautiful love song to my mother on Valentine's Day.
- 4.** She's feeling tired because she _____ (get) up quite early this morning.
- 5.** Yesterday my mum _____ (buy) me a lovely sweater.

C. Complete the sentences with the past simple of the verbs in brackets (negative).

(Preenche os espaços com o *past simple* dos verbos na negativa.)

- She didn't receive (not receive) a letter from her parents.
- 1.** My father _____ (not buy) a new car last month.
- 2.** You _____ (not send) him an email yesterday.
- 3.** My brother _____ (not give) me a present for my 12th birthday.
- 4.** They _____ (not bring) the books back to the school library.
- 5.** We _____ (not drive) to the city last week.



D. Ask questions. Use the past simple (Faz perguntas. Usa o *past simple*.)

- Did you go (go) to the cinema yesterday?
- 1. Where _____ she _____ (buy) that dress?
- 2. What _____ they _____ (do) last weekend?
- 3. _____ you _____ (meet) them yesterday evening?
- 4. Who _____ he _____ (see) last month?
- 5. Why _____ we _____ (leave) the party so early?

E. Circle the correct form of the verbs in the past simple – affirmative, negative and interrogative. (Rodeia a forma correta dos verbos no *past simple* – afirmativa, negativa e interrogativa.)

Hi, I'm David! Let me tell you what I (1) **do / did** last weekend: I (2) **went / go** to my grandparents' house. They live in the countryside, near Cambridge.

On Saturday morning I (3) **got up / get up** at 6 o'clock. My father (4) **drive / drove** me to the bus station and I (5) **caught / catch** the 7 o'clock bus to Grantchester. I (6) **sleep / slept** the entire journey.

My grandfather (7) **met / meet** me at the station at midday and then we (8) **went / go** to the city centre. We (9) **have / had** lunch in a restaurant.

I (10) **spend / spent** the weekend helping Grandpa and Grandma in the farm.

On Sunday afternoon I (11) **take / took** the 4 o'clock bus back home. I (12) **was / am** tired but very happy.

Unfortunately I (13) **didn't have / didn't had** time to visit the exhibition in the primary school and I (14) **didn't meet / didn't met** my friends.

Next time!

What about you? What (15) **did you did / did you do** last weekend? (16) **Did you go / Did you went** anywhere interesting?



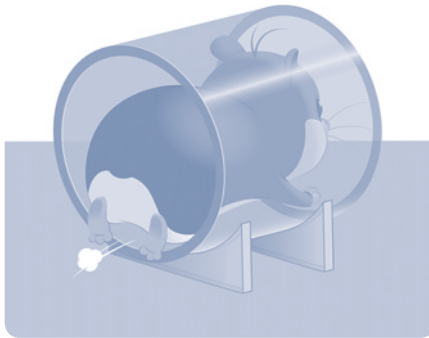
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures and tick (✓) the correct preposition of movement.

1. Oliver is going... the river.

- a) across ☐
- b) towards ☐
- c) through ☐



2. Oliver is going... the tunnel.

- a) across ☐
- b) towards ☐
- c) through ☐



3. Oliver is going... the goal.

- a) across ☐
- b) towards ☐
- c) through ☐

B. Correct the wrong prepositions.

1



2



3



4



5

1. The train is passing across the tunnel. _____
2. The little child came running through me. _____
3. Mary looked across the window. _____
4. Jack threw the ball across the window and broke it. _____
5. It's 8:15. Mum is driving through school. _____

C. Complete the sentences with the correct preposition: *across*, *through* or *towards*.

1. On Sunday afternoons we like walking _____ the park.
2. When I saw the bus coming, I ran _____ the bus stop.
3. Amelia Earhart was the first woman pilot to fly _____ the Atlantic Ocean.
4. There is an ancient bridge _____ the river.
5. It's 12:30. This train always passes _____ the tunnel at the same time.
6. Who is that woman walking _____ us?

Worksheet 13B

Prepositions of movement (Unit 5)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

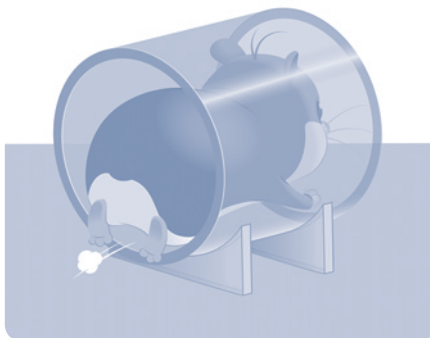
A. Look at the pictures and tick (✓) the correct preposition of movement.

(Observa as imagens e assinala a preposição de movimento correta.)



1. Oliver is going... the river.

- a) across ☐
 b) towards ☐



2. Oliver is going... the tunnel.

- a) through ☐
 b) towards ☐



3. Oliver is going... the goal.

- a) across ☐
 b) towards ☐

B. The underlined prepositions are not correct. Write the correct one.

(As preposições sublinhadas estão erradas. Escreve a preposição correta.)



1

1. The train is passing towards the tunnel. _____



2

2. The little child came running through me. _____



3

3. Mary looked across the window. _____



4

4. Jack threw the ball across the window and broke it. _____



5

5. It's 8:15. Mum is driving through school. _____

C. Circle the correct preposition. (Rodeia a preposição correta.)

- On Sundays afternoon we like walking **through** / **towards** the park.
- When I saw the bus coming, I ran **towards** / **through** the bus stop.
- Amelia Earhart was the first woman pilot to fly **across** / **through** the Atlantic Ocean.
- There is an ancient bridge **towards** / **across** the river.
- It's 12:30. This train always passes **across** / **through** the tunnel at the same time.
- Who is that woman walking **through** / **towards** us?

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences using *be going to* (affirmative).

- I _____ (watch) TV today because it's raining.
- John _____ (walk) on the beach.
- The Thompsons _____ (live) in the USA next year.
- She _____ (help) you with your holiday plans.
- I _____ (spend) my holiday in Spain this year.

B. This is NOT going to happen. Write sentences in the negative form.

- I'm going to fly to China next month. _____
- My parents are going to buy a new house. _____
- You are going to have a picnic on the beach. _____
- Tom is going to play football. _____

C. Write questions about the future using *be going to*.

- _____ (you / play / football / tomorrow)?
- _____ (she / stay / in a hotel)?
- _____ (your father / buy / a plane ticket)?
- _____ (the tourists / take / photos)?
- _____ (she / buy / a new dress / for the party)?
- _____ (the children / play / beach volleyball)?

D. Look at the pictures and match them with the verbs. Then write sentences using *be going to*.

- a) read a book
b) play football

- c) listen to music
d) jump

- _____
- _____
- _____
- _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option.

(Rodeia a opção correta.)

1. I am going to watch / is going to watch TV today because it's raining.
2. John am going to walk / is going to walk on the beach.
3. The Thompsons is going to live / are going to live in the USA next year.
4. Ann is going to help / are going to help you with your holiday plans.
5. I am going to spend / are going to spend my holiday in Spain this year.

B. This is NOT going to happen. Complete the sentences in the negative form.

(Isto não vai acontecer. Completa as frases. Usa a negativa.)

1. I _____ going to fly to China next month.
2. My parents _____ going to buy a new house.
3. You _____ going to have a picnic on the beach.
4. Tom _____ going to play football.

C. Write questions about the future using *be going to*.

(Faz perguntas no futuro usando *be going to*.)

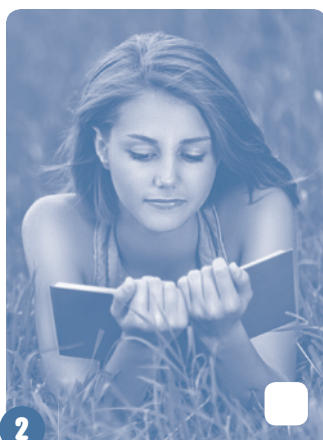
- Are you going to play _____ football tomorrow? (you / play)
- 1. _____ in a hotel? (she / stay)
- 2. _____ a plan ticket? (your father / buy)
- 3. _____ photos? (the tourists / take)
- 4. _____ a new dress for the party? (she / buy)
- 5. _____ beach volleyball? (the children / play)

D. Look at the pictures and match them with the sentences.

(Observa as imagens e associa-as às frases.)



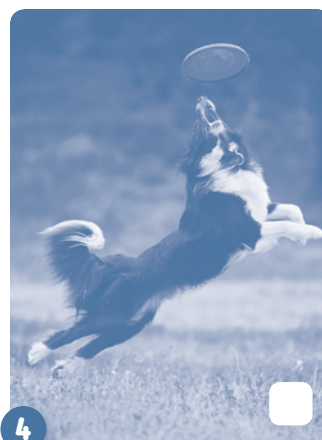
1



2



3



4

- a) She is going to read a book.
- b) They are going to play football.

- c) They are going to listen to music.
- d) The dog is going to jump.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write the reflexive pronoun in the correct place to complete the table.
 Use the words from the box.

Personal pronouns	Reflexive pronouns
I	
you	
he	
she	
it	
we	
you	
they	

yourself
 himself
 itself
 yourselves
 herself
 themselves
 myself
 ourselves

B. Circle the correct option.

- I don't need any help. I can do it by _____.
 a) itself b) myself
- Lucy often talks to _____ when she is alone.
 a) herself b) himself
- John always behaves _____ in the classroom.
 a) ourselves b) himself
- Anne and Sophie love looking at _____ in the mirror.
 a) yourselves b) themselves
- The teacher: "I would like you to do exercise 2 by _____."
 a) ourselves b) yourselves
- They are enjoying _____ at the beach.
 a) themselves b) herself

C. Read these sentences very carefully. Underline the mistakes and correct them.

- She set the table by himself. _____
- You walked to school by myself today. _____
- They were feeling sorry for ourselves. _____
- Mum made this birthday cake by itself. _____
- They should behave herself at school. _____
- Paul cut itself with a knife. _____

D. Write the correct personal pronoun.

- _____ hurt himself when he was playing football.
- _____ should behave yourselves in the library.
- _____ did the exercises by herself.
- _____ enjoyed ourselves at the party.

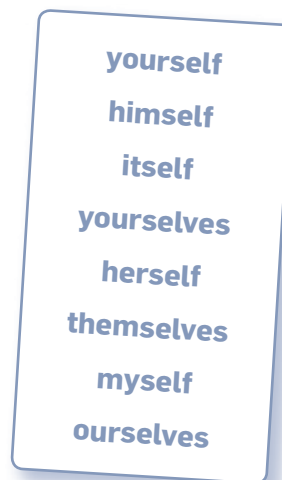


Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table. Use the reflexive pronouns from the box.

(Completa a tabela. Usa os reflexive pronouns da caixa.)

Personal pronouns	Reflexive pronouns
I	m
you	y
he	h
she	h
it	ī
we	o
you	y
they	t



B. Look at the table in exercise A. Read the sentences and circle the correct option.

(Observa a tabela acima. Lê as frases e rodeia a opção correta.)

- I don't need any help. I can do it by _____.
 a) itself b) myself
- Lucy often talks to _____ when she is alone.
 a) herself b) himself
- John always behaves _____ in the classroom.
 a) ourselves b) himself
- Anne and Sophie love looking at _____ in the mirror.
 a) yourselves b) themselves
- The teacher: "I would like you to do exercise 2 by _____."
 a) ourselves b) yourselves
- They are enjoying _____ at the beach.
 a) themselves b) herself

C. Read the sentences and correct the mistakes. (Lê as frases e corrige os erros.)

- She set the table by himself. _____
- You walked to school by myself today. _____
- They were feeling sorry for ourselves. _____
- Mum made this birthday cake by itself. _____
- They should behave herself at school. _____
- Paul cut itself with a knife. _____

D. Circle the correct personal pronoun. (Rodeia o personal pronoun correto.)

- She / He hurt himself when he was playing football.
- You / I should behave yourselves in the library.
- She / You did the exercises by herself.
- You / We enjoyed ourselves at the party.



Reading Worksheets

(two levels)

Unit 1	Me and the world around me... ..	210
Unit 2	School is cool!	214
Unit 3	What do you look like?	218
Unit 4	City life!	222
Unit 5	Around the world!	226
Unit 6	Welcome summer!	230

Answer key	284
------------------	------------

Available in editable format at



AULA DIGITAL
PROFESSOR

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read Arthur's blog.

about

info

video

news

more

All in a day

My name's Arthur. I get up at 7 a.m. every morning. Then I brush my teeth and I comb my hair. I get dressed and I go to the kitchen to have breakfast. I usually have cereal with milk, two slices of bread and butter and a glass of orange juice.

At 7:40 a.m., I walk to school with my friend Lilian.

My classes start at 8 o'clock. I always have lunch at 12:30 in the school canteen. My favourite food is spaghetti with tomato sauce, fish and vegetables. I always try to eat healthy food.

My classes finish at 4:45 p.m. and I always do my homework when I get home. On Thursdays I go to the Music Club because I like music a lot and I'm learning how to play the guitar.

When my parents come back home, we all help prepare dinner. While my mum cooks, my dad sets the table. We all have dinner together. After that, I play on the computer, while my parents watch TV. Then I go to bed at 10 p.m.

ARTHUR'S BLOG

B. Tick (✓) the correct title for this text.

1. Arthur's school. ☐

2. Arthur's family. ☐

3. Arthur's daily routine. ☐

C. Read the sentences and tick (✓) True or False. Then correct the false ones.

TRUE FALSE

1. Arthur's day starts early. ☐ ☐

2. He never eats in the canteen. ☐ ☐

3. Arthur goes to the Music Club once a week. ☐ ☐

4. Arthur doesn't help prepare dinner. ☐ ☐

5. After dinner, Arthur watches TV. ☐ ☐

Worksheet 1A

D. Complete the sentences with ONE word.

1. Arthur goes to school on _____.
2. When he gets home after school, he does his _____.
3. He is learning how to play the _____.
4. He has dinner with his _____.

E. Answer these questions. Give complete answers.

1. What does Arthur have for breakfast?

2. Where does he have lunch?

3. What is Arthur's favourite food?

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

F. What time does Arthur do these activities? Write the time in full.

1. Get up _____
2. Go to school _____
3. Start his classes _____
4. Have lunch _____
5. Finish his classes _____
6. Go to bed _____

G. Do you help at home? What do you do?

Write a short text (25-30 words) saying **how often you do chores at home**. You can mention the **chores you like doing and the ones you hate doing**.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read Arthur's blog. (Lê o blogue do Arthur.)

about

info

video

news

more

All in a day

My name's Arthur. I get up at 7 a.m. every morning. Then I brush my teeth and I comb my hair. I get dressed and I go to the kitchen to have breakfast. I usually have cereal with milk, two slices of bread and butter and a glass of

5 orange juice.

At 7:40 a.m., I walk to school with my friend Lilian.

My classes start at 8 o'clock. I always have lunch at 12:30 in the school canteen. My favourite food is spaghetti with tomato sauce, fish and vegetables. I always try to eat healthy food.

10 My classes finish at 4:45 p.m. and I always do my homework when I get home. On Thursdays I go to the Music Club because I like music a lot and I'm learning how to play the guitar.

15 When my parents come back home, we all help prepare dinner. While my mum cooks, my dad sets the table. We all have dinner together. After that, I play on the computer, while my parents watch TV. Then I go to bed at 10 p.m.

**ARTHUR'S
BLOG**

B. Tick (✓) the correct title for this text. (Escolhe o título correto para o texto.)

1. Arthur's family. ☐

2. Arthur's daily routine. ☐

C. Read the sentences tick (✓) True or False. (Lê as frases e assinala Verdadeiro ou Falso.)

TRUE FALSE

1. Arthur's day starts early.

☐
☐

2. He never eats in the canteen.

☐
☐

3. Arthur goes to the Music Club once a week.

☐
☐

4. Arthur doesn't help prepare dinner.

☐
☐

5. After dinner, Arthur watches TV.

☐
☐

Worksheet 1B

D. Complete the sentences with ONE word. (Completa as frases com UMA palavra.)

1. Arthur goes to school on **f**_____.
2. When he gets home after school, he does his **h**_____.
3. He is learning how to play the **g**_____.
4. He has dinner with his **p**_____.

E. Answer these questions. (Responde às perguntas.)

1. What does Arthur have for breakfast?

For breakfast Arthur has _____

2. Where does he have lunch?

He has lunch _____

3. What is Arthur's favourite food?

His favourite food is _____

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

Before he goes to bed he _____

F. What time does Arthur do these activities? Write the time.

(A que horas faz o Arthur estas atividades? Escreve as horas.)

1. Get up _____
2. Go to school _____
3. Start his classes _____
4. Have lunch _____
5. Finish his classes _____
6. Go to bed _____

G. Do you help at home? What do you do? Complete this text saying how often you do chores at home. Mention the chores you like doing and the ones you hate doing. (Tu ajudas nas tarefas domésticas em tua casa? O que é que fazes? Completa este texto dizendo com que frequência fazes as tarefas. Menciona as tarefas que gostas de fazer e as que não gostas de fazer.)

I usually _____.

I never _____.

I sometimes _____.

I like _____

and I don't _____

like _____.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts.



Jason, 14, Manchester, England

Hello! I'm Jason. I'm 14 years old and I live in Manchester. I like my school very much. It's big and modern. It has got a new library with lots of books, a music room and a big gym. There are two computer rooms where we can
 5 use the internet and play games. I like working on the computer very much. The playground is also very big. Today it's sunny so I can play football there with my friends.

I'm good at all my subjects, except art. I really don't like
 10 drawing or painting. After school, I sometimes hang out with my friends or go to the Chess Club. I love my school!

Luísa, 14, Porto, Portugal

Hi! I'm Luísa. I'm Portuguese. I live in Porto, a lovely city in the north of Portugal.

I'm 14 years old and I'm in Year 8. My school isn't very
 15 big but it's quite modern and it has all the facilities we need. The library is fantastic and the lab is very nice too.

I like my school a lot. There's always something new and there are lots of after-school clubs. I usually go to the Dance Club. I love dancing! We often have contests.

20 I really like to win. Who doesn't?!

I'm good at maths. It's my favourite subject. I also like science and English.



B. Read the texts again. Write *Jason*, *Luísa* or both names.

1. He/She likes school. _____
2. He/She is good at all subjects except one. _____
3. He/She likes to win contests. _____
4. He/She likes working on the computer. _____

Worksheet 2A

C. Complete the sentences with information from the text.

1. Jason's school is _____
2. In Jason's school, the library is new and it has got _____
3. Luísa's school isn't _____
4. In Luísa's school there are lots of _____

D. Match the words/expressions on the left with their synonyms on the right. Draw lines.

- | | | |
|------------------------|------|-------------------|
| love (line 19) | 1. • | • a) do well |
| contests (line 19) | 2. • | • b) like |
| win (line 20) | 3. • | • c) competitions |
| (be) good at (line 21) | 4. • | • d) be the first |

E. Answer these questions. Give complete answers.

1. What can Jason do in the computer room?

2. Why doesn't Jason like art?

3. What does Jason sometimes do after lessons?

4. Why does Luísa like school so much?

5. What is Luísa's favourite subject?

F. Write a short post (25-30 words) about your school. You can mention the location, the number of rooms, your favourite spot and your favourite school subject, etc.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts. (Lê os textos.)



Jason, 14, Manchester, England

Hello! I'm Jason. I'm 14 years old and I live in Manchester. I like my school very much. It's big and modern. It has got a new library with lots of books, a music room and a big gym. There are two computer rooms where we can
 5 use the internet and play games. I like working on the computer very much. The playground is also very big. Today it's sunny so I can play football there with my friends.

I'm good at all my subjects, except art. I really don't like
 10 drawing or painting. After school, I sometimes hang out with my friends or go to the Chess Club. I love my school!

Luísa, 14, Porto, Portugal

Hi! I'm Luísa. I'm Portuguese. I live in Porto, a lovely city in the north of Portugal.

I'm 14 years old and I'm in Year 8. My school isn't very
 15 big but it's quite modern and it has all the facilities we need. The library is fantastic and the lab is very nice too.

I like my school a lot. There's always something new and there are lots of after-school clubs. I usually go to the Dance Club. I love dancing! We often have contests.

20 I really like to win. Who doesn't?!

I'm good at maths. It's my favourite subject. I also like science and English.



B. Read the texts again. Tick (✓) the correct option.

(Lê os textos novamente. Assinala a opção correta.)

- | | | |
|---|-----------------------------------|---|
| 1. He/She likes school. | ☐ a) Jason | ☐ b) Jason and Luísa |
| 2. He/She is good at all subjects except one. | ☐ a) Jason | ☐ b) Luísa |
| 3. He/She likes to win contests. | ☐ a) Jason | ☐ b) Luísa |
| 4. He/She likes working on a computer. | ☐ a) Jason | ☐ b) Luísa |

Worksheet 2B

C. Complete the sentences with information from the text.

(Completa as frases com informação do texto.)

1. Jason's school is **b** _____ and **m** _____.
2. The library is new and has it got **l** _____ of **b** _____.
3. Luísa's school isn't **b** _____.
4. In Luísa's school there are lots of after-school **c** _____.

D. Match the words/expressions on the left with their synonyms on the right. Draw lines. There is one example.

(Liga as palavras/expressões da esquerda ao seu sinónimo à direita. Segue o exemplo.)

- | | | |
|------------------------|------|--------------------------|
| love (line 19) | 1. • | • a) do well |
| contests (line 19) | 2. • | • b) like |
| win (line 20) | 3. • | • c) competitions |
| (be) good at (line 21) | 4. • | • d) be the first |

E. Tick (✓) the correct option.

(Escolhe a opção correta.)

1. In the computer room, Jason can...
☐ **a)** use the internet and play games. ☐ **b)** hang out with his friends.
2. Jason doesn't like art because...
☐ **a)** it is not his favourite subject. ☐ **b)** he doesn't like drawing or painting.
3. After school Jason sometimes...
☐ **a)** goes to the swimming pool.
☐ **b)** hangs out with his friends or goes to the Chess Club.
4. Luísa likes school very much because...
☐ **a)** there's always something new and there are lots of after-school clubs.
☐ **b)** she has got lots of free time to spend with her friends.
5. Luísa's favourite subject is...
☐ **a)** English. ☐ **b)** maths.

F. Complete this short post about your school.

(Completa este pequeno *post* acerca da tua escola.)

My school is in _____. It is _____. There are _____ classrooms, a canteen and a _____.
 My favourite spot is _____ because _____.
 My favourite subject is _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the text.

Hugh's family!



Hi, my name's Hugh! I'm 12 years old. I'm from Ireland, but I live in Bristol, England, with my family.

My father, George, is a dentist and my mother, Jane, is a nurse. I've got a sister and a brother: Claudia and Gary.

5 This is **Claudia**: she is 18 years old and she is a student at university. She wants to be a nurse.

She is medium height and she has got beautiful long straight brown hair. Her eyes are brown,
10 just like mine, and she has got a lovely smile. She is thin and she always wears modern clothes. Today she is wearing a green skirt, a white top and golden sandals. She is also wearing bracelets. She is a bit stubborn and impatient, too.

15 This is **Gary**: he's only six years old. He loves playing with his toys. He is tall for his age and he has got short red hair. His eyes are brown too and he wears glasses. His face is round and he has got freckles.
20 He is a very intelligent and sweet boy.

I love my sister and brother and I'm very lucky to have a happy and wonderful family!



B. Read the sentences and write *Hugh*, *Claudia* or *Gary*.

1. He/she is 12 years old. _____
2. He/she wants to be a nurse. _____
3. He/she is the oldest of the three. _____
4. He/she has got short red hair. _____
5. He/she is a bit stubborn. _____

Worksheet 3A

C. Tick (✓) True or False. Correct the false sentences.

	TRUE	FALSE
1. Hugh is Irish.	☐	☐
2. Hugh hasn't got any brothers or sisters.	☐	☐
3. Gary is younger than Hugh.	☐	☐
4. Claudia is a nurse.	☐	☐
5. Gary is impatient.	☐	☐

D. Complete the sentences with ONE word.

- Hugh lives in _____.
- Claudia studies at _____.
- Claudia wants to be a _____.
- Gary wears _____.
- His face has got _____.

E. Find synonyms in the text for these words and write them (paragraphs 3 and 4).

- pretty _____
- nice _____
- clever _____
- adorable _____

F. Answer these questions. Give complete answers.

- Where is Hugh from? _____
- What does Claudia look like? _____

- What does Gary like doing? _____
- Why does Hugh feel lucky? _____

G. What do you look like? Write a text about YOU (25-30 words).

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the text.

Hugh's family!



Hi, my name's Hugh! I'm 12 years old. I'm from Ireland, but I live in Bristol, England, with my family.

My father, George, is a dentist and my mother, Jane, is a nurse. I've got a sister and a brother: Claudia and Gary.

5 This is **Claudia**: she is 18 years old and she is a student at university. She wants to be a nurse.

She is medium height and she has got beautiful long straight brown hair. Her eyes are brown,
10 just like mine, and she has got a lovely smile. She is thin and she always wears modern clothes. Today she is wearing a green skirt, a white top and golden sandals. She is also wearing bracelets. She is a bit stubborn and impatient, too.

15 This is **Gary**: he's only six years old. He loves playing with his toys. He is tall for his age and he has got short red hair. His eyes are brown too and he wears glasses. His face is round and he has got freckles.
20 He is a very intelligent and sweet boy.

I love my sister and brother and I'm very lucky to have a happy and wonderful family!



B. Circle the correct name to complete the sentences.

(Rodeia o nome correto para completar as frases.)

1. Gary / Hugh is 12 years old.
2. Claudia / Hugh wants to be a nurse.
3. Hugh / Claudia is the oldest of the three.
4. Hugh / Gary has got short red hair.
5. Claudia / Hugh is a bit stubborn.

Worksheet 3B

C. Are the sentences **TRUE** or **FALSE**? (As afirmações são Verdadeiras ou Falsas?)

1. Hugh is Irish.
2. Hugh hasn't got any brothers or sisters.
3. Gary is younger than Hugh.
4. Claudia is a nurse.
5. Gary is impatient.

TRUE **FALSE**

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D. Complete the sentences with **ONE** word.

(Completa as frases com **UMA** palavra.)

1. Hugh lives in **B** _____.
2. Claudia studies at **u** _____.
3. Claudia wants to be a **n** _____.
4. Gary wears **g** _____.
5. His face has got **f** _____.

E. Match the words from the text with their synonyms. Draw lines.

(Liga as palavras do texto aos seus sinónimos.)

- | | | | |
|-----------------------|------|---|-------------|
| beautiful (line 9) | 1. • | • | a) pretty |
| intelligent (line 20) | 2. • | • | b) nice |
| lovely (line 10) | 3. • | • | c) clever |
| sweet (line 20) | 4. • | • | d) adorable |

F. Answer these questions. Tick (✓) the correct option.

(Responde às perguntas. Assinala a opção correta.)

1. Where is Hugh from?
☐ a) Irish. ☐ b) Ireland.
2. What does Claudia look like?
☐ a) She is medium height. ☐ b) She is tall.
3. What does Gary like doing?
☐ a) He likes playing with his toys. ☐ b) He likes playing with his computer.
4. Why does Hugh feel lucky?
☐ a) Because he has a big family. ☐ b) Because he has happy and wonderful family.

G. What do you look like? Complete the text about **YOU**.

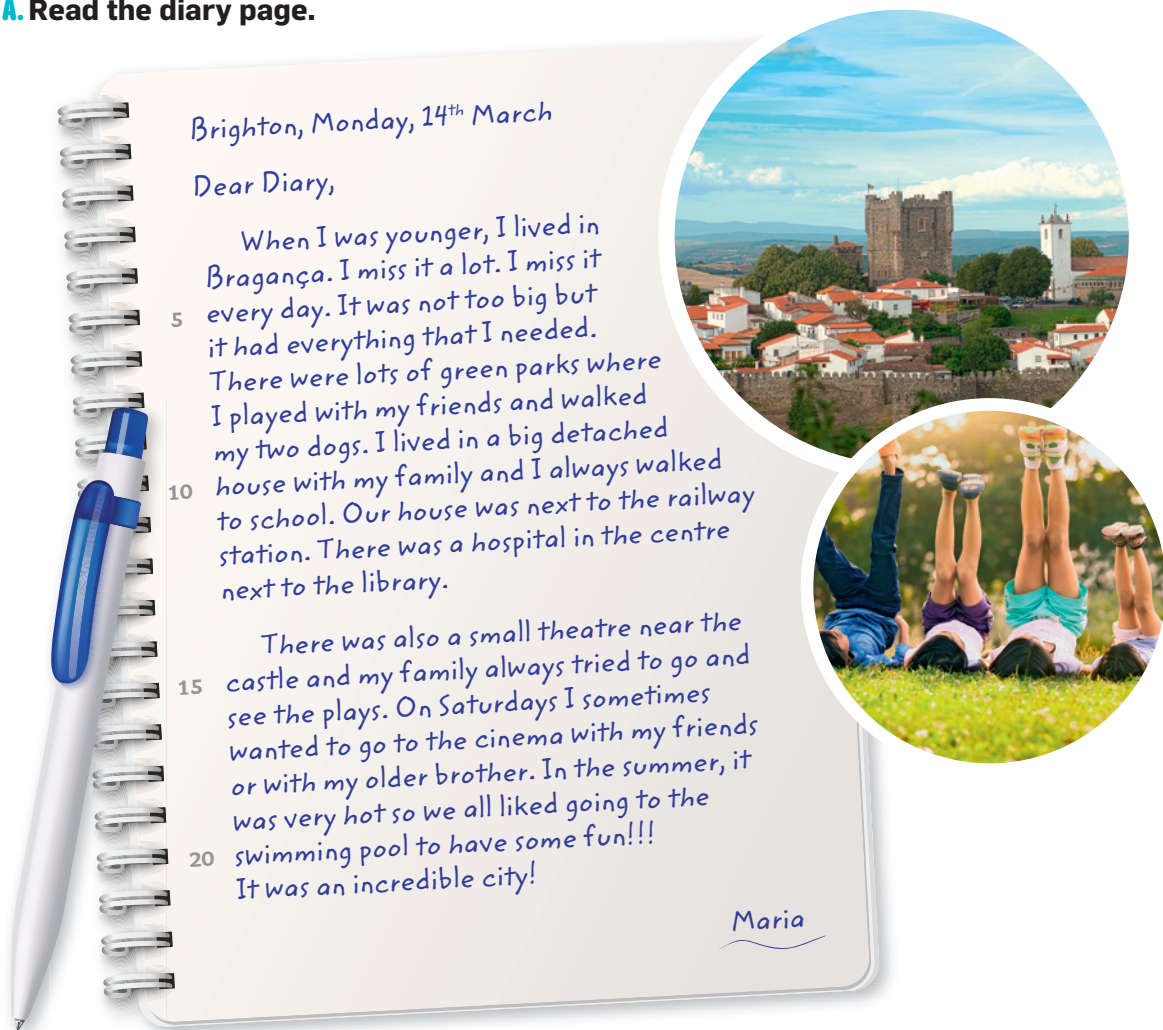
(Como és tu? Completa o texto sobre ti.)

I'm tall / short / medium height and fat / slim. My eyes are _____ and
my hair is _____ I'm wearing a _____
a _____ and _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the diary page.



Brighton, Monday, 14th March

Dear Diary,

When I was younger, I lived in Bragança. I miss it a lot. I miss it every day. It was not too big but it had everything that I needed. There were lots of green parks where I played with my friends and walked my two dogs. I lived in a big detached house with my family and I always walked to school. Our house was next to the railway station. There was a hospital in the centre next to the library.

There was also a small theatre near the castle and my family always tried to go and see the plays. On Saturdays I sometimes wanted to go to the cinema with my friends or with my older brother. In the summer, it was very hot so we all liked going to the swimming pool to have some fun!!! It was an incredible city!

Maria

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

Places in the city	Activities in the city

C. Match the two parts of the sentences. Draw lines.

- | | |
|---|---------------------------------------|
| Bragança was not too big 1. | a) to see a film. |
| Maria played with her friends 2. | b) next to her house. |
| There was a railway station 3. | c) going to the swimming pool. |
| On Saturdays, Maria wanted 4. | d) but it had everything. |
| In the summer, she liked 5. | e) in the park. |

Worksheet 4A

D. These sentences are wrong. Correct them.

1. Maria lives in Bragança.

2. There weren't any parks in Bragança.

3. Maria didn't have any dogs.

4. Maria had to take the bus to go to school.

5. There wasn't a library in Bragança.

E. Complete the sentences with information from the text.

1. When Maria was in the park, she _____.

2. Maria lived in a _____.

3. Near the castle, there _____.

4. On Saturdays, she loved _____.

5. In the summer, the weather _____.

F. Answer the questions. Write complete sentences.

1. When did Maria live in Bragança?

2. How did Maria go to school?

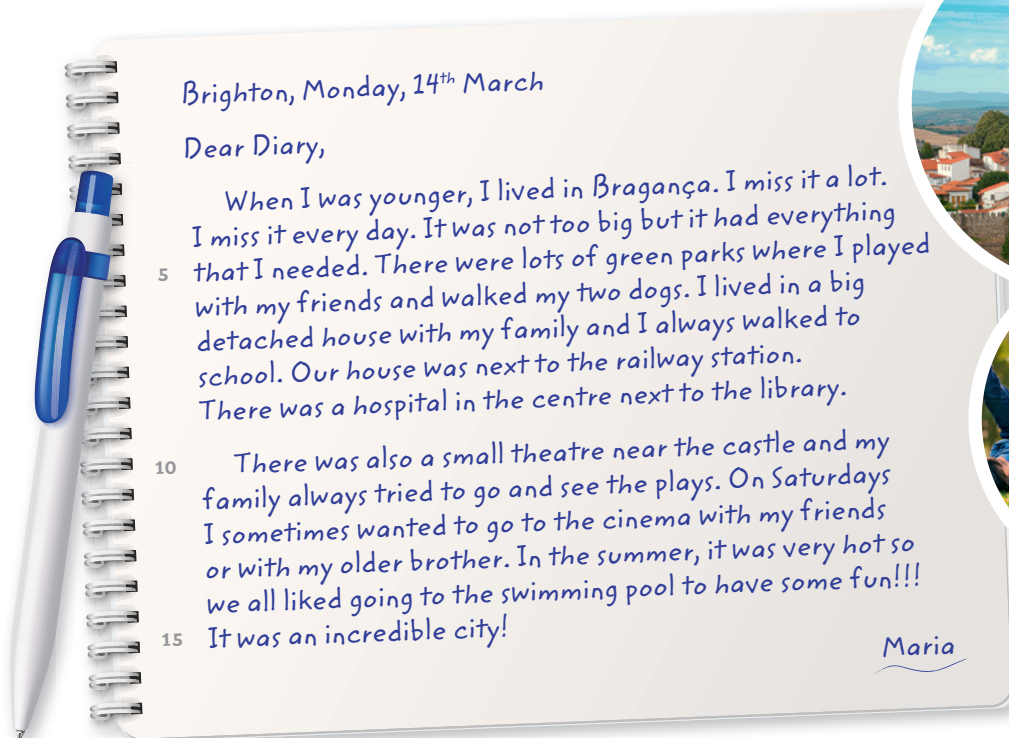
3. What was there near Maria's house?

4. Why did they enjoy going to the swimming pool in the summer?

G. Write a short text describing the place you visited last holidays (25-30 words). Don't forget to mention the things you did there, the people who were with you and your opinion about it.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the diary page. (Lê a página de diário.)



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

(Preenche a tabela com informação sobre o texto.)

Places in the city	
--------------------	--

C. Tick (✓) the correct option. (Assinala a opção correta.)

1. Bragança was not too big...

☐ a) but it had everything.

☐ b) and it had nothing to do.

2. Mary played with her friends...

☐ a) in the library.

☐ b) in the park.

3. There was a railway station...

☐ a) next to her house.

☐ b) next to her school.

4. On Saturdays, Mary wanted...

☐ a) to see a film.

☐ b) to see a play.

5. In the summer, she liked...

☐ a) going to the swimming pool.

☐ b) going to the cinema.

Worksheet 4B

D. Read the sentences and tick (✓) TRUE or FALSE.

(Lê as frases e assinala Verdadeiro ou Falso.)

	TRUE	FALSE
1. Maria lives in Bragança.	☐	☐
2. There weren't any parks in Bragança.	☐	☐
3. Maria didn't play with her dogs.	☐	☐
4. Maria walked to school.	☐	☐
5. There was a library in Bragança.	☐	☐

E. Complete the sentences with ONE word.

(Completa as frases com UMA palavra.)

1. When Maria was in the park, she played with her **f**_____.
2. Maria lived in a big detached **h**_____.
3. Near the castle, there was a **t**_____.
4. On Saturdays, she loved going to the **c**_____.
5. In the summer, the weather was **h**_____.

F. Answer these questions. (Responde às perguntas.)

1. When did Maria live in Bragança?

Maria lived in Bragança when_____.

2. How did Maria go to school?

She_____ **to school.**

3. What was there near Maria's house?

There was a_____.

4. Why did they enjoy going to the swimming pool in the summer?

They enjoyed going to the swimming pool_____
_____.

G. Complete this text describing the place you visited last holidays. You can mention the things you did there, the people who were with you and your opinion about it.

(Completa o texto com a descrição do local que visitaste nas tuas últimas férias. Podes mencionar as coisas que fizeste, as pessoas com quem estiveste e a tua opinião sobre o local.)

I visited_____ (place) **with**_____.

I_____ (activity) **and I**_____ (activity).

Sometimes I_____ (activity). **I loved**_____ (place or activities) **but I didn't like**_____ (place or activities).

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read John's post.



John

1 min •

#trip #NewYork #Copacabana

Hi, friends!

As you know, I really love travelling! Last year during my Easter holidays I went to New York City. I stayed in a lovely hotel for five days. I went to the top of the Empire State Building: the view was
5 fabulous! I also saw the Chrysler Building and I spent an entire morning walking through Central Park. At the end of the day, I took a boat to the Statue of Liberty. I didn't know it was so big!

Then, in the summer, my parents and I decided to fly to Rio de Janeiro. We stayed in a beach resort. There were so many things
10 to do and see: I went up to "Cristo, o Redentor", "Corcovado" and the "Pão de Açúcar" mountains. I also spent a few hours sunbathing on Copacabana beach and Ipanema beach.

These two cities are so big! And so full of life! I saw people everywhere, buses, taxis and cars going from one place to
15 another, amazing green parks and thousands of lights everywhere at night! I didn't forget my camera so I took lots of photos. I love sharing them with you!!!



Write a comment...



New York



Rio de Janeiro

B. Complete the sentences with ONE word.

1. John went to New York in the _____ holidays.
2. Last year he visited _____ cities.
3. In New York, he stayed in a _____.
4. In Rio de Janeiro, he stayed in a _____ resort.
5. He took lots of _____ with his camera.

C. Match the two parts and make sentences. Draw lines.

- | | | |
|---------------------------|------|--|
| John loves | 1. • | • a) by plane. |
| He went to Rio de Janeiro | 2. • | • b) were full of life. |
| He didn't know | 3. • | • c) his camera. |
| Both cities | 4. • | • d) the Statue of Liberty was so big. |
| He didn't forget | 5. • | • e) travelling around. |

Worksheet 5A

D. Answer these questions. Give complete answers.

1. What did John see in New York?

2. Where did he sunbathe in Rio de Janeiro?

3. What did he do with the photos he took?

E. These are a few monuments/places John visited. Find their names in the text and label the pictures.



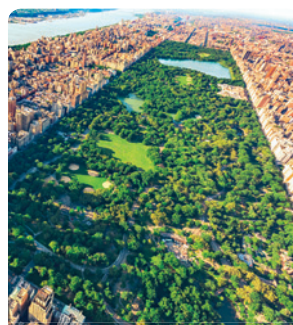
NEW YORK



1 S



2 E



3 C



4 C



RIO DE JANEIRO



5 P



6 C



7 C



8 I

F. Write John an email saying what you did on your last Easter holidays (25-35 words). Don't forget to mention the places you visited, what you took with you, how you travelled and where you stayed.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read John's post. (Lê o post to John.)



John

1 min •

#trip #NewYork #Copacabana

Hi, friends!

As you know, I really love travelling! Last year during my Easter holidays I went to New York City. I stayed in a lovely hotel for five days. I went to the top of the Empire State Building: the view was
5 fabulous! I also saw the Chrysler Building and I spent an entire morning walking through Central Park. At the end of the day, I took a boat to the Statue of Liberty. I didn't know it was so big!

Then, in the summer, my parents and I decided to fly to Rio de Janeiro. We stayed in a beach resort. There were so many things
10 to do and see: I went up to "Cristo, o Redentor", "Corcovado" and the "Pão de Açúcar" mountains. I also spent a few hours sunbathing on Copacabana beach and Ipanema beach.

These two cities are so big! And so full of life! I saw people everywhere, buses, taxis and cars going from one place to
15 another, amazing green parks and thousands of lights everywhere at night! I didn't forget my camera so I took lots of photos. I love sharing them with you!!!



Write a comment...



New York



Rio de Janeiro

B. Complete the sentences with ONE word. (Completa as frases com UMA palavra.)

1. John went to New York in the **E** _____ holidays.
2. Last year he visited **t** _____ cities.
3. In New York, he stayed in a **h** _____.
4. In Rio de Janeiro, he stayed in a **b** _____ resort.
5. He took lots of **p** _____ with his camera.

C. Circle the correct option. (Rodeia a opção correta.)

1. John loves **staying at home** / travelling around.
2. He went to Rio de Janeiro by **plane** / car.
3. He didn't know the Statue of Liberty was so **small** / big.
4. Both cities were **full of life** / very quiet.
5. He didn't forget his **camera** / rucksack.

Worksheet 5B

D. Tick (✓) the correct option. (Selecione a opção correta.)

1. What did John do in New York?

- ☐ a) He stayed in the hotel. ☐ b) He visited the city and its famous places.

2. Where did he sunbathe in Rio de Janeiro?

- ☐ a) On Copacabana beach and on Ipanema beach. ☐ b) In the famous mountains.

3. What did he do with the photos he took?

- ☐ a) He shared them with his friends. ☐ b) He forgot to take his camera.

E. These are a few monuments/places John visited. Find their names in the text and label the pictures. (Estes são alguns dos monumentos/lugares que o John visitou. Procura os seus nomes no texto e legenda as imagens.)



NEW YORK



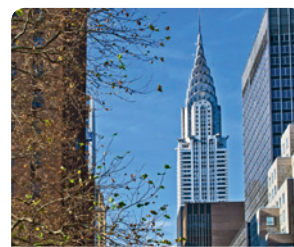
1 St



2 Em



3 Ce



4 Chrysler Building



RIO DE JANEIRO



5 Pão



6 Cr



7 Corcovado



8 Ipanema Beach

F. Complete this email to John about your last Easter holidays. Mention the places you visited, what you took with you, how you travelled and where you stayed. (Completa este email para o John acerca das tuas férias da Páscoa. Podes falar sobre os locais que visitaste, o que levaste contigo, como viajaste e onde ficaste.)

Last year I went to _____ with my _____.

I took _____. We went to _____ and saw _____.

We travelled by _____ and we stayed in a _____. It was a _____ trip!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts.

Summer Holidays



There's nothing like summer holidays! It feels so good to have time to do all my favourite activities.

My parents, my little sister and I are going to spend our summer at the beach. I'm going to meet my
 5 friends there too and we are going to have lots of fun together: we are going to play football, swim in the sea, build sandcastles or play beach volleyball.

In the evening, we are going to watch a film in the cinema. It's going to be awesome!

The good thing about summer is also that I can go to bed late and watch TV
 10 or play video games all the time. I really love summer!

Christopher, 12 (Sydney, Australia)

For our summer holidays my parents and I decided that we are going travel to Europe and visit Great Britain and Northern Ireland.

We are going to have so much fun! We are
 15 going sightseeing in London and Belfast. We are going to take hundreds of photos! Oh, and we are going to try different dishes. The food is different from ours here in America!

I'm going to send text messages to all my friends
 20 and I'm going to share all my exciting experiences with them.

I'm also going to surf the net to learn more about a certain place or monument. I'm sure I'm going to have lots of fun!

Barbara, 11 (Chicago, USA)



B. Complete the table with information about Christopher and Barbara.

	Age	Home City	Nationality	Family	Places/ Countries to visit
Christopher					
Barbara					

Worksheet 6A

C. Read the sentences and tick (✓) True or False. Correct the false ones.

	TRUE	FALSE
1. Christopher loves summer holidays.	☐	☐
2. Christopher is going to spend his holidays with his family.	☐	☐
3. Christopher never goes to the cinema on holidays.	☐	☐
4. Barbara is going to travel to Spain.	☐	☐
5. Barbara's family is going to take photos.	☐	☐
6. The food is the same in America and Europe.	☐	☐

D. Answer these questions. Give complete answers.

1. What is Christopher going to do with his friends at the beach?

2. What does Christopher like so much about his summer holidays?

3. Where are Barbara and her family going in the summer?

4. What is Barbara going to do in Great Britain and Northern Ireland?

5. Why is Barbara going to surf the net?

E. Write an email to a friend telling him/her about your plans for your next holidays. Don't forget to mention where you are going, what you are going to do and the places you are going to visit, etc.

New Message

To

Cc Bcc

Subject

Send

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the texts. (Lê os textos.)

Summer Holidays



There's nothing like summer holidays! It feels so good to have time to do all my favourite activities.

My parents, my little sister and I are going to spend our summer at the beach. I'm going to meet my
 5 friends there too and we are going to have lots of fun together: we are going to play football, swim in the sea, build sandcastles or play beach volleyball.

In the evening, we are going to watch a film in the cinema. It's going to be awesome!

The good thing about summer is also that I can go to bed late and watch TV
 10 or play video games all the time. I really love summer!

Christopher, 12 (Sydney, Australia)

For our summer holidays my parents and I decided that we are going travel to Europe and visit Great Britain and Northern Ireland.

We are going to have so much fun! We are
 15 going sightseeing in London and Belfast. We are going to take hundreds of photos! Oh, and we are going to try different dishes. The food is different from ours here in America!

I'm going to send text messages to all my friends
 20 and I'm going to share all my exciting experiences with them.

I'm also going to surf the net to learn more about a certain place or monument. I'm sure I'm going to have lots of fun!

Barbara, 11 (Chicago, USA)



B. Complete the table with information about Christopher and Barbara.

(Preenche a tabela com informação acerca do Christopher e da Barbara.)

	Age	Home City	Nationality	Family	Places/ Countries visited
Christopher	12		Australian		
Barbara		Chicago		Parents	

Worksheet 6B

C. Read these sentences and tick (✓) True or False.

(Lê as frases e assinala Verdadeiro ou Falso.)

1. Christopher loves summer holidays.
2. Christopher is going to spend his holidays with his family.
3. Christopher never goes to the cinema on holidays.
4. Barbara is going to travel to Spain.
5. Barbara's family is going to take photos.
6. The food is the same in America and Europe.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D. Answer these questions. Give complete answers.

(Responde às perguntas. Completa as respostas.)

1. What is Christopher going to do with his friends at the beach?

He is going to

2. What does Christopher like so much about his summer holidays?

He loves going to bed late and

3. Where are Barbara and her family going in the summer?

They are going to

4. What is Barbara going to do in Great Britain and Northern Ireland?

She is going sightseeing in . She is also going to take
hundreds of and try

5. Why is Barbara going to surf the net?

She is going to surf the net to

E. Complete this email to a friend. You are going to tell him/her about your plans for your next holidays. Don't forget to mention where you are going, what you are going to do and the places you are going to visit. (Completa este email para um(a) amigo/a onde lhe contas os teus planos sobre as tuas próximas férias. Não te esqueças de lhe dizer onde vais, o que vais fazer e os locais que vais visitar.)

New Message

_ ✕ ×

To

Cc Bcc

Subject

Dear

Next holidays I'm going to with

I'm going to and

Then I am going to

What about your holidays. What ?

Love

Send

▢

▾

Speaking

Speaking interaction

Unit 1	Asking and answering personal questions....	236
Unit 1	Asking and answering personal questions....	237
Unit 2	Giving advice (<i>you should/shouldn't...</i>)	238
Unit 2	Giving advice (<i>you should/shouldn't...</i>)	239
Unit 3	Shopping for clothes	240
Unit 3	Shopping for clothes	241
Unit 4	Asking for information in public places.....	242
Unit 4	Asking for information in public places.....	243
Unit 5	Buying cinema tickets.....	244
Unit 5	Asking for something	245
Unit 6	Expressing opinion.....	246
Unit 6	Agreeing and disagreeing	247

Speaking production

Unit 1	Describing your daily routine	248
Unit 2	Talking about a day at school.....	249
Unit 3	Describing family and friends (appearance and personality)	250
Unit 4	Describing and comparing people and places	251
Unit 5	(Re)telling a short story	252
Unit 6	Talking about future plans	253

Personal information

A. Match the questions and answers about Lionel Messi. Draw lines.

There is one example.

- Where are you from? 1. • a) Yes, it has.
 What nationality are you? 2. • b) I live in Barcelona.
 What's your job? 3. • c) I'm from Rosario, in Argentina.
 Where do you live? 4. • d) I've got a small castle!
 What type of house have you got? 5. • e) I'm Argentinian.
 Has your house got a swimming pool? 6. • f) I'm a football player.



B. Answer these questions about YOU. You can use short or long answers.

1. Where are you from? _____
2. What nationality are you? _____
3. What's your job or occupation? _____
4. Where do you live? _____
5. What type of house have you got? _____
6. Has your house got: a swimming pool? _____ a cinema? _____ a tennis court? _____
 a gymnasium? _____ an office? _____ a music room or a recording studio? _____

C. Now read about the singer Adam Levine and the tennis player Venus Williams.



A

Name: Adam
 Surname: Levine
 From: Los Angeles
 Nationality: American
 Job: Singer
 Lives in: Hollywood Hills
 House: Detached house
 Features: Cinema
Swimming pool
Recording studio



B

Name: Venus
 Surname: Williams
 From: California
 Nationality: American
 Job: Tennis player
 Lives in: Palm Beach, Florida
 House: Detached house
 Features: Swimming pool
Tennis court
Gymnasium

D. Work with a partner. One of you is Adam Levine and the other is Venus Williams. Ask and answer. Use the information in exercise C and questions and phrases from exercises A and B. Decide: who has the better house?

My routine

A. Complete the questions about routines. Use the words/expressions from the box. Then write answers about YOU in your notebook.

often time how do you cinema on

1. What _____ do you get up in the morning?
2. _____ many hours do you study every day?
3. What time _____ you finish classes?
4. How _____ do you:
go to the _____? / go shopping? / go _____ holiday?
5. What household chores do _____ do?

B. What do you know about Jennifer Lawrence and Neymar?

What do they do? Where are they from? Do you like them?

C. Now look at the information about Jennifer Lawrence and Neymar.

06:00 – get up
07:30 – start work
22:00 – finish work
Cinema – every week
Shopping – only online
Holiday – once a year
Household chore – tidy my bedroom

Jennifer
Lawrence



Neymar

08:00 – get up
10:30 – start work
16:00 – finish work
Cinema – every day in my home cinema
Shopping – never
Holiday – twice a year
Household chore – cooking

D. Work with a partner. One of you is Jennifer Lawrence and the other is Neymar. Ask and answer. Use the information in exercise C and the questions in exercise A. Decide: whose life is more difficult?

My hobbies

A. Write your answers to these questions. Then share your answers with a partner.

- What are your hobbies or interests?
- How often do you do them or spend time on them?
- Do you prefer to do them alone or with your friends/family?
- Are you in an after-school club?

B. Look at these sentences and questions. All of them have a mistake. Find the mistake and write the correct version. There is one example.

- You should to join a football club. *You should join a football club.*
- 1. You should practising a lot to be a good player. _____
- 2. You don't should stop studying! _____
- 3. Do I should send a letter to Benfica? _____

C. Read the information about these two friends' hobbies. Under the hobbies you can find advice for their friend.

A – YOUR HOBBY

- You love playing rock music.
- You play the guitar, but you haven't got a band.
- You don't have a place to practise.

B – YOUR HOBBY

- You want to protect the forests.
- You are enthusiastic, but one person can't do a lot.
- You don't know if other people feel the same way.

ADVICE FOR B:

- Ask your science teacher to make a school trip to a forest.
- Contact an organisation about trees to plant.
- Invite an expert to speak at your school.
- Organise a concert to get money for the firefighters!

ADVICE FOR A:

- Start a school rock club.
- Make a poster asking for people to be in your band.
- Ask the music teacher where you can practise.
- Organise a concert and invite your friends!

D. Work with a partner. One of you is A and the other is B. Tell your partner about your hobby. Listen to their advice and ask questions. Use the information in exercise C and phrases from exercise B.

Answer with these phrases: *Good idea! That sounds great! Do you think that's a good idea? I'm not sure about that... That's awesome!*

Problems

A. What problems do you have at school? Write *never*, *sometimes* or *often*.

1. I forget my books. _____
2. I don't like the canteen food. _____
3. The tests are difficult. _____
4. I hurt myself in PE. _____
5. I sleep in class. _____
6. I can't find my classroom! _____

B. Look at these phrases. Which do you say when you listen to a problem? Which do you say when you listen to advice? Complete the table.

1. Oh, that's terrible!
2. You're right. I feel better now.
3. What a disaster!
4. That's a good idea!
5. That's great! Thank you!
6. Are you crazy? I can't do that!
7. You have got a big problem.
8. Oh, poor you!

When you listen to a problem	When you listen to advice
1	

C. You work in the school radio station! People call you with their problems and you give them advice. Look at the advice in the box. Think about how to say it using:

- *In my opinion/I think... you should/shouldn't...*

POSSIBLE ADVICE

- Check your bag in the morning.
- Make sandwiches for lunch.
- Study more and ask your friends for help.
- Be careful when you play sport.
- Run away from the ball!
- Try to sleep more at night.

You start every call saying:

*Hi! You're on School Radio!
Whaaaaaaaat's your problem?!?*

- Make a map of the school.
- Get some glasses!

D. Work with a partner. One person has a problem and the other works on the school radio.

1. Choose a problem from exercise A. Call the school radio and tell them. Remember to respond to the advice with phrases in exercise B.
2. Give some good (or bad!) advice to your friend. Then change roles.

Good choice!

A. Are clothes important to you? Choose two items from the list that are most important to look good. Compare with a partner.

jeans ☐ sweater ☐ hat ☐ trainers ☐ socks ☐ jacket ☐

B. You need some new trainers. Complete the information about the trainers you like.



First choice

Brand: _____ Model: _____

Colour: _____ Size: _____

Second choice

Brand: _____ Model: _____

Colour: _____ Size: _____

(Price limit: € _____)

C. Complete this dialogue with the words from the box.

got That's sorry help colour like take choice

A: Hello! Can I ⁽¹⁾ _____ you?

B: Yes, please. Have you ⁽²⁾ _____ Puma 'Flash' trainers?

A: What ⁽³⁾ _____ and size?

B: Yellow, size 36.

A: No, I'm ⁽⁴⁾ _____, we haven't got that colour.

B: Oh, I really ⁽⁵⁾ _____ those trainers!

OK, what about Asics 'Flyers' in pink?

A: Oh, good ⁽⁶⁾ _____! Yes, we've got those.

B: Great, I'm going to ⁽⁷⁾ _____ them!

A: ⁽⁸⁾ _____ €75, please.

B: Here you are.

A: Thank you!



D. Work with a partner. One of you is buying trainers and the other is a shopping assistant. Make a dialogue. Use the information in exercise B and phrases from exercise C. Then change roles.

Decide: Is it easy to find trainers or clothes you like?

Good choice!

skeleton
princess
vampire
Minion
robber

A. Do you wear fancy costumes on Halloween or at Carnival? Label the costumes and tick (✓) your favourite. Use the words from the box.



B. You want to buy a new fancy costume. Complete the information about the costume you like.



First choice

Costume theme: _____

Colour: _____ Size: S / M / L

Second choice

Costume theme: _____

Colour: _____ Size: S / M / L

(Price limit: € _____)

C. Match the questions and answers. Draw lines.

- What do you think of this pirate costume? **1.**
- Do you like this blue and red Supergirl costume? **2.**
- What size are you? **3.**
- How much is it? **4.**
- What about this monster costume? **5.**
- **a)** I'm a medium.
 - **b)** €35 euros – that's expensive!
 - **c)** I don't like monsters.
 - **d)** No, I prefer the pirate costume.
 - **e)** Great choice!

D. Work with a partner. You are buying fancy costumes together.

Make a dialogue. Use the information in exercise B and phrases from exercise C. Decide: Is fancy dress only for little children?

I need your help!

A. Choose two places you like from London and New York. Compare with a friend.

LONDON



The London Eye

☐


The Houses of Parliament

☐


Madame Tussaud's

☐


Camden Market

☐

NEW YORK



The Empire State Building

☐


The Museum of Modern Art

☐


Chinatown

☐


Central Park

☐

B. You have a new job!

A – you are the director of the Museum of Modern Art in New York.

B – you are the boss of the London Eye!

Complete the information for your place.

The Museum of Modern Art: MoMA

Address: 11 West 53rd Street, New York

(Nearest subway: 33 Street, Queens)

Opens: _____ Closes: _____

Price: Adults \$ _____ Children \$ _____

No 36548

A

The London Eye

Address: Riverside Building, Westminster
Bridge Road, London

(Nearest underground: Waterloo)

Opens: _____ Closes: _____

Price: Adults £ _____ Children £ _____

No 36546

B

No 36546

C. Complete the dialogue with the words from the box.

does course how welcome closes much children nearest help some

A: Madame Tussaud's. Can I ⁽¹⁾ _____ you?

B: Can you give me ⁽²⁾ _____ information,
please?

A: Yes, of ⁽³⁾ _____.

B: What time ⁽⁴⁾ _____ the museum
open and close?

A: It opens at 10:00 and it ⁽⁵⁾ _____ at 17:00.

B: How ⁽⁶⁾ _____ are the tickets?

A: Adult tickets are £29 and £24
for ⁽⁷⁾ _____.

B: And ⁽⁸⁾ _____ do I get there?

A: The address is Marylebone Street
and the ⁽⁹⁾ _____ underground station is
Waterloo.

B: Thank you!

A: You're ⁽¹⁰⁾ _____!

D. Work with a partner. Make a new dialogue like exercise C. Use the information in exercise B. Decide: who has the best conditions?

Tourist information

A. What do you like to visit in a city? Tick (✓) your favourite things to see. Then compare with a friend.

1. museums ☐
2. shopping centres ☐
3. parks ☐
4. the stadium ☐

5. the theatre ☐
6. restaurants ☐
7. the library ☐
8. historic places ☐

B. You're visiting a new city! Complete the information below with your ideas.

THINGS TO DO

What to visit: _____, _____, _____

What to eat: _____, _____ or _____

How to travel: _____ or _____

How much time: _____ day(s) / hour(s)



C. Match the questions and answers in the tourist information centre. Draw lines. There is one example.

- | | |
|---|---|
| <p>Can I help you? 1. •</p> <p>What would you like to see? 2. •</p> <p>How are you travelling? 3. •</p> <p>OK, here's a map with 4. •
the places.</p> <p>We'd like to have lunch 5. •
near here.</p> <p>How many days are you 6. •
staying?</p> | <p>a) Just one – we want to see everything we can!</p> <p>b) There's a shopping centre here with lots of restaurants.</p> <p>c) We are going on foot or by bus.</p> <p>d) Yes, please. I'd like to visit some places in the city.</p> <p>e) I want to visit the stadium and the historic centre.</p> <p>f) Oh, thank you!</p> |
|---|---|

D. Work with a partner. One of you is a tourist and the other works in the tourist information centre. Make a dialogue similar to the one in exercise C. Use the information from exercises A and B. Then change roles.

Something for me!

A. Talk about these questions with a partner.

1. How often do you go to the cinema?
2. Who do you usually go with?
3. Do you like eating popcorn in the cinema?
4. What's your favourite film?

B. You're going to the cinema! Complete the information.

CINEMA ♦ TICKET

★ ★ ★

CINEMA

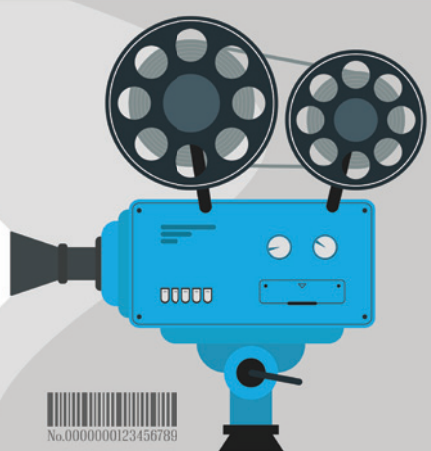
Film to see: _____

Tickets: Adults ____ / Children ____

To eat/drink: Popcorn ☐ Coke ☐

Seven-Up ☐ Chocolate ☐

Total cost: _____



No.0000000123456789



C. Match the beginnings and ends of these sentences and questions. Draw lines.

- | | | |
|-------------------|------|---------------------------------|
| Hello! Can I | 1. • | • a) is it in? |
| I would like four | 2. • | • b) € _____, please. |
| How many adults | 3. • | • c) tickets for _____, please. |
| At the front, | 4. • | • d) help you? |
| OK. That's | 5. • | • e) and how many children? |
| What time | 6. • | • f) does the film start? |
| What room | 7. • | • g) middle or back? |

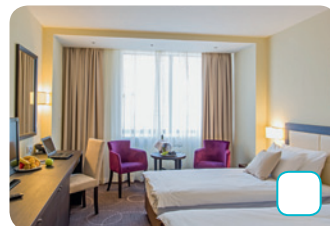


D. Work with a partner. One of you is buying tickets for the cinema and the other works at the cinema. Use the questions in exercise C and the information in exercise B. Decide: Is the cinema expensive?

Something for me!

A. Talk about these questions with a partner.

1. Where do you usually stay when you go on holiday?
2. Do you like hotels?
3. Do you like food from other countries? Do you like pizza or Chinese food?
4. Tick (✓) the best option for you.



B. You're in a nice hotel 😊. What do you want from room service? Complete the information.



Choose your sandwich



Ham ☐ Chicken and mayonnaise ☐ Cheese and tomato ☐ Tuna ☐



Choose your drink



Coke ☐ Seven-Up ☐ Juice ☐ Water ☐ Iced Tea ☐

C. Put this dialogue in the correct order. Write numbers.

- Excellent! And what would you like to drink? ☐
- We can bring it to you in ____ minutes. ☐
- Hello, this is Room Service. Can I help you? ☐
- Perfect, thank you! ☐
- Yes, please. I'd like a tuna sandwich. ☐
- I'd like an iced tea, please. ☐
- Lemon, please. How long does it take? ☐
- Lemon or peach iced tea? ☐

☐
☐
☐ 1
☐
☐
☐
☐
☐

D. Work with a partner. One of you is phoning room service and the other is taking the order. Use the information in exercise B and the phrases in exercise C. Decide: Is the service good in this hotel?

Good idea!

A. Talk about these questions with a partner.

- What are your favourite activities to do:
 - outdoors?
 - indoors?
- Do you prefer individual activities or group activities?
- Do you think you need money to have a good time?

B. It's summer 😊 ... but the weather isn't good ☹️. Choose two of these indoor activities to do with a friend.

- play video games ☐
- play cards ☐
- make a cake ☐
- watch a movie ☐
- surf the net ☐
- take photos ☐
- clean the house ☐
- listen to music ☐



C. Match the beginnings and ends of these suggestions and questions. Draw lines. Then choose and write an answer for each one. Use the answers from the box.

I agree.
Yes, why not?

No way!
I don't agree.

I'm not sure...
Good idea!

What about 1. •
We should 2. •
Let's play 3. •

- a) tidy my bedroom! _____
- b) video games! _____
- c) sending text messages? _____

D. Work with a partner. Look at the list of activities you can do in summer and suggest some of these to your partner. Make a dialogue using these words and the expressions from exercise C.

- play video games
- go sightseeing
- do sports
- surf the net
- go to the cinema
- go to the beach

Decide: Is it easier to have fun indoors or outdoors?

Good idea!

A. Talk about these questions with a partner.

1. What are the best things for tourists to do in or near your town?
2. What do you like doing in or near your town at the weekend?
3. What things can you do that you don't need money for?

B. Imagine you are going to have fun with your friends in the next days.

Choose (✓) two or three things to do at the beach or in the area near the beach.



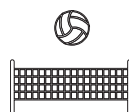
• snorkelling ☐



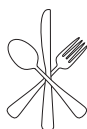
• having a picnic ☐



• canoeing ☐



• playing volleyball ☐



• going to a restaurant ☐



• visiting monuments ☐



• going to a museum ☐



• walking on the beach ☐



• swimming ☐



• going to a shopping centre ☐

C. Complete these suggestions and answers with the letters a, e, i, o or u.

1. _t's gr__t t_ h_v_ _ p_cn_c _n th_ b__ch! Th_t s__nds g__d.
2. W_ sh__ld try c_n__ng _n th_ s___. _'m n_t s_r_ _b__t th_t...
N_ w_y! _t's _ l_ng w_y t_ g_.
3. Wh_t _b__t g__ng t_ _ m_s__m? _ _gr___. L_t's d_ th_t!
4. PL_y_ng v_ll_yb_ll _s g__d f_n.

D. Work with a partner. One of you lives in the area and the other is a visitor.

Suggest your ideas and give your opinions about them. Use the activities in exercise B and the phrases in exercise C. Then change roles.

Decide: Is it easier to have fun in the city or at the beach?

My day

A. Look at these famous personalities. Read about the day and decide whose day it is. Write the name.



Moana



Dracula

Wonder
Woman

Spider-Man

Name: _____

Get up: 10 a.m. / p.m. // Go to bed: 6 a.m. / p.m.

Food: Breakfast - cheese or bacon / Lunch - meat or chicken

Dinner - pizza or blood

Activities: flying , hunting , watching films

Weekend: sleeping , eating , playing video games

My life is: fantastic / busy / easy / fun / difficult / boring / exciting / tasty!

B. Read the sentences about your teacher's day. Put the sentences in order.

- I get up at 6 o'clock and I have fruit or cereal for breakfast.
- After dinner, I correct some more tests or I watch TV.
- Sometimes at the weekend I watch a film or I correct tests and homework.
- My life is busy!
- I have salad or pasta for lunch and then I prepare some classes.
- In the evening I correct tests or homework and then I have pizza or chicken for dinner.
- I go home at about half past five.
- I go to school at 8 o'clock and I start my classes at 8:30.
- My life is difficult, but I love it! What about you?

☐
☐
☐
☐1
☐
☐
☐
☐
☐
☐9

C. Fill in a table about YOU in your notebook similar to the one in exercise A. Tell the class about your day.

Join my club!

A. Are you in any after-school clubs? Which ones?

Would you like to be in any of these new school clubs? Compare with a friend.



• Film-making Club ☐



• Fashion Club ☐



• Cooking Club ☐



• Magic Club ☐



• Mountain Climbing Club ☐

B. Complete the text about a new school club. Use the words from the box.

There is one example.

make

bring

learn

~~starting~~

read

forget

week

fun

don't

films

I'm starting a new club – the Harry Potter Club! We meet every ⁽¹⁾ _____ on Thursday from 16:30 to 17:30. Everyone can come, but you need to ⁽²⁾ _____ your own wand!

In our club we ⁽³⁾ _____ the Harry Potter books and watch the ⁽⁴⁾ _____! We also act some scenes and we ⁽⁵⁾ _____ the names of the spells and magical animals. It's great ⁽⁶⁾ _____!

We ⁽⁷⁾ _____ have tests and you don't pay anything – just come and ⁽⁸⁾ _____ friends and enjoy the fantastic Harry Potter!

Don't ⁽⁹⁾ _____ – Thursday, 16:30. See you in Room 3A!

C. Choose a new club from exercise A or use your own ideas.

Complete the information.

Club			
Time	Place	What to bring	Activities

D. Tell the class about your new club. Use the information in exercise C and use phrases from exercise B.

Ask the class: "Do you want to be in my club?"

People in my life

- A. Who are the important people in your life?**
Complete the diagram with 8-10 names –
your family, your friends, your teachers, etc.!

*Important
in my life...*



- B. Choose someone important from exercise A. Complete the information about this person.**

Name / relation: _____ / _____
 Occupation: _____
 Physical features: _____, _____, _____
 Personality: _____, _____, _____
 Why important? Actions / Activities: _____
 I like him / her because: _____

- C. Complete these sentences with the verb in brackets.**

1. My uncle _____ (be) tall and he _____ (have got) a long beard.
2. He _____ (be) an engineer.
3. He _____ (be) funny and generous and he _____ (have got) a house with a big garden.
4. He _____ (make) me laugh and he always _____ (talk) to me if I have a problem.
5. He _____ (help) me with my homework and he _____ (not get) angry if I don't understand.
6. I like him because he always _____ (have) time for me.

- D. Tell the class about your important person. Use the information in exercise B.**
Ask your classmates: "Do you know someone like this?"

Different places, different people

A. What places in the world would you like to visit? Which famous people would you like to meet? Choose three for each list and compare with a friend.

Places
to visit

People
to meet

B. Look at the adjectives in the box. Do they describe places, people or possibly both? Write the adjectives in the diagram.



C. Complete these sentences with the comparative of the adjective in brackets.

- I'd like to go to New York because it is _____ (exciting) than my home town.
- New York is _____ (modern) than my hometown .
- My hometown is _____ (old) than New York, but New York is _____ (noisy).
- Beyoncé is _____ (famous) than me, but I am _____ (beautiful)!
- Beyoncé's music is awesome, but my friends are _____ (important)!

D. Tell the class about:

a) a place you'd like to visit and say how it is different from your home town;

OR

b) a person you'd like to meet and how they are the same as or different from you.

Use a place or a person from exercise A and words and phrases from exercises B and C. Ask the class: "Would you like to go there / meet him/her?"



Let me tell you a story...

A. What can you remember? Put a tick (✓) next to the events you remember in your life. Compare with a friend. Were they all positive experiences?

- | | | | |
|--|--------------------------|-------------------------------|--------------------------|
| • Your first day at school | ☐ | • The first time you saw snow | ☐ |
| • Your first trip to another country | ☐ | • A long journey | ☐ |
| • When your little brother/sister was born | ☐ | • A trip to the zoo | ☐ |
| • Winning an important sports event | ☐ | • A concert you saw | ☐ |

B. Write the past form of these verbs.

Regular verbs

1. ask _____
2. start _____
3. watch _____
4. study _____
5. like _____

Irregular verbs

- | | |
|---------------|---------------|
| 6. meet _____ | 9. have _____ |
| 7. see _____ | 10. go _____ |
| 8. be _____ | 11. buy _____ |

C. Match the beginnings and endings of the sentences to make a short story. Draw lines. Now practise telling the story with a partner.

- Last year my family decided 1. •
- We started the trip early in 2. •
- We saw all the famous 3. •
- Then I left 4. •
- I last saw it in 5. •
- Then a friendly Spanish 6. •
- "I have your bag!" he said. 7. •
- And I said
- a) man came over to us.
 - b) to go to Spain for a day.
 - c) thank you a hundred times and we went home!
 - d) monuments and we bought some souvenirs.
 - e) the restaurant where we had lunch.
 - f) my backpack and I didn't know where.
 - g) the morning and we went to Salamanca by car.

D. Plan a story to tell the class. Use one of the events in exercise A or your own ideas. Complete the information.

Where? _____ When? _____

Who with? _____

What happened? _____

How did you feel? _____

How did it finish? _____

E. Now tell the class your story. Remember to use past verbs. Ask: "Did you have an experience like this?"

I've got big plans!

A. Put these future events in order, starting from now. Write numbers. Have you got plans for any of them? Compare with a friend.

• Your next birthday

☐

• Christmas

☐

• Your summer holiday

☐

• Carnival

☐

• Your next English test!

☐

• Next weekend

☐

B. Put the words in order to make sentences about the future.

For my mum's birthday this year...!

1. invite / all her friends / going / are / to / we

2. going / we / at home / eat / aren't / to

3. take us / going / is / Chinese restaurant / to / Dad / to a

4. big cake / are / we / to / going / a / make

5. to / going / get / is / Mum / presents / a lot of

6. to / going / is / it / great / be

_____ !

C. Plan one of these future situations. Complete the information.

In my summer holidays...

When I'm rich and famous...

When I have my own house...

When I leave school...

Future situation: _____

A place to go: _____ Something to buy: _____

Activities to do: _____

People to be with: _____

Choose an adjective for this future situation: great / fantastic / boring / fun / scary / awesome

D. Tell the class about your future plans. Use the information in exercise C. Remember to use future with *be going to*. Ask: "Do you like my plans?"

Celebrations Worksheets

1	Halloween.....	256
2	Thanksgiving.....	257
3	Christmas	258
4	Valentine's Day	259
5	Shrove Tuesday.....	260
6	St. Patrick's Day	261
7	World Water Day.....	262
8	Sports Day	263
9	Easter	264
10	High Five Day	265

Answer key.....	285
-----------------	------------

Available in editable format at





Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Read the text.

IRELAND – HALLOWEEN TRADITIONS

Years ago there was a Celtic¹ Festival called “Samhain” on October 31st, to celebrate the end of summer.

People believed that the souls² of the dead visited their homes. That is why this autumn festival has scary symbols such as ghosts, zombies, witches and black cats.

Today, the event is celebrated in Ireland like in many other places in the world: children go “trick-or-treating” and go to Halloween parties where they dress up and play games.



WORD CHECK

¹Celtic = relativo aos Celtas (povo); ²souls = almas

B. Tick (✓) the correct option.

1. The Celtic Festival celebrated
 a) the end of winter. ☐ b) the end of summer. ☐ c) spring. ☐
2. “Samhain” was celebrated
 a) every year. ☐ b) every week. ☐ c) every month. ☐
3. People believed they would be visited by
 a) zombies. ☐ b) animals. ☐ c) souls of the dead. ☐
4. Halloween is celebrated
 a) only in Ireland. ☐ b) all over the world. ☐ c) in the summer. ☐

C. Talk to a friend. What do you usually do to celebrate Halloween?



Every Halloween I dress up as a witch.

I usually go “trick-or-treating” with my neighbours.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Do you know that...?

THANKSGIVING

Thanksgiving is a Canadian and American celebration. It's a big holiday: people celebrate with a special dinner and they spend time with their friends and family.



Jean Leon Gerome Ferris,
The First Thanksgiving (c. 1912)

B. Read the Thanksgiving menu. Complete the table. The images below can help you.

1. 2 types of meat	
2. 2 vegetables	
3. 2 fruits	
4. 2 desserts	



1



2



3



4



5



6



7



8

THANKSGIVING MENU

Amazing dishes from chef

MAIN DISHES

- 1 Corn and Rice Soup
- 2 Roast Turkey with Butter
- 3 Stuffing with Mushrooms and Bacon
- 4 Cranberry Sauce with Honey
- 5 Green Beans with Roasted Onions
- 6 Baked Apples

DESSERTS

- 7 Pumpkin Pie with Vanilla Ice Cream
- 8 Apple Streusel Muffins

BEVERAGES

White Wine
Mineral Water
Coffee or Tea

C. Talk to your friend. What special food do you eat with your family during celebrations?

My grandma always bakes cakes.

We usually eat typical desserts.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



A. Listen to the song by Michael Bublé. Circle the correct word.

CHRISTMAS CAROL

It's beginning to look a lot like Christmas



- It's beginning to look a lot like Christmas everywhere you **(1) go / know**
Take a look in the five-and-ten, it's glistening once again with candy canes and silver lanes aglow.
- 5 It's beginning to look a lot like Christmas **(2) Boys / Toys** in every store
But the prettiest sight to see is the holly that will be on your own front **(3) window / door**.
- A pair of hop-a-long boots and a pistol that shoots
10 is the wish of Barney and Ben
Dolls that will talk and will go for a **(4) run / walk**
is the hope of Janice and Jen
And Mom and Dad can hardly wait
for **(5) school / parties** to start again
- 15 It's beginning to look a lot like Christmas everywhere you go
There's a tree in the Grand **(6) shop / hotel**,
one in the park as well
It's the sturdy kind that doesn't mind the snow
- 20 It's beginning to look a lot like Christmas
Soon the **(7) songs / bells** will start
And the thing that will make them ring
is the carol that you sing
right within your **(8) life / heart**

B. Match the greetings to the correct language. Write numbers.

1 圣诞节快乐
(Shèngdàn jié kuàilè)

2 Buon Natale

3 Fröhliche Weihnachten

4 メリークリスマス
(Merīkurisumasu)

5 счастливого Рождества
(schastlivogo Rozhdestva)

6 Feliz Navidad

7 God Jul

8 Joyeux Noël

a) Russian

b) German

c) Japanese

d) Italian

e) French

f) Spanish

g) Chinese

h) Norwegian

C. Talk to a friend. Where do you celebrate Christmas? Does your family have any traditions?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Play the game. Follow the rules and have fun.

VALENTINE'S DAY BOARD GAME

Rules – You need 1 dice and 1 counter (or a small object). Roll the dice and answer the question on your square. If you can't answer, you miss a turn.



B. Unscramble the words to discover the secret message!

AHEV A AHPYP DNA WSETE AVELTNINE'S ADY!



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the text.**SHROVE TUESDAY**

Shrove Tuesday is celebrated, every year, on a Tuesday – 47 days before Easter. On this day, in the UK people usually eat pancakes.

But, why pancakes? Pancakes are made from ingredients people could not eat during Lent¹ – flour, eggs and milk.

- 5 On Shrove Tuesday there is always a pancake race. This tradition started in 1415. Women wear a hat and an apron² and run, carrying a frying pan. They toss³ their pancake at the beginning and at the end of the race. Men can also participate, but they must also wear a hat and an apron!

**WORD CHECK**

¹ Lent = Quaresma; ² apron = avental; ³ toss = virar (na frigideira)

B. Answer the questions about the text.

1. When is Shrove Tuesday? _____
2. What do people eat on this day in the UK? _____
3. What ingredients are there in a pancake? _____
4. What do people wear in the pancake race? _____
5. What do the participants do in the race? _____

C. Read this recipe of pancakes. Try to make them at home! Have fun!**PANCAKE RECIPE****Ingredients:**

- 2 cups of milk
- 3 eggs
- 6 tablespoons of flour
- 2 teaspoons of vanilla extract

Recipe:

1. Mix all of the ingredients together.
2. Put some butter in a pan and let it melt.
3. Place about 6 tablespoons of the batter¹ in the pan.
4. When the batter is no longer liquid, flip it with a spatula.
5. Two more minutes and your pancake is ready! Yummy!

**WORD CHECK**

¹ batter = massa





Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Read the texts and match them with the pictures. Draw lines.

St. Patrick's Day is on March 17th. Irish people celebrate their patron saint on that date.

1

The most famous St. Patrick's Day symbol is the **shamrock**. Many people choose to wear the colour green on this day.

2

Leprechauns are little Irish fairies. People believe that Leprechauns have a pot of gold at the end of the rainbow!

3

There is lots of **typical food**: Irish brown bread; Irish potato soup; corned beef with cabbage and Irish stew (meat, potatoes and onions cooked together)... Popular drinks are Irish coffee and green beer!

4



B. Tick (✓) the correct option.

1. St. Patrick's Day is celebrated on

- a) May 17th. ☐
- b) March 17th. ☐
- c) April 17th. ☐

2. St. Patrick is the patron saint of

- a) Canada. ☐
- b) Ireland. ☐
- c) Great Britain. ☐

3. A traditional food on St. Patrick's Day is

- a) Irish potato soup. ☐
- b) turkey and mashed potatoes. ☐
- c) Fish and Chips. ☐

4. Leprechauns are

- a) saints. ☐
- b) little Irish fairies. ☐
- c) Irish desserts. ☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Do you know that...?


WORLD WATER DAY



The **World Water Day** is an event celebrated on **March 22nd**.

This day celebrates the importance of universal access to clean water, in developing countries.

B. Look at the words in the word cloud and complete the phrases about water. There is one example.

- **Sixty** percent of our body is made of water.
- 1. The _____ is the longest river in the world.
- 2. The largest ocean on Earth is the _____ Ocean.
- 3. Water can create _____.
- 4. Swimming, surfing and body boarding are examples of water _____.
- 5. Water covers about _____ percent of the planet's surface.
- 6. Water has three different states: _____, _____ and _____.

**C. Work with a friend. Think about what we can do to save water. Use the images for some ideas.**



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the text.

Sports are very important. Everyone should practise a sport: playing basketball, football, rugby or any other team sport helps people learn about teamwork¹. Doing sports once or twice a week makes us more organised. Individual sports like gymnastics, swimming or golf are also great because they give us a challenge².

At any age, teenagers or adults should do sports activities to stay healthy.

WORD CHECK

¹ teamwork = trabalho em equipa; ² challenge = desafio



B. Tick (✓) True or False.

1. Only children should practise sports.
2. Team sports are better than individual sports.
3. Team sports help you get more organised.
4. You should do sports to stay healthy.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

C. Unscramble the words and write sports.

- | | |
|-------------------|---------------------|
| 1. BLLASABE _____ | 6. MSIWNIMG _____ |
| 2. KHECOY _____ | 7. VLBOLLALEY _____ |
| 3. FSIUNRG _____ | 8. LOFG _____ |
| 4. BFAOLOLT _____ | 9. STKIANG _____ |
| 5. UGRBY _____ | 10. TEINSN _____ |

D. Find 10 sports in the word search (→↵).



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Easter is celebrated all over the world. Complete the quiz to discover how much you know about this popular celebration!

QUIZ: Are you an Easter expert?

1

Children believe this animal brings Easter eggs.

- a) cat ☐
- b) bunny ☐
- c) chick ☐

2

Easter is a Christian...

- a) festival. ☐
- b) cake. ☐
- c) movie. ☐

3

Easter eggs are a symbol of...

- a) new life. ☐
- b) love. ☐
- c) happiness. ☐

4

The 40-day period before Easter is called...

- a) Lent. ☐
- b) Good Sunday. ☐
- c) Resurrection Day. ☐

5

Easter comes from the word *Eostre*, the name of...

- a) a goddess of spring. ☐
- b) a goddess of peace. ☐
- c) a goddess of love. ☐

6

The Friday before Easter is called...

- a) Holy Friday. ☐
- b) Good Friday. ☐
- c) Easter Friday. ☐

7

A popular Easter game is called...

- a) "Find the eggs". ☐
- b) "Egg hunt". ☐
- c) "Eat chocolate". ☐

8

The Easter Bunny hides eggs and chocolate in...

- a) boxes. ☐
- b) stockings. ☐
- c) baskets. ☐

9

In some European countries, people give their family...

- a) biscuits. ☐
- b) sandwiches. ☐
- c) almonds. ☐

B. Read the instructions and match the steps 1-4 to the images A-D.

How to dye Easter eggs!

1. Put eggs in a saucepan¹ and cover them with water. Boil² for about 3 minutes.
2. Put the eggs in water and ice.
3. Mix ½ cup of hot water, 5 ml of vinegar and 8 drops of food colouring. Put the cooked eggs in the coloured water for 5 minutes.
4. You now have really cool eggs!

WORD CHECK

¹ saucepan = tacho; ² Boil = ferver



A



B



C



D

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

**A. Listen to the song and complete the sentences.****HIGH FIVE DAY**

It's time to stop and think just how awesome we are!

You're cool, I'm great, we're (1) _____, the best by far!

Fantastic students, great (2) _____, and excellent school!

And we all love (3) _____, it's true, because English is cool!

5 Today is (4) _____ Day – Ye-eah!

Today is High Five Day – Ye-eah!

Today is High Five Day – Ye-eah!

So give me high five!

High five!

10 So give me high five!

High five!

You know you can do anything, your life's waiting for you

Just do the things that you love and your (5) _____ can come true

So dance, play (6) _____ and travel – they're good things to do

15 If we all work together there's nothing that we cannot do!

Today is High Five Day – Ye-eah!

Today is High Five Day – Ye-eah!

Today is High Five Day – Ye-eah!

So give me high five!

20 High five!

So give me high five!

High five!

**B. Do you deserve a High Five? Let's find out!****Tick (✓) the options that apply to you.**1. I'm awesome! ☐2. I'm great! ☐3. I love English! ☐4. I have big dreams! ☐5. I love dancing. ☐6. My teachers are cool! ☐7. I like singing. ☐8. I'm happy! ☐9. My friends are great! ☐10. My school is the best! ☐**Key: If you chose, at least, one of the options, you deserve a high five!**

Cross-Curricular Worksheets

1	Português.....	268
2	Matemática	269
3	História e Geografia de Portugal.....	270
4	História e Geografia de Portugal.....	271
5	Ciências Naturais.....	272
6	Educação Visual.....	273
7	Educação Tecnológica.....	274
8	Educação Física	275
9	Educação Musical.....	276
10	Cidadania	277

Answer key	287
------------------	------------

Available in editable format at

20

AULA DIGITAL

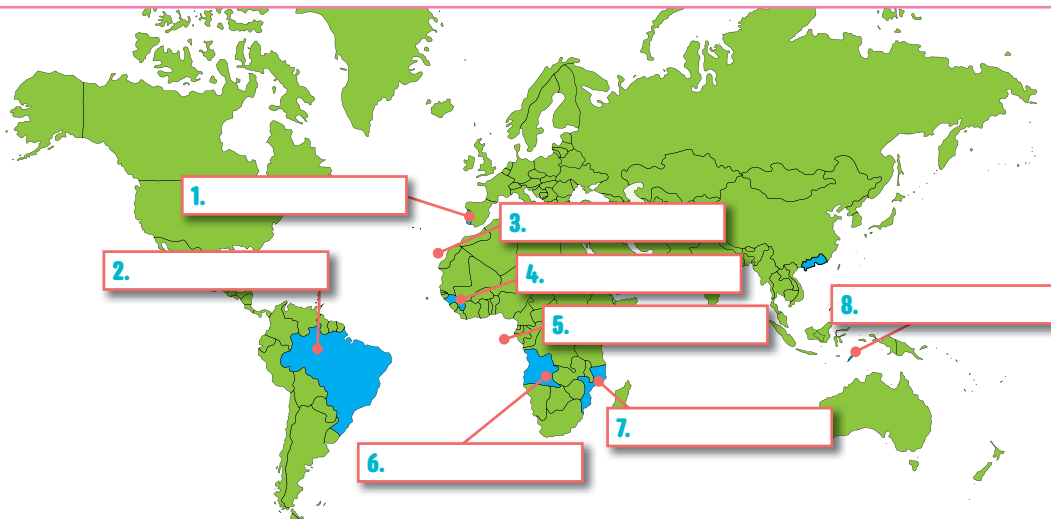
PROFESSOR

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the map of the Portuguese-speaking countries. Use the names of the countries from the box. (Legenda o mapa dos países de língua Portuguesa. Usa os nomes da caixa.)

Cape Verde Mozambique Brazil East Timor
Portugal São Tomé and Príncipe Angola Guinea-Bissau



B. Read the biography about the Portuguese author, Almeida Garrett, and complete the spaces with a word from the box. (Lê a biografia do autor português, Almeida Garrett, e completa os espaços com palavras da caixa.)

poems born famous French started
learned university newspapers returned



**Almeida
Garrett**

João Baptista da Silva Leitão de Almeida Garrett was a very important Portuguese writer. He was (1) _____ in Oporto on February 4th, 1799.

In 1809, because of the (2) _____ invasions, his family escaped to Terceira Island in the Azores. In 1818, he (3) _____ to Coimbra. He studied law at the (4) _____. Later in 1823, he went to England and (5) _____ about Romanticism. During that time, he (6) _____ working on *Romanceiro*. "A Bela Infanta" is one of its (7) _____.

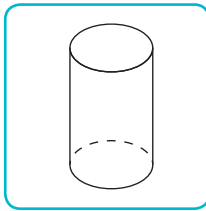
Almeida Garrett died on December 9th, 1854. Some of his most (8) _____ works are *Frei Luís de Sousa*, *Viagens na Minha Terra* and *Folhas Caídas*.

Name _____ No.: _____ Class: _____

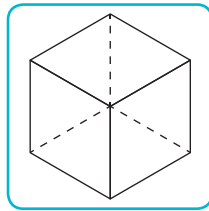
Date: ____ / ____ / ____ Teacher _____

A. Look at the different 3D shapes (1-5) and label them. Use the names in the box.
(Observa os sólidos (1-5) e escreve os respetivos nomes. Usa as palavras da caixa.)

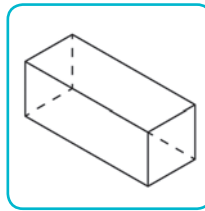
sphere rectangular prism cube cylinder square pyramid



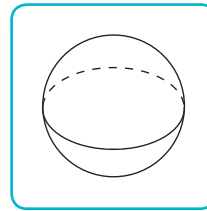
1. _____



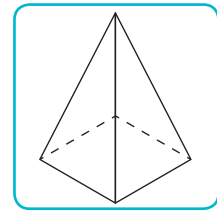
2. _____



3. _____

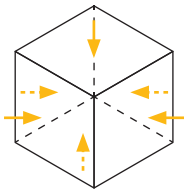


4. _____

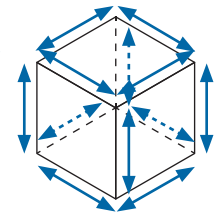


5. _____

B. 3D shapes have a different number of faces and edges. Look at the example.
(Os sólidos têm diferentes faces e vértices. Repara no exemplo.)



The cube has **6 faces** and **12 edges**



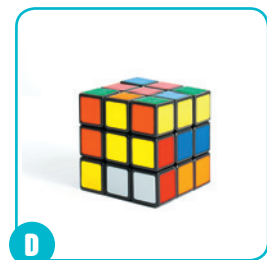
1. Complete the table about the other 3D shapes.

(Completa a tabela sobre os outros sólidos. Escreve os números por extenso.)

Shapes				
Faces	two			
Edges		twelve	0	eight

2. Write the name of the 3D shape each object looks like.

(Escreve o nome do sólido com que cada objeto se parece.)



Name _____ No.: _____ Class: _____

Date: / / Teacher:

A. Read the text. (Lê o texto.)

The United Nations (UN) was founded on October 24th 1945. It promotes international cooperation. When it was created, it had 51 members. Today there are 193 members.

The UN's objectives are: keep world peace, create better living conditions for everyone in the world and make the world a better place.

5 The UN has six official languages:

- a) Arabic b) Chinese c) English d) French e) Russian f) Spanish

B. Can you identify the languages? Match each one to a language in exercise A (a-f).

Write letters. (Consegues associar cada uma das línguas do exercício A às utilizadas nos balões abaixo? Escreve as letras.)

1 ОБЪЕДИНЕНН
ЫЕ НАЦИИ

2 联合国

3 Naciones Unidas

4 دوح تمل ا مم ا

5 United Nations

6 Les Nations
Unies

C. Match the names of these UN members to their flags. Then write the correct nationality next to each flag. (Associa os nomes dos membros das UN às suas bandeiras. De seguida, escreve a nacionalidade correta junto a cada bandeira.)

1. China 2. France 3. Portugal 4. The USA 5. The UK 6. Mexico 7. Canada 8. Brazil



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the clues and complete the crossword. Use the words from the box.
There is one example. (Lê as pistas e completa as palavras cruzadas. Usa as palavras da caixa. Segue o exemplo.)



A



B



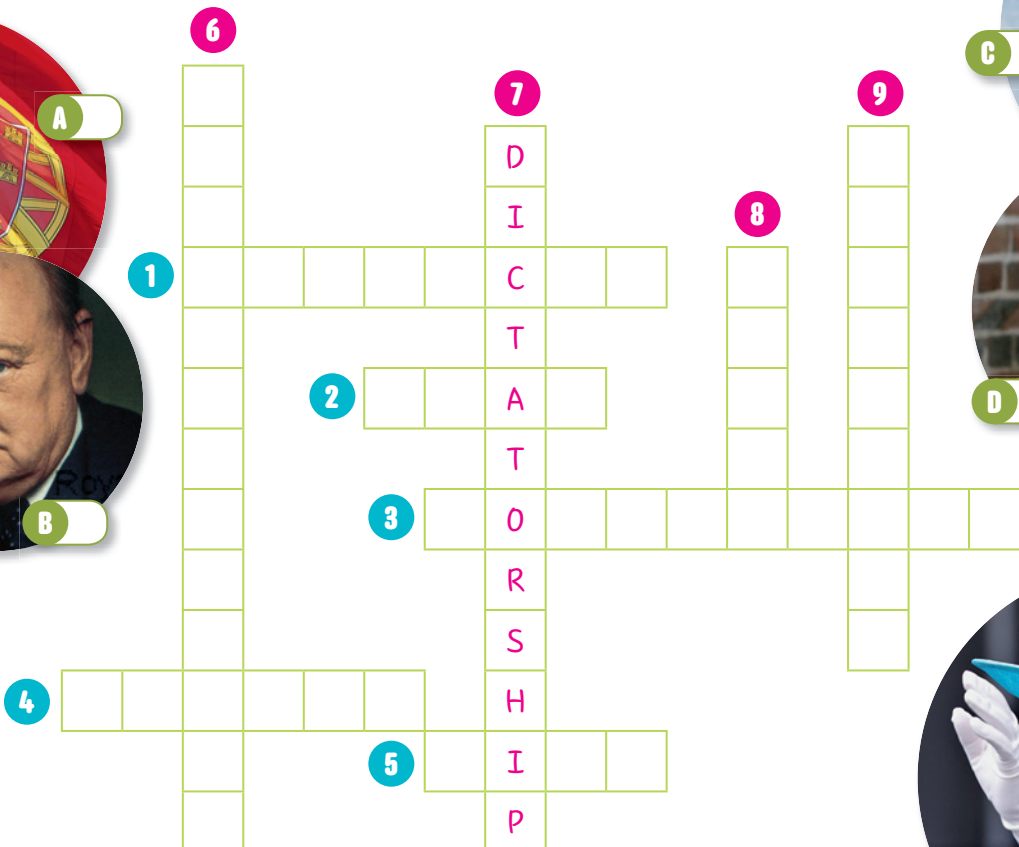
C



D



E



Across



1. A type of government with only one ruler (e.g. king, queen or emperor.)
2. The official symbol of a country.
3. The group of people who govern a country.
4. The National song.
5. The male monarch.

Clues

Down



6. The leader of a country in the parliament.
7. A form of government in which one person has all of the power.
8. The female monarch.
9. The leader of a republic.

Flag	King	Anthem	Government	Queen
Monarchy	President	Prime Minister	Dictatorship	

B. Match the images A to E to five of the clues. Write numbers.
 (Associa as imagens A a E a cinco das pistas. Escreve os números.)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Read about how the respiratory system works and label the diagram. Use the information in bold from the text. (Lê o texto sobre o sistema respiratório e legenda a figura. Usa a informação a negrito do texto.)

The respiratory system is the group of organs which help us breathe¹. It gives our body oxygen.

We breathe air through our **nose** and **mouth**. First the **diaphragm**² pulls in³ the air (this is *inhaling*). Then, the air goes down our **trachea**⁴ and into our **lungs**⁵.

⁵ When the diaphragm relaxes, it makes the air go out again (this is *exhaling*).

The respiratory system is very important because our cells need oxygen to survive.

WORD CHECK

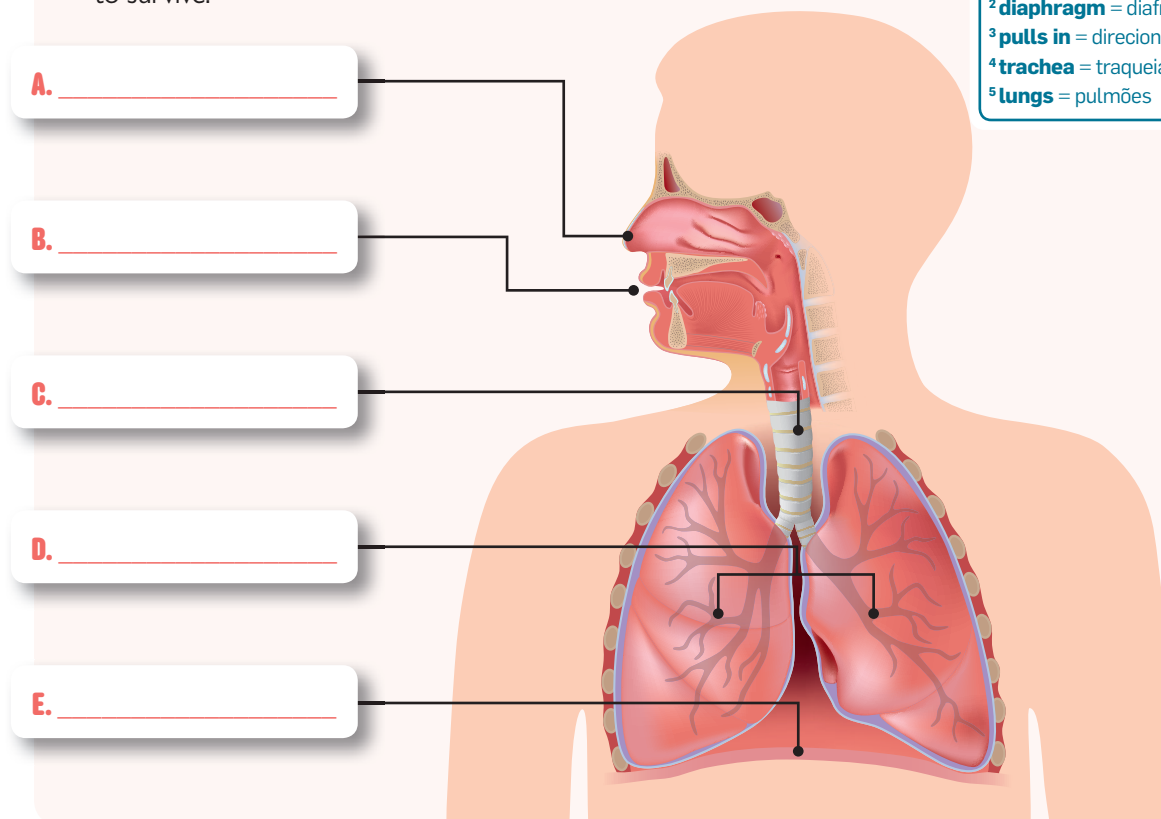
¹**breathe** = respirar;

²**diaphragm** = diafragma;

³**pulls in** = direciona;

⁴**trachea** = traqueia;

⁵**lungs** = pulmões



B. Decide if the sentences are True (T) or False (F).

(Decide se as frases são verdadeiras (T) ou falsas (F).)

1. We breathe air.
2. Air enters our body only through the mouth.
3. When we exhale, the diaphragm contracts.
4. The digestive system is the group of organs that help us breathe.
5. We need oxygen to survive.

TRUE	FALSE
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

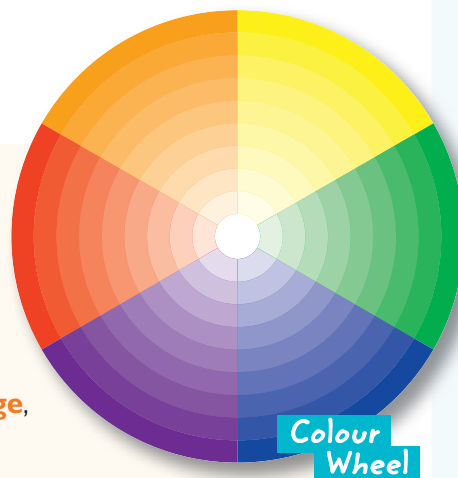
A. Read the information about the colour wheel.

(Lê a informação sobre o círculo cromático.)

Colours are everywhere. They are organised in a colour wheel which shows us the relationship between primary, secondary and tertiary colours.

The primary colours are **yellow**, **red** and **blue**. They are the origin of all of the other colours.

Secondary colours are created by mixing two primary colours together. There are three secondary colours: **orange**, **purple** and **green**.



Colour Wheel

B. Complete the “formulas” for each colour by using the colours in the box. (Completa as “fórmulas” para cada cor utilizando as cores da caixa.)

yellow (2x)
red (2x)
blue (2x)

1. How to make orange:

_____ + _____

2. How to make purple:

_____ + _____

3. How to make green:

_____ + _____

C. Complete the sentences with the words *primary* or *secondary*.(Completa as frases com as palavras *primary* OU *secondary*.)

- There are three _____ colours and three _____ colours in the colour wheel.
- The colour blue is a _____ colour.
- _____ colours are a combination of two _____ colours.
- Yellow is a _____ colour.
- Green, purple and orange are _____ colours.

D. Talk to your friend about your favourite colours. What colours make you happy?**What colours make you sad?** (Fala com um(a) colega sobre as tuas cores favoritas.

Quais as cores que te fazem sentir feliz? Quais as cores que te fazem sentir triste?)

Example:

My favourite colour is blue. I don't like yellow.

Pink and purple make me feel good. I think blue is a sad colour.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the objects below to the materials they are made of. Write numbers.

(Associa os objetos abaixo aos materiais de que são feitos. Escreve os números.)

1. wood

2. metal

3. paper

4. glass

5. stone

6. plastic

7. wool



B. Can you find the names of 5 objects from exercise A in the word search?

(Consegues encontrar o nome de 5 objetos do exercício A na sopa de letras?)

C. Talk to a friend about your favourite objects. What are they made of?

(Fala com um(a) colega sobre os teus objetos favoritos. De que material são feitos?)

Example:

My favourite object is my pen. It's made of plastic. What about you?

I love my notebook. It's made of paper!



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Use the words in the box to complete the table.

(Usa as palavras da caixa para completar a tabela.)

stadium	stick	trainers (4x)	racket	ball (3x)
swimming pool	dojo	stage	gym	

Sport	Equipment	Place
football		
hockey		hockey rink
tennis		tennis court
volleyball		volleyball court
swimming	swimming goggles	
running		track
ballet	tutu	
judo	judo mats, belt	

B. Now write the names of the sports. Use the words from exercise A.

(Agora, escreve os nomes dos desportos. Usa as palavras do exercício A.)

PLAY

1. _____ 2. _____



3. _____ 4. _____

GO

5. _____ 6. _____

DO

7. _____ 8. _____

- Use **go** with activities that end in *-ing*;
- Use **play** with ball sports or games;
- Use **do** for sports that do not use a ball.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. All these famous quotes are missing a word. Complete them.

Use the words from the box. (A todas estas citações famosas falta uma palavra. Completa-as. Usa as palavras da caixa.)

language
speaks
music



Shakespeare

"When words fail, music
1. _____."



Bono

"2. _____ can change
the world because it can
change people."



Psy

"The world's most famous
and popular 3. _____
is music."

B. Look at the table and put the words from the box in the correct column.

(Observe a tabela e coloque as palavras da caixa na coluna correta.)

organ

accordion

trumpet

clarinet

violin

drums

Brass	Woodwind	Keyboard	String	Percussion
 French horn	 recorder	 piano	 1. _____	 tambourine
 tuba	 2. _____	 3. _____	 guitar	 congas
 4. _____	 saxophone	 5. _____	 harp	 6. _____

C. Talk to a friend: What music do you like? What music do you hate? Why? Do you play any musical instruments? (Fala com um(a) colega: De que tipo de música gostas? De que tipo de música não gostas? Porquê? Tocas algum instrumento?)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the text. (Lê o texto.)

Every year, we use billions of cans and plastic bottles. More than 30% of the waste¹ we produce is packaging². Where does it go? Most of it goes into dumps³ and can take hundreds of years to decompose.

Our planet is getting full of rubbish and needs our help! It's important to learn the three R's: **reduce**, **reuse** and **recycle**. **Reduce** the amount of waste by **reusing** things. We can use boxes to keep objects, glass objects can be washed and used again, and we can write on both sides of paper and give old clothes and toys to other people. **Recycle!** Separate your waste into 3 groups: paper (blue bin), glass (green bin) and plastic (yellow bin). Use the recycling bins in your town frequently.

Together we can help the environment and save our planet!



WORD CHECK

- ¹ **waste** = lixo;
² **packaging** = embalagens;
³ **dumps** = aterros

B. Read the sentences and tick (✓) True or False.

(Lê as frases e seleciona verdadeiro ou falso.)

TRUE FALSE

- Plastic and cans decompose fast.
- Reducing, reusing and recycling helps our planet.
- There are four recycling groups.

☐	☐
☐	☐
☐	☐

C. QUIZ. How green are you? (Questionário. Tu és "verde"?)

1. Do you recycle paper, plastic and glass?

- a) Always. ☐
 b) Sometimes. ☐
 c) Never. ☐

2. Do you take showers or have baths?

- a) I usually have a shower. ☐
 b) I sometimes have showers. ☐
 c) I always have baths. ☐

3. How often do you write on both sides of paper?

- a) Always. ☐
 b) Sometimes. ☐
 c) Never. ☐

4. Do you turn off the lights when you move to another room?

- a) Always. ☐
 b) If someone tells me. ☐
 c) No, I don't. ☐

5. When you brush your teeth, do you let the water run?

- a) Never. ☐
 b) Sometimes. ☐
 c) Always. ☐

6. What do you do when you see rubbish on the floor?

- a) I always pick it up. ☐
 b) I sometimes pick it up. ☐
 c) I ignore it. ☐



RESULTS: Mostly A's – Super Green! You are a recycling expert and are helping the planet!

Mostly B's – Growing Green. You are OK but need to think about the environment more!

Mostly C's – Anti-Green. You are not very green. But, don't worry! If you try, you can make a difference today!



Extra Vocabulary Worksheets

Worksheet 1A (page 138)

A.

			U	S	A				
			1	C	H	I	N	A	
		2	P	O	R	T	U	G	A
		3	I	T	A	L	Y		
4	E	N	G	L	A	N	D		
	5	B	R	A	Z	I	L		
	6	F	R	A	N	C	E		
7	C	A	N	A	D	A			

Hidden country: SCOTLAND

B.

-ish	-ese	-ian	-an	irregular
Scottish English	Chinese Portuguese	Italian Brazilian Canadian	American	French

C. 1. The UK / England; British / English | 2. France; French | 3. Mexico; Mexican | 4. The USA; American | 5. Personal answers

Worksheet 1B (page 139)

A.

			U	S	A				
			1	C	H	I	N	A	
		2	P	O	R	T	U	G	A
		3	I	T	A	L	Y		
4	E	N	G	L	A	N	D		
	5	B	R	A	Z	I	L		
	6	F	R	A	N	C	E		
7	C	A	N	A	D	A			

Hidden country: SCOTLAND

B.

-ish	-ese	-ian	-an	irregular
Scottish English	Chinese Portuguese	Italian Brazilian Canadian	American	French

C. 1. The UK; British | 2. France; French | 3. Mexico; Mexican | 4. The USA; American | 5. Personal answers

Worksheet 2A (page 140)

A. A - 6 | B - 1 | C - 4 | D - 5 | E - 2 | F - 3

B. 1. block of flats | 2. terraced house | 3. house; flat | 4. cottage | 5. semi-detached house | 6. castle

C. Personal answers

Worksheet 2B (page 141)

A. A - 6 | B - 1 | C - 4 | D - 5 | E - 2 | F - 3

B. 1. block of flats | 2. terraced house | 3. house; flat | 4. cottage | 5. semi-detached house | 6. castle

C. Personal answers

Worksheets 3A | 3B (pages 142-143)

Listening transcripts

- I have classes every day between 8:30 and 12:30. My favourite subject is maths.
- (The alarm clock rings.) The alarm clock is ringing. I feel so sleepy, but it's time to get up.
- It's time to catch the bus and go to school. Hi, guys! How are you today?
- Edward, come on. Eat your breakfast. It's ready on the kitchen table!
- It's time to go to bed now. Good night!
- It feels so good to have dinner with my family after such a long day. Especially when mum cooks delicious food. Yum, yum!
- I always do my homework when I come back from school.
- Today I'm going to wear blue jeans and this blue T-shirt. I love wearing summer clothes.
- (The water in the shower is running.) I have a shower every morning. It helps to start my day!

Worksheet 3A (page 142)

A. A - 2 | B - 8 | C - 9 | D - 1 | E - 7 | F - 4 | G - 3 | H - 6 | I - 5
B. 1 - A | 2 - F | 3 - H | 4 - C | 5 - G | 6 - E | 7 - I | 8 - B | 9 - D

C. 1. get up | 2. have a shower | 3. get dressed | 4. have breakfast | 5. go to school | 6. have classes | 7. do the homework | 8. have dinner | 9. go to bed

Worksheet 3B (page 143)

A. A - 1 | B - 8 | C - 9 | D - 10 | E - 7 | F - 4 | G - 3 | H - 6 | I - 5 | J - 1

B. 1 - A | 2 - F | 3 - H | 4 - C | 5 - G | 6 - E | 7 - I | 8 - B | 9 - D

C. 1. get up | 2. have a shower | 3. get dressed | 4. have breakfast | 5. go to school | 6. have classes | 7. do the homework | 8. have dinner | 9. go to bed

Worksheet 4A (page 144)

A. 1. take the rubbish out | 2. wash the car | 3. do the washing up | 4. tidy the bedroom | 5. make the bed | 6. do the ironing | 7. set the table | 8. clean the bathroom

B. 1. b | 2. c | 3. b | 4. c

C. Personal answers

Worksheet 4B (page 145)

A. 1. take the rubbish out | 2. wash the car | 3. do the washing up | 4. tidy the bedroom | 5. make the bed | 6. do the ironing | 7. set the table | 8. clean the bathroom

B. 1. b | 2. a | 3. b | 4. b

C. Personal answers

Worksheet 5A (page 146)

A. Monday / Tuesday / Wednesday / Thursday / Friday

1. geography | 2. half past nine (9:30); Portuguese. | 3. English. | 4. Monday; half past eight | 5. half past eight (8:30); maths; Portuguese; music | 6. half past twelve (12:30); PE

B. 1. geography | 2. maths | 3. English | 4. Portuguese | 5. history | 6. music | 7. ICT | 8. science | 9. PE

Worksheet 5B (page 147)

A. Monday / Tuesday / Wednesday / Thursday / Friday

1. geography | **2.** Portuguese | **3.** English | **4.** Monday | **5.** maths; Portuguese; music | **6.** PE

B. **1.** geography | **2.** maths | **3.** English | **4.** Portuguese | **5.** history | **6.** music | **7.** ICT. | **8.** science | **9.** PE / physical education

Worksheet 6A (page 148)

A. **1.** classroom | **2.** lab | **3.** gym | **4.** art room | **5.** music room

B. **1.** c) | **2.** d) | **3.** b) | **4.** e) | **5.** a)

C. **1.** canteen | **2.** playground | **3.** library | **4.** changing room | **5.** headmaster's office | **6.** stationer's

Worksheet 6B (page 149)

A. **1.** classroom | **2.** lab | **3.** gym | **4.** art room | **5.** music room

B. **1.** c) | **2.** d) | **3.** b) | **4.** e) | **5.** a)

C. **1.** canteen | **2.** playground | **3.** library | **4.** changing room | **5.** headmaster's office | **6.** stationer's

Worksheet 7A (page 150)

A. **1.** Maths Club | **2.** Nature Club | **3.** Music Club | **4.** Science Club | **5.** Language Club | **6.** Drama Club | **7.** Sports Club | **8.** Computer Club | **9.** Dance Club | **10.** Chess Club

B. **1.** a) | **2.** c) | **3.** a) | **4.** b)

C. Personal answers

Worksheet 7B (page 151)

A. **1.** Maths Club | **2.** Nature Club | **3.** Music Club | **4.** Science Club | **5.** Language Club | **6.** Drama Club | **7.** Sports Club | **8.** Computer Club | **9.** Dance Club | **10.** Chess Club

B. **1.** a) | **2.** a) | **3.** a) | **4.** b)

C. Personal answers

Worksheet 8A (page 152)

A. **1.** Jason | **2.** Jessica | **3.** Rose | **4.** Justin

B. **1.** b) | **2.** e) | **3.** c) | **4.** a) | **5.** f) | **6.** d)

Worksheet 8B (page 153)

A. **1.** Jason | **2.** Jessica | **3.** Rose | **4.** Justin

B. **1.** tall | **2.** blond | **3.** short | **4.** straight | **5.** thin | **6.** big

Worksheet 9A (page 154)

A. **1.** polite | **2.** intelligent | **3.** sweet | **4.** sociable | **5.** quiet | **6.** funny | **7.** impatient | **8.** clever | **9.** lazy | **10.** stubborn

B. Possible answer – **positive aspects:** clever, funny, intelligent, polite, quiet, sociable, sweet / **negative aspects:** impatient, lazy, stubborn

C. Personal answers

Worksheet 9B (page 155)

A. **1.** polite | **2.** intelligent | **3.** sweet | **4.** sociable | **5.** quiet | **6.** funny | **7.** impatient | **8.** clever | **9.** lazy | **10.** stubborn
1. e) | **2.** h) | **3.** b) | **4.** f) | **5.** i) | **6.** j) | **7.** a) | **8.** d) | **9.** g) | **10.** c)

B. Possible answer – **positive aspects:** clever, funny, intelligent, polite, quiet, sociable, sweet / **negative aspects:** impatient, lazy, stubborn

C. Personal answers

Worksheet 10A (page 156)

A. **1.** D – dress | **2.** E – raincoat | **3.** B – skirt | **4.** A – sweater
5. F – trousers | **6.** C – socks

B. **1.** trainers | **2.** shoes | **3.** boots | **4.** sandals | **5.** cap | **6.** belt | **7.** hat | **8.** earrings

Worksheet 10B (page 157)

A. **1.** D – dress | **2.** E – raincoat | **3.** B – skirt | **4.** A – sweater | **5.** F – trousers | **6.** C – socks

B. **1.** trainers | **2.** shoes | **3.** boots | **4.** sandals | **5.** cap | **6.** belt | **7.** hat | **8.** earrings

Worksheet 11A (page 158)

A. **1.** bank I | **2.** museum G | **3.** police station H | **4.** café L | **5.** hospital D | **6.** shopping centre C | **7.** swimming pool B | **8.** bus stop A | **9.** restaurant E | **10.** car park F | **11.** post office K | **12.** theatre J

B. **1.** bridge | **2.** town hall | **3.** fire station | **4.** library | **5.** railway station | **6.** bus stop

Worksheet 11B (page 159)

A. A – 8 | B – 7 | C – 6 | D – 5 | E – 9 | F – 10 | G – 2 | H – 3 | I – 1 | J – 12 | K – 11 | L – 4

B. **1.** ponte | **2.** câmara municipal | **3.** quartel dos bombeiros | **4.** biblioteca | **5.** estação de comboios | **6.** paragem de autocarros

Worksheet 12A (page 160)

A. **1.** boat | **2.** ship | **3.** bus | **4.** car | **5.** lorry | **6.** taxi | **7.** plane | **8.** train | **9.** helicopter | **10.** motorbike | **11.** underground | **12.** bike

B. **4 + wheels:** car, taxi, lorry, bus; **2 wheels:** motorbike, bike; **no wheels:** boat, ship, plane, train, underground, helicopter

C. **1.** motorbike | **2.** car | **3.** plane | **4.** bus

Worksheet 12B (page 161)

A. **1.** boat | **2.** ship | **3.** bus | **4.** car | **5.** lorry | **6.** taxi | **7.** plane | **8.** train | **9.** helicopter | **10.** motorbike | **11.** underground | **12.** bike

B. **4 + wheels:** car, taxi, lorry, bus; **2 wheels:** motorbike, bike; **no wheels:** boat, ship, plane, train, underground, helicopter

C. **1.** motorbike | **2.** car | **3.** plane | **4.** bus

Worksheet 13A (page 162)

A. **1.** play football | **2.** walk along | **3.** visit museums | **4.** see a play | **5.** watch a film | **6.** walk the dog | **7.** try different food | **8.** wash the car

B. **1.** ticket – b) | **2.** passport – a) | **3.** camera – c) | **4.** suitcase – d)

Worksheet 13B (page 163)

A. **1.** play football | **2.** walk along | **3.** visit museums | **4.** see a play | **5.** watch a film | **6.** walk the dog | **7.** try different food | **8.** wash the car

B. **1.** ticket – b) | **2.** passport – a) | **3.** camera – c) | **4.** suitcase – d)

Worksheet 14A (page 164)

A. 1. doing sports | **2.** going sightseeing | **3.** going to the beach | **4.** going to the cinema | **5.** hanging out with friends | **6.** playing video games | **7.** sending text messages | **8.** surfing the net | **9.** taking photos | **10.** visiting family

Worksheet 14B (page 165)

A. 1. doing sports | **2.** going sightseeing | **3.** going to the beach | **4.** going to the cinema | **5.** hanging out with friends | **6.** playing video games | **7.** sending text messages | **8.** surfing the net | **9.** taking photos | **10.** visiting family

Worksheet 15A (page 166)

A. 1. building sandcastles | **2.** having a picnic | **3.** running | **4.** swimming in the sea | **5.** snorkelling | **6.** eating ice cream | **7.** surfing | **8.** sunbathing | **9.** paddling | **10.** playing beach volleyball

Worksheet 15B (page 167)

A. 1. sandcastles | **2.** picnic | **3.** running | **4.** swimming | **5.** snorkelling | **6.** ice cream | **7.** surfing | **8.** sunbathing | **9.** paddling | **10.** beach volleyball

Extra Grammar Worksheets

Worksheet 1A (page 169)

A. 1. like | **2.** drinks | **3.** work | **4.** plays | **5.** speak

B. 1. Neg.: You don't study English at school. / **Int.:** Do you study English at school? | **2. Neg.:** Classes don't finish at 2 p.m. / **Int.:** Do classes finish at 2 p.m.? | **3. Neg.:** My cousin doesn't play football on Sunday mornings. / **Int.:** Does my cousin play football on Sunday mornings?

C. 1. Is John | **2.** Does Mary love pasta? | **3.** Where does your brother live? | **4.** How often do they play football?

D. has / goes / start; love / are / don't like / have / Do / is

Worksheet 1B (page 170)

A. 1. like | **2.** drinks | **3.** work | **4.** plays | **5.** speak

B. 1. Neg.: don't study / **Int.:** Do... study | **2. Neg.:** don't finish / **Int.:** Do... finish / | **3. Neg.:** don't play / **Int.:** Do... play

C. 1. Is John | **2.** Does... love | **3.** does... live? | **4.** do... play

D. has / goes / start; love / are / don't like / have / Do / is

Worksheet 2A (page 171)

A. 1. She usually gets up late on Sundays. | **2.** My father is never late for work. | **3.** Do you often go to the cinema on Saturdays? | **4.** We sometimes eat pizza at the weekend. | **5.** They hardly ever check their emails. | **6.** Her family goes to the beach once a year.

B. 1. She goes to the swimming pool twice a week. | **2.** He always gets home at six o'clock. | **3.** The children often play video games | **4.** My parents go to the cinema once a week. | **5.** I usually clean my bedroom.

C. Personal answers

Worksheet 2B (page 172)

A. 1. My father is **never** late for work. | **2.** Do you **often** go to the cinema on Saturdays? | **3.** We **sometimes** eat pizza at the weekend. | **4.** They **hardly ever** check their emails. | **5.** Her family goes to the beach **once a year**.

B. 1. She goes to the swimming pool twice a week. | **2.** He always gets home at six o'clock. | **3.** The children often play video games. | **4.** My parents go to the cinema once a week. | **5.** I usually clean my bedroom.

B. Personal answers

Worksheet 3A (page 173)

A. 1. e | **2.** d | **3.** b | **4.** c | **5.** a

B. 1. While | **2.** When | **3.** when | **4.** when | **5.** While / When

C. 1. then | **2.** After that | **3.** Later | **4.** Then | **5.** After that | **6.** later | **7.** Then / After that | **8.** After that / Then | **9.** Later

Worksheet 3B (page 174)

A. 1. when | **2.** while | **3.** when | **4.** while | **5.** while

B. 1. While | **2.** When | **3.** when | **4.** when | **5.** While

C. 1. then | **2.** After that | **3.** Later | **4.** Then | **5.** After that | **6.** Later | **7.** After that | **8.** Then | **9.** Later

Worksheets 4A | 4B (pages 175-176)

Listening transcript

- 1.** I love pop music. That's why I'm listening to Maroon 5.
- 2.** At the moment Mum isn't sleeping. She is preparing her breakfast.
- 3.** Mum and Dad are doing the washing up.
- 4.** My sisters Vanessa and Kate want to buy a new dress online so they are surfing the net.
- 5.** At the end of the day, we all love sitting on the sofa and watching TV.
- 6.** It's ten o'clock in the evening. My sisters are sleeping on their books.

Worksheet 4A (page 175)

A. 1. – A) He is listening to music. | **2.** – C) She is preparing breakfast. | **3.** – E) They are doing the washing up. | **4.** – D) They are surfing the net. | **5.** – B) They are sitting on the sofa and watching TV. | **6.** – F) They are sleeping.

B. 1. We are playing video games. | **2.** Mum is reading a book. | **3.** My sister is tidying her bedroom. | **4.** They are setting the table for dinner. | **5.** Steven and his brother are making their beds.

C. 1. Paul is not (isn't) riding his bike | **2.** Your brothers are studying now. | **3.** Mary is not (isn't) watching TV at the moment. | **4.** Our parents are buying tickets for the cinema. | **5.** Dad is washing the car. | **6.** Tom is surfing the net in his bedroom.

D. a) 1 | b) 2 | c) 6 | d) 3 | e) 5 | f) 4

E. 1. are you going? | **2.** is he doing? | **3.** is your sister tidying her bedroom? | **4.** is she phoning?

Worksheet 4B (page 177)

A. 1. f) | **2.** b) | **3.** d) | **4.** c) | **5.** a) | **6.** e)

B. 1. is reading | **2.** is tidying | **3.** are setting | **4.** are making

C. 2. Your brothers are studying now. | **3.** Mary isn't watching TV at the moment. | **4.** Our parents are buying tickets for the cinema. | **5.** Dad is washing the car. | **6.** Tom is surfing the net in his bedroom.

D. a) 1 | b) 2 | c) 6 | d) 3 | e) 5 | f) 4

E. 1. are... going | 2. is... doing | 3. is... tidying | 4. is... phoning

Worksheet 5A (page 179)

A. 1. d) | 2. b) | 3. a) | 4. e) | 5. c) | 6. f)

B. 1. at | 2. for | 3. of | 4. in | 5. at | 6. about

C. 1. in | 2. at | 3. for | 4. of | 5. at | 6. for

D. 1. afraid of | 2. famous for | 3. good at | 4. bad at | 5. interested in | 6. different from

Worksheet 5B (page 180)

A. 1. for | 2. of | 3. in | 4. with | 5. at | 6. at

B. 1. at | 2. for | 3. of | 4. in | 5. at | 6. about

C. 1. in | 2. at | 3. for | 4. of | 5. at | 6. for

D. 1. afraid of | 2. famous for | 3. good at | 4. bad at | 5. interested in | 6. different from

Worksheet 6A (page 181)

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

B. 1. a) | 2. b) | 3. c) | 4. b)

C. 1. You should be more careful. | 2. My father shouldn't work so much. | 3. My cousin should stop smoking. | 4. We should take our raincoats. | 5. What time should I come? | 6. You shouldn't spend all your money.

Worksheet 6B (page 182)

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

B. 1. a) | 2. b) | 3. b) | 4. a)

C. 1. You should be more careful. | 2. My father shouldn't work so much. | 3. My cousin should stop smoking. | 4. We should take our raincoats.

Worksheet 7A (page 183)

A. 1. better than | 2. bigger than | 3. easier than | 4. more expensive than | 5. older than | 6. thinner than | 7. more generous than

B. 1. bigger than | 2. better than | 3. taller than | 4. tastier than | 5. more famous than | 6. more difficult than

C. 1. the tallest | 2. the oldest | 3. the most interesting | 4. the slowest | 5. the fastest

D. 1. b) | 2. b) | 3. a) | 4. c) | 5. a) | 6. a)

E. 1. Anne | 2. Rose | 3. Tom | 4. Jessy

Worksheet 7B (page 185)

A. 2. a) | 3. e) | 4. f) | 5. b) | 6. d) | 7. c) | 8. h)

B. 1. bigger than | 2. better than | 3. taller than | 4. tastier than | 5. more famous than | 6. more difficult than

C. 1. the most difficult | 2. the tallest | 3. the oldest | 4. the most interesting | 5. the slowest | 6. the fastest

D. 1. a) | 2. b) | 3. a) | 4. b) | 5. a) | 6. a)

D. 1. Anne | 2. Rose | 3. Tom | 4. Jessy

Worksheet 8A (page 187)

A. 1. slowly | 2. quickly | 3. happily | 4. loudly | 5. carefully | 6. quietly | 7. badly | 8. easily

B. 1. d) | 2. b) | 3. e) | 4. a) | 5. c) | 6. f)

C. 1. carefully | 2. noisily | 3. politely | 4. beautifully | 5. terribly | 6. clearly

Worksheet 8B (page 188)

A. 1. slowly | 2. quickly | 3. happily | 4. loudly | 5. carefully | 6. quietly | 7. badly | 8. easily

B. 1. d) | 2. b) | 3. e) | 4. a) | 5. c) | 6. f)

C. 1. carefully | 2. noisily | 3. politely | 4. beautifully | 5. terribly | 6. clearly

Worksheet 9A (page 189)

A. 1. were | 2. were | 3. were | 4. was / were | 5. were | 6. was

B. 1. She wasn't in Berlin yesterday. | 2. Your father wasn't born in London. | 3. My parents and I were in a restaurant last night. | 4. He wasn't born in Coimbra. | 5. The girls were in the garden. | 6. They weren't in a hotel last weekend.

C. 1. was | 2. was | 3. were | 4. were | 5. were

D. 1. Luís de Camões was a Portuguese poet. He was born in 1524. | 2. They were the inventors of cinema. They were born in 1862 and 1864. | 3. Leonardo da Vinci was an Italian painter. He was born in 1452. | 4. Charlie Chaplin a well-known actor. He was born in 1889.

E. a) 2 | b) 6 | c) 3 | d) 4 | e) 5 | f) 1

2. Where was Julie born? She was born in Paris, France. |

3. Where were Diogo and I born? We were born in Lisbon, Portugal. |

4. Where was Klaus born? He was born in Berlin, Germany. |

5. Where was Pablo born? He was born in Madrid, Spain. | 6. Where was Ellen born? She was born in London, the UK.

Worksheet 9B (page 191)

A. 1. were | 2. were | 3. were | 4. was; were | 5. were | 6. was

B. 1. wasn't in Berlin yesterday. | 2. wasn't born in London. | 3. were in a restaurant last night. | 4. wasn't born in Coimbra. | 5. were in the garden. | 6. weren't in a hotel last weekend.

C. 1. was | 2. was | 3. were | 4. were | 5. were

D. 2. was born in 1524. | 3. were born in 1862 and 1864. | 4. was born in 1452. | 5. was born in 1889.

E. a) 2 | b) 6 | c) 3 | d) 4 | e) 5 | f) 1

2. Julie born? / born in Paris, France. | 3. Diogo and I born? / born in Lisbon, Portugal. | 4. Where was Klaus born? He was born in Berlin, Germany. | 5. Where was Pablo born? / He was born in Madrid, Spain. | 6. Where was Ellen born? / She was born in London, the UK.

Worksheet 10A (page 193)

A. 1. there was | 2. there was | 3. there was | 4. there were | 5. there were | 6. there were

B. 1. b) | 2. b) | 3. a) | 4. a) | 5. a) | 6. b)

C. 1. Was there a bridge across the river? Yes, there was. |
2. Was there a theatre near your house? No, there wasn't. |
3. Were there any trees in the park? Yes, there were.

Worksheet 10B (page 194)

A. 1. there was | **2.** there was | **3.** there was | **4.** there were |
5. there were | **6.** there were

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

C. 1. Was there / was | **2.** Was there / there wasn't | **3.** Were there /
there were

Worksheet 11A (page 195)

A. 1. helped | **2.** washed | **3.** enjoyed | **4.** arrived | **5.** lived |
6. studied | **7.** tried | **8.** played | **9.** cried

B. 1. planned | **2.** studied | **3.** rained | **4.** lived; moved | **5.** walked

C. 1. didn't plan her trip to Paris last month carefully. | **2.** didn't
study for their geography test last week. | **3.** didn't rain a lot
yesterday. | **4.** didn't live in a small house so they didn't move to a
bigger one. | **5.** didn't walk his dog last Sunday afternoon.

D. 1. Did... travel / No, she didn't. | **2.** Did... help / Yes, they did. |
3. Did... phone / No, I (we) didn't. | **4.** Did... tidy / Yes, they did. |
5. Did... invite / No, he didn't.

E. 1. walked to school. | **2.** didn't play with her friends. | **3.** phoned
her mother after school. | **4.** didn't study in the library for her tests. |
5. picked her up from school.

F. 1. wash | **2.** didn't walk | **3.** visited | **4.** helped | **5.** didn't try | **6.** enjoy

G. 1. When did you play | **2.** What time did she finish | **3.** Who did
they invite | **4.** Where did you stay | **5.** How did she visit | **6.** Why did
she stop

Worksheet 11B (page 197)

A. 2. g) | **3.** a) | **4.** h) | **5.** j) | **6.** f) | **7.** d) | **8.** c) | **9.** e) | **10.** i)

B. 1. planned | **2.** studied | **3.** rained | **4.** lived; moved | **5.** walked

C. 1. didn't plan her trip to Paris last month. | **2.** didn't study for
their geography test last week. | **3.** didn't rain a lot yesterday. |
4. didn't live in a small house so they didn't move to a bigger one. |
5. didn't walk his dog last Sunday afternoon.

D. 1. Did... travel | **2.** Did... help / they did | **3.** Did... phone / I (we)
didn't | **4.** Did... tidy / they did | **5.** Did... invite / he didn't

E. 1. didn't play | **2.** phoned | **3.** didn't study | **4.** picked

F. 1. did you play | **2.** did she finish | **3.** did they invite | **4.** did you
stay | **5.** did she visit | **6.** did he stop

Worksheet 12A (page 199)

A. 1. went | **2.** saw | **3.** made | **4.** had | **5.** did | **6.** got | **7.** bought |
8. began | **9.** sang | **10.** took

B. 1. went | **2.** saw | **3.** made | **4.** sang | **5.** got | **6.** bought

C. 1. My father didn't buy a new car last month. | **2.** You didn't send
him an email yesterday. | **3.** My brother didn't give me a present for
my 12th birthday. | **4.** They didn't bring the books back to the school
library. | **5.** We didn't drive to the city last week.

D. 1. Where did she buy that dress? | **2.** What did they do last
weekend? | **3.** Did you meet them yesterday evening? | **4.** Who did
he see last month? | **5.** Why did we leave the party so early?

E. 1. did | **2.** went | **3.** got up | **4.** drove | **5.** caught | **6.** slept | **7.** met |
8. went | **9.** had | **10.** spent | **11.** took | **12.** was | **13.** didn't have
14. didn't meet | **15.** did you do | **16.** Did you go

Worksheet 12B (page 201)

A. 1. b) | **2.** f) | **3.** j) | **4.** g) | **5.** i) | **6.** d) | **7.** h) | **8.** a) | **9.** c) | **10.** e)

B. 1. saw | **2.** made | **3.** sang | **4.** got | **5.** bought

C. 1. didn't buy | **2.** didn't send | **3.** didn't give | **4.** didn't bring |
5. didn't drive

D. 1. did... buy | **2.** did... do | **3.** Did... meet | **4.** did... see |
5. did... leave

E. 1. did | **2.** went | **3.** got up | **4.** drove | **5.** caught | **6.** slept | **7.** met |
8. went | **9.** had | **10.** spent | **11.** took | **12.** was | **13.** didn't have |
14. didn't meet | **15.** did you do | **16.** Did you go

Worksheet 13A (page 203)

A. 1. a) | **2.** c) | **3.** b)

B. 1. through | **2.** towards | **3.** through | **4.** through | **5.** towards

C. 1. through / across | **2.** towards | **3.** across | **4.** across |
5. through | **6.** towards

Worksheet 13B (page 204)

A. 1. a) | **2.** a) | **3.** b)

B. 1. through | **2.** towards | **3.** through | **4.** through | **5.** towards

C. 1. through | **2.** towards | **3.** across | **4.** across | **5.** through |
6. towards

Worksheet 14A (page 205)

A. 1. am going to watch | **2.** is going to walk | **3.** are going to live |
4. is going to help | **5.** am going to spend

B. 1. I'm not going to fly to China next month. | **2.** My parents aren't
going to buy a new house. | **3.** You aren't going to have a picnic on
the beach. | **4.** Tom isn't going to play football.

C. 1. Are you going to play football tomorrow? | **2.** Is she going
to stay in a hotel? | **3.** Is your father going to buy a plane ticket? |
4. Are the tourists going to take photos? | **5.** Is she going to buy a
new dress for the party? | **6.** Are the children going to play beach
volleyball?

D. 1. b) They are going to play football. | **2. a)** She is going to read
a book. | **3. c)** They are going to listen to music. | **4. d)** The dog is
going to jump.

Worksheet 14B (page 206)

A. 1. 'm going to watch | **2.** is going to walk | **3.** are going to live |
4. is going to help | **5.** am going to spend

B. 1. am not | **2.** aren't | **3.** aren't | **4.** isn't

C. 1. Is she going to stay | **2.** Is your father going to buy | **3.** Are the
tourists going to take | **4.** Is she going to buy | **5.** Are the children
going to play

D. 1. b) | 2. a) | 3. c) | 4. d)

Worksheet 15A (page 207)

A.

Personal pronouns	Reflexive pronouns
I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You	yourselves
They	themselves

B. 1. b) | **2.** a) | **3.** b) | **4.** b) | **5.** b) | **6.** a)

C. 1. herself | **2.** yourself | **3.** themselves | **4.** herself | **5.** themselves | **6.** himself

D. 1. He | **2.** You | **3.** She | **4.** We

Worksheet 15B (page 208)

A.

Personal pronouns	Reflexive pronouns
I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You	yourselves
They	themselves

B. 1. b) | **2.** a) | **3.** b) | **4.** b) | **5.** b) | **6.** a)

C. 1. herself | **2.** yourself | **3.** themselves | **4.** herself | **5.** themselves | **6.** himself

D. 1. He | **2.** You | **3.** She | **4.** We

Reading Worksheets

Worksheet 1A (page 210)

B. 3

C. 1. T | **2.** F – He always has lunch in the school canteen. | **3.** T | **4.** F – He helps his mother prepare dinner. | **5.** F – After dinner, he plays on the computer.

D. 1. foot | **2.** homework | **3.** guitar | **4.** parents / family

E. 1. He has cereal with milk, two slices of bread and butter and a glass of orange juice. | **2.** He has lunch in the canteen. | **3.** His favourite food is spaghetti with tomato sauce, fish and vegetables. | **4.** Before he goes to bed, Arthur plays on the computer.

F. 1. seven o'clock | **2.** twenty to eight | **3.** eight o'clock | **4.** half past twelve / midday | **5.** a quarter to five | **6.** ten o'clock

G. Personal answers

Worksheet 1B (page 212)

B. 2

C. 1. T | **2.** F – He always has lunch in the school canteen. | **3.** T | **4.** F – He helps his mother prepare dinner. | **5.** F – After dinner, he plays on the computer.

D. 1. foot | **2.** homework | **3.** guitar | **4.** parents

E. 1. cereal with milk, two slices of bread and butter and a glass of orange juice | **2.** in the school canteen | **3.** spaghetti with tomato sauce, fish and vegetables | **4.** plays on the computer

F. 1. seven o'clock (7:00) | **2.** twenty to eight (7:40) | **3.** eight o'clock (8:00) | **4.** half past twelve / midday (12:30) | **5.** a quarter to five (16:45) | **6.** ten o'clock (10:00)

G. Personal answers

Worksheet 2A (page 214)

B. 1. Jason / Luísa | **2.** Jason | **3.** Luísa | **4.** Jason

C. 1. big and modern | **2.** lots of books | **3.** very big | **4.** after-school clubs

D. 1. b) | **2.** c) | **3.** d) | **4.** a)

E. 1. He can use the internet and play games. | **2.** He doesn't like art because he doesn't like drawing or painting. | **3.** He sometimes hangs out with his friends or goes to the Chess Club. | **4.** She likes school because there's always something new and there are lots of after-school clubs. | **5.** Her favourite subject is maths.

F. Personal answers

Worksheet 2B (page 216)

B. 1. b) | **2.** a) | **3.** b) | **4.** a)

C. 1. big... modern | **2.** lots... books | **3.** big | **4.** clubs

D. 2. c) | **3.** d) | **4.** a)

E. 1. a) | **2.** b) | **3.** b) | **4.** a) | **5.** b)

F. Personal answers

Worksheet 3A (page 218)

B. 1. Hugh | **2.** Claudia | **3.** Claudia | **4.** Gary | **5.** Claudia

C. 1. T | **2.** F – He has got a brother and a sister | **3.** T | **4.** F – She is a student at university / His mother Jane is a nurse | **5.** F – He is very intelligent and sweet

D. 1. Bristol/England | **2.** university | **3.** nurse | **4.** glasses | **5.** freckles

E. 1. beautiful (line 9) | **2.** lovely (line 10) | **3.** intelligent (line 20) | **4.** sweet (line 20)

F. 1. He is from Ireland. | **2.** She is medium height and thin. She has got beautiful long straight brown hair, her eyes are brown and she has got a lovely smile. | **3.** He loves playing with his toys. | **4.** Hugh feels lucky because he has got a happy and wonderful family.

G. Personal answers

Worksheet 3B (page 220)

B. 1. Hugh | **2.** Claudia | **3.** Claudia | **4.** Gary | **5.** Claudia

C. 1. T | **2.** F | **3.** T | **4.** F | **5.** F

D. 1. Bristol | **2.** university | **3.** nurse | **4.** glasses | **5.** freckles

E. 1. b) | **2.** d) | **3.** a) | **4.** c)

F. 1. b) | **2.** a) | **3.** a) | **4.** b)

G. Personal answers

Worksheet 4A (page 222)

B. Places in the city: parks; school; railway station; hospital; library; theatre; castle; cinema; swimming pool | **Activities in the city:** play with friends; walk the dog; see a play; go to the cinema; go to the theatre; go to the swimming pool

C. 1. d) | **2.** e) | **3.** b) | **4.** a) | **5.** c)

D. 1. Maria lived in Bragança / Maria lives in Brighton. | **2.** There were lots of green parks in Bragança. | **3.** Maria had two dogs. | **4.** Maria walked to school. | **5.** There was a library next to the hospital.

E. 1. played with her friends and walked her two dogs | **2.** a big detached house | **3.** was a small theatre | **4.** going to the cinema with her friends or with her older brother | **5.** was very hot

F. 1. She lived in Bragança when she was younger. | **2.** She went to school on foot. (She walked to school.) | **3.** There was a railway station. | **4.** They enjoyed going to the swimming pool because it was hot and it was fun.

G. Personal answers

Worksheet 4B (page 224)

B. Places in the city: parks; school; railway station; hospital; library; theatre; castle; cinema; swimming pool

C. 1. a) | **2.** b) | **3.** a) | **4.** a) | **5.** a)

D. 1. F | **2.** F | **3.** F | **4.** T | **5.** T

E. 1. friends | **2.** house | **3.** theatre | **4.** cinema | **5.** hot

F. 1. she was younger | **2.** walked | **3.** railway station | **4.** because it was hot / to have some fun

G. Personal answers

Worksheet 5A (page 226)

B. 1. Easter | **2.** two | **3.** hotel | **4.** beach | **5.** photos

C. 1. e) | **2.** a) | **3.** d) | **4.** b) | **5.** c)

D. 1. In New York, he saw the Empire State Building, the Chrysler Building and the Statue of Liberty. He also spent an entire morning in Central Park. | **2.** He sunbathed on Copacabana Beach and Ipanema Beach. | **3.** He shared them with his friends.

E. New York: 1. Statue of Liberty | 2. Empire State Building | 3. Central Park | 4. Chrysler Building | **Rio de Janeiro:** 5. "Pão de Açúcar" Mountain | 6. "Cristo, o Redentor" | 7. "Corcovado" Mountain | 8. Ipanema Beach

F. Personal answers

Worksheet 5B (page 228)

B. 1. Easter | **2.** two | **3.** hotel | **4.** beach | **5.** photos

C. 1. travelling around | **2.** plane | **3.** big | **4.** full of life | **5.** camera

D. 1. b) | **2.** a) | **3.** a)

E. New York: 1. Statue of Liberty | 2. Empire State Building |

3. Central Park **Rio de Janeiro:** 5. "Pão de Açúcar" Mountain |

6. "Cristo, o Redentor"

F. Personal answers

Worksheet 6A (page 230)

B.

	Age	Origin	Nationality	Family	Places/ Countries to visit
Christopher	12	Sydney	Australian	Parents Sister	beach
Barbara	11	Chicago	American	Parents	London (Great Britain); Belfast (Northern Ireland)

C. 1. T | **2.** T | **3.** F – He goes to the cinema in the evening. |

4. F – She is going travel to Great Britain and Northern Ireland |

5. T | **6.** F – The food is different in Europe.

D. 1. They are going to have lots of fun together. They are going to play football, swim in the sea, build sandcastles or play beach volleyball. | **2.** He loves going to bed late and watching TV or playing video games all the time / doing all his favourite activities. | **3.** They are going to travel to Europe (Great Britain and Northern Ireland). | **4.** She is going sightseeing in London and Belfast. She is also going to take hundreds of photos and try different dishes. | **5.** She is going to surf the net to get to know more about a certain place or monument.

E. Personal answers

Worksheet 6B (page 232)

B.

	Age	Origin	Nationality	Family	Places/ Countries to visit
Christopher	12	Sydney	Australian	Parents Sister	beach
Barbara	11	Chicago	American	Parents	London (Great Britain); Belfast (Northern Ireland)

C. 1. T | **2.** T | **3.** F | **4.** F | **5.** T | **6.** F

D. 1. to have lots of fun with his friends. They are going to play football, swim in the sea, build sandcastles or play beach volleyball. | **2.** watching TV or playing video games all the time / doing all his favourite activities. | **3.** travel to Europe (Great Britain and Northern Ireland). | **4.** in London and Belfast; photos; different dishes. | **5.** get to know more about a certain place or monument.

E. Personal answers

Speaking

Unit 1 – Asking and answering personal questions (page 236)

A. 1. c) | 2. e) | 3. f) | 4. b) | 5. d) | 6. a)

B. | **C.** | **D.** Personal answers

Unit 1 – Asking and answering personal questions (page 237)

A. 1. time | 2. How | 3. do | 4. often; cinema; on | 5. you

B. | **C.** | **D.** Personal answers

Unit 2 – Giving advice (*you should/shouldn't...*) (page 238)

A. Personal answers

B. 1. You should practise a lot to be a good player. | 2. You shouldn't stop studying. | 3. Should I send a letter to Benfica?

C. | **D.** Personal answers

Unit 2 – Giving advice (*you should/shouldn't...*) (page 239)

A. Personal answers

B. When you listen to a problem: 1. | 3. | 7. | 8.

When you listen to advice: 2. | 4. | 5. | 6.

C. | **D.** Personal answers

Unit 3 – Shopping for clothes (page 240)

A. | **B.** Personal answers

C. 1. help | 2. got | 3. colour | 4. sorry | 5. like | 6. choice | 7. take | 8. That's

D. Personal answers

Unit 3 – Shopping for clothes (page 240)

A. 1. robber | 2. princess | 3. vampire | 4. skeleton | 5. Minion

B. Personal answers

C. 1. e) | 2. d) | 3. a) | 4. b) | 5. c)

D. Personal answers

Unit 4 – Asking for information in public places (page 242)

A. | **B.** Personal answers

C. 1. help | 2. some | 3. course | 4. does | 5. closes | 6. much | 7. children | 8. how | 9. nearest | 10. welcome

D. Personal answers

Unit 4 – Asking for information in public places (page 243)

A. | **B.** Personal answers

C. 1. d) | 2. e) | 3. c) | 4. f) | 5. b) | 6. a)

D. Personal answers

Unit 5 – Buying cinema tickets (page 244)

A. | **B.** Personal answers

C. 1. d) | 2. c) | 3. e) | 4. g) | 5. b) | 6. f) | 7. a)

D. Personal answers

Unit 5 – Asking for something (page 245)

A. | **B.** Personal answers

C. 3 – 7 – 1 – 8 – 2 – 4 – 6 – 5

D. Personal answers

Unit 6 – Expressing opinion (page 246)

A. | **B.** Personal answers

C. 1. c) | 2. a) | 3. b)

D. Personal answers

Unit 6 – Agreeing and disagreeing (page 247)

A. | **B.** Personal answers

C. 1. It's great to have a picnic on the beach! – That sounds good. |
2. We should try canoeing on the sea. – I'm not sure about that... |
3. What about going to a museum? – No way! It's a long way to go. |
4. Playing volleyball is good fun. – I agree. Let's do that!

D. Personal answers

Speaking Production

Unit 1 – Compare your daily routine with your friends / classmates (page 248)

A. Personal answers

B. 2 – 7 – 8 – 1 – 4 – 6 – 5 – 3 – 9

C. Personal answers

Unit 2 – Talking about a day at school (page 249)

A. Personal answers

B. 1. week | 2. bring | 3. read | 4. films | 5. learn | 6. fun | 7. don't |
8. make | 9. forget

C. | **D.** Personal answers

Unit 3 – Describing family and friends (appearance and personality) (page 250)

A. | **B.** Personal answers

C. 1. is; has got | 2. is | 3. is; has got | 4. makes; talks | 5. helps; doesn't get | 6. has

D. Personal answers

Unit 4 – Describing and comparing people and places (page 251)

A. Personal answers

B. only for places: colourful; exciting | places or people: awesome; great; modern; important; interesting; big; wonderful; beautiful; noisy; great; fun; old | only for people: happy; generous; young

C. 1. more exciting | 2. more modern | 3. older, noisier | 4. more famous; more beautiful | 6. more important

D. Personal answers

Unit 5 – (Re)telling a short story (page 252)

A. Personal answers

B. 1. asked | 2. started | 3. watched | 4. studied | 5. liked | 6. met | 7. saw | 8. was | 9. had | 10. went | 11. bought

C. 1. b | 2. g | 3. d | 4. f | 5. e | 6. a | 7. c

D. | **E.** Personal answers

Unit 6 – Talking about future plans (page 253)

A. Personal answers

B. 1. We are going to invite all her friends. | 2. We aren't going to eat at home. | 3. Dad is going to take us to a Chinese restaurant. | 4. We are going to make a big cake. | 5. Mum is going to get a lot of presents. | 6. It is going to be great.

C. | **D.** Personal answers

Celebrations

Halloween (page 256)

B. 1. b | 2. a | 3. c | 4. b)

Thanksgiving (page 257)

B. 1. turkey, bacon | 2. green beans, onions | 3. cranberry, apples | 4. pie, muffins

Christmas (page 258)

A. 1. go | 2. toys | 3. door | 4. walk | 5. school | 6. hotel | 7. bells | 8. heart

B. 1. g | 2. d | 3. b | 4. c | 5. a | 6. f | 7. h | 8. e)

Valentine's Day (page 259)

B. Have a happy and sweet Valentine's Day!

Shrove Tuesday (page 260)

B.

1. Shrove Tuesday is celebrated on a Tuesday, 47 days before Easter.
2. People eat pancakes on this day.
3. Pancakes are made from flour, eggs and milk.
4. People wear a hat and an apron.
5. People carry a frying pan and run. They also toss their pancake at the beginning and at the end of the race.

St. Patrick's Day (page 261)

A. 1. D | 2. C | 3. B | 4. A

B. 1. b | 2. b | 3. a | 4. b)

World Water Day (page 262)

B. 1. Nile | 2. Pacific | 3. electricity | 4. sports | 5. seventy | 6. liquid; solid; gas

Sports Day (page 263)

B. 1. F (Everyone should play sports) | 2. F (All sports are important) | 3. T | 4. T

C. 1. BASEBALL | 2. HOCKEY | 3. SURFING | 4. FOOTBALL | 5. RUGBY | 6. SWIMMING | 7. VOLLEYBALL | 8. GOLF | 9. SKATING | 10. TENNIS

D.

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

Easter (page 264)

A. 1. b | 2. a | 3. a | 4. a | 5. a | 6. b | 7. b | 8. c | 9. c)

B. A. 3 | B. 2 | C. 1 | D. 4

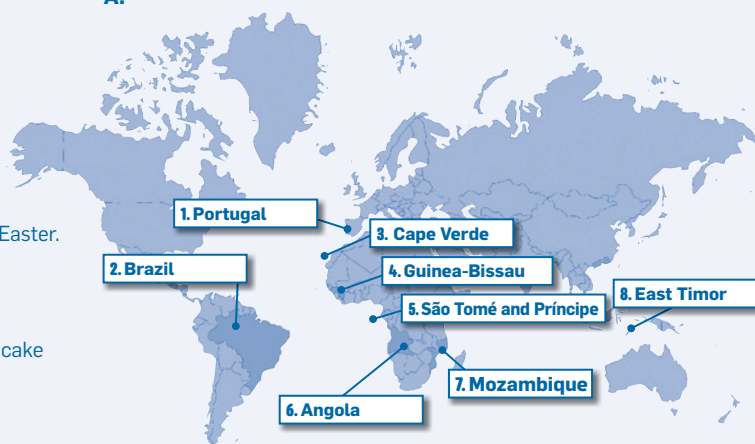
High Five Day (page 265)

A. 1. the best | 2. teachers | 3. English | 4. High Five | 5. dreams | 6. sports

Cross-Curricular Worksheets

Portuguese (page 268)

A.



B. 1. born | 2. French | 3. moved | 4. university | 5. learned | 6. started | 7. poems | 8. famous

Matemática (page 269)

A. 1. cylinder | 2. cube | 3. rectangular prism | 4. sphere | 5. square pyramid

B.
1.

Shapes				
Faces	two	six	0	five
Edges	0	twelve	0	eight

2. A. cylinder | B. pyramid | C. rectangular prism | D. cube

História e Geografia de Portugal (page 270)

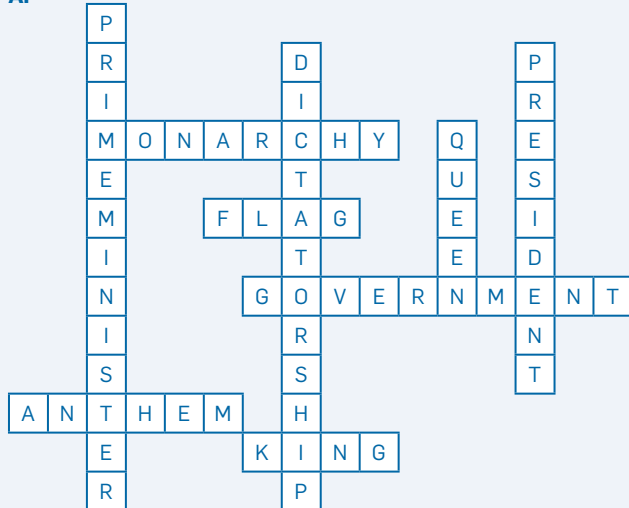
B. 1. e) | 2. b) | 3. f) | 4. a) | 5. c) | 6. d)

C. A. 7 | B. 6 | C. 3 | D. 8 | E. 5 | F. 4 | G. 2 | H. 1

A. Canadian | B. Mexican | C. Portuguese | D. Brazilian |
E. British | F. American | G. French | H. Chinese

História e Geografia de Portugal (page 271)

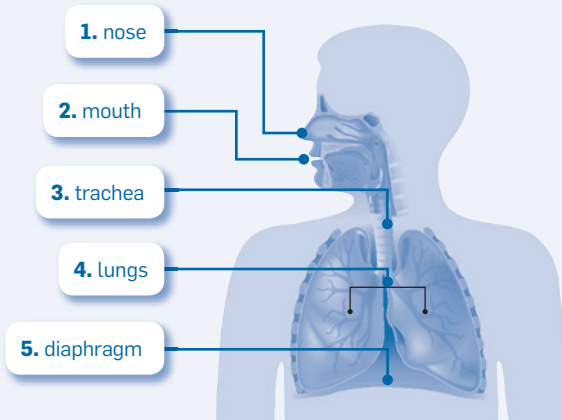
A.



B. A. 2 | B. 6 | C. 5 | D. 9 | E. 8

Ciências Naturais (page 272)

A.



B. 1. T | 2. F (The air enters through the mouth and nose.) |
3. F (The diaphragm relaxes when we exhale.) | 4. F (The
respiratory system is the group of organs that help us breathe.) |
5. T

Educação Visual (page 273)

B. 1. yellow + red | 2. red + blue | 3. yellow + blue

C. 1. primary; secondary | 2. primary | 3. secondary | 4. primary |
5. secondary

Educação Tecnológica (page 274)

A. 6 | B. 3 | C. 1 | D. 2 | E. 7 | F. 5 | G. 4

B.

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

Educação Física (page 275)

A.

Sport	Equipment	Place
football	ball, trainers	stadium
hockey	stick	hockey rink
tennis	ball, racket, trainers	tennis court
volleyball	ball, trainers	volleyball court
swimming	swimming goggles	swimming pool
running	trainers	track
ballet	tutu	stage
judo	judo mats, belt	dojo

B. 1. tennis | 2. hockey | 3. volleyball | 4. football | 5. swimming |
6. running | 7. judo | 8. ballet

Educação Musical (page 276)

A. 1. speaks | 2. Music | 3. language

B. 1. violin | 2. clarinet | 3. organ | 4. trumpet | 5. accordion |
6. drums

Cidadania (page 277)

B. 1. F (Plastic and cans take years to decompose) | 2. T |
3. F (There are 3 recycling groups)

C. Personal answers

Grammar on Screen

1	Present simple Adverbs of frequency (1)	290
2	Present simple Adverbs of frequency (2)	291
3	Modal verb <i>should</i> (1)	292
4	Modal verb <i>should</i> (2)	293
5	Comparative	294
6	Superlative	295
7	Past simple (1).....	296
8	Past simple (2)	297
9	Prepositions of movement	298
10	<i>Want</i> and <i>would like</i> (1).....	299
11	<i>Want</i> and <i>would like</i> (2)	300
12	<i>Be going to</i> (1)	301
13	<i>Be going to</i> (2)	302

Answer key	303
------------------	------------

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Think about your morning routine. Do you do all these things? In what order? Number the actions for you and compare with a friend.

- walk to school ☐
- have a shower ☐
- catch the bus ☐
- get dressed ☐
- do your homework ☐
- get up ☐
- have breakfast ☐
- start classes ☐
- brush your teeth ☐



B. Watch the video of young people going to school. What is special about their school?

C. Watch the video again. Put a tick (✓) next to the actions from exercise A that you see in the video.

- | | | |
|--|--|--|
| 1. walk to school ☐ | 4. get dressed ☐ | 7. have breakfast ☐ |
| 2. have a shower ☐ | 5. do your homework ☐ | 8. start classes ☐ |
| 3. catch the bus ☐ | 6. get up ☐ | 9. brush your teeth ☐ |

D. How often do you do the actions in the video? Write sentences with the actions in brackets. There are two examples.

- I never dance in the morning! (dance)
- I take a musical instrument to school once a week. (take a musical instrument)
- 1. _____ (go to school by train)
- 2. _____ (go to school by taxi)
- 3. _____ (go to school on foot)
- 4. _____ (put on perfume before school)
- 5. _____ (go to school without saying goodbye)
- 6. _____ (sing in the morning)

E. Ask and answer with a friend. Use the actions in exercise D.

Ask: "How often do you...?"

Name _____ No.: _____ Class: _____

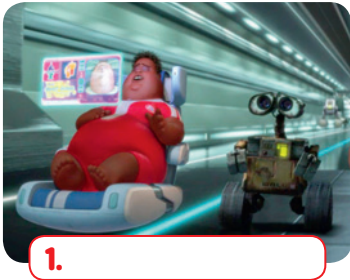
Date: ____ / ____ / ____ Teacher _____

A. Think about your typical day. Do you usually do these things? Put a tick (✓) for *usually* and a cross (X) for *rarely*.

- | | |
|--|--|
| 1. talk to other people ☐ | 6. drink a coke ☐ |
| 2. use a computer ☐ | 7. use a robot ☐ |
| 3. eat real food ☐ | 8. change your ☐ |
| 4. play video games ☐ | clothes |
| 5. walk ☐ | |



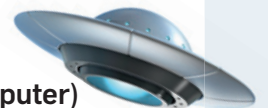
B. Watch the video. How often do the people in the video do these actions? Write *never*, *often* or *always*.



C. Write sentences about the actions in the video. Use the words in brackets and *always*, *usually*, *often*, *sometimes*, *rarely*, *hardly ever* or *never*. There is one example.

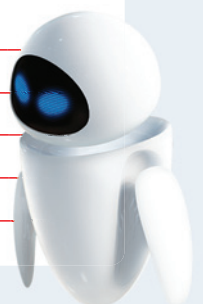
On the spaceship...

- People always use a computer. (use a computer)
- 1. _____ (eat real food)
- 2. _____ (change clothes)
- 3. _____ (walk)
- 4. _____ (talk to other people)
- 5. _____ (use a robot)



D. Now write sentences about your typical day. Use the verbs from exercise A and *always*, *usually*, *often*, *sometimes*, *rarely*, *hardly ever* or *never*. There is one example.

- I usually get up late.
- 1. _____
- 2. _____
- 3. _____
- 4. _____



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Do you like going to the school library?
Tick (✓) the things you do there.

- | | |
|---|-----------------------------------|
| 1. read books ☐ | 6. talk ☐ |
| 2. play games ☐ | 7. eat ☐ |
| 3. watch videos ☐ | 8. study ☐ |
| 4. sing ☐ | 9. relax ☐ |
| 5. listen to music ☐ | |



B. Watch the video of monsters playing a game in the library. Answer the question.

What is the objective of the game?

1. Find a book. ☐ 2. Get a flag. ☐

C. Watch the video again. What is good advice for the monsters in this game? Use the words from the box. Use *should* or *shouldn't* and the words/expressions from the box. There are two examples.

~~try to win~~

~~sing~~

make noise

climb

follow the leader

stop playing

- They should try to win!
- They shouldn't sing!

- _____
- _____
- _____
- _____

D. Look at the pictures. Write sentences with *should* or *shouldn't* and the words given below.



be quiet /
in the library

- You should be quiet in the library.



walk / slowly

1. _____



run

2. _____



jump / on the
desks

3. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the films you like watching.

- | | |
|--|--|
| 1. Monster's Inc. ☐ | 6. Captain Underpants ☐ |
| 2. Toy Story ☐ | 7. Lego Ninjago ☐ |
| 3. Kung Fu Panda ☐ | 8. Spider-Man ☐ |
| 4. The Avengers ☐ | 9. Zootopia ☐ |
| 5. Ferdinand ☐ | |



B. Choose three films from exercise A. Write three suggestions for films your friend should/shouldn't watch. Use an adjective from the box for each sentence.

• *You should watch Toy Story 3. It's a fantastic film* !

1. *You* _____ !

2. _____ !

3. _____ !

~~fantastic~~
boring
interesting
funny



C. Watch the video. The hero is in a difficult situation. What does he need to do? Choose the correct option.

a) Go to the other side. ☐

b) Read a book. ☐

D. Watch the video again. What advice can you give him in this situation? Write sentences. Use the expressions from the box. There is one example.

• *He shouldn't jump!* _____

1. _____

2. _____

3. _____

4. _____

~~jump~~
think carefully
be intelligent
run

E. Action heroes have a lot of difficult situations! Write one sentence for each of these situations. Use the verbs from the box or your ideas.

1. The hero sees a dragon.

2. The hero is in a dangerous place.

3. The hero finds a bomb!

run away
fight
call
stop
destroy

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Do you have the characteristics of a kung fu hero?
Tick (✓) the ones that are true for you. Compare with a friend.

- | | | | |
|----------------|--------------------------|--------------|--------------------------|
| 1. strong | ☐ | 6. confident | ☐ |
| 2. fast | ☐ | 7. dangerous | ☐ |
| 3. intelligent | ☐ | 8. heavy | ☐ |
| 4. lazy | ☐ | 9. calm | ☐ |
| 5. strong | ☐ | | |



B. Watch the video of Po (the Kung Fu Panda) and Tai Lung. Separate the adjectives in exercise A for the two characters. Complete the diagram.

Po	Po and Tai Lung	Tai Lung
		

C. Watch the video again. Make comparisons about Po and Tai Lung. Use the adjectives in exercises A and B.

- Po is heavier than Tai Lung.
 - Po is lazier than Tai Lung.
- _____
 - _____
 - _____
 - _____

D. Complete the sentences. Compare Po and Shifu.

- Po is _____ (tall) Shifu.
- Shifu is _____ (old) Po.
- Shifu is _____ (intelligent) Po.
- Po is _____ (happy) Shifu.
- Shifu is _____ (powerful) Po.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. How well do you know the Avengers?

Choose an adjective from the box for each of them. Write the adjectives under the characters.

technological magical intelligent
good leader courageous strong



Black Widow

1 _____



Hawkeye

2 _____



Captain America

3 _____



Hulk

4 _____



Iron Man

5 _____



Thor

6 _____



B. Watch the video of the Avengers in a battle. Write the name of the Avenger next to the adjective.

1. _____ – funny

3. _____ – fast

2. _____ – violent

4. _____ – strong

C. Complete these sentences about the Avengers. Use the superlative of the adjectives in exercise A.

1. Iron Man is _____ of all the Avengers.

2. Some people say Hulk is _____ of all the Avengers.

3. Black Widow is _____ of them.

4. Captain America is _____ leader of all the Avengers.

That's why he gives the orders.

5. Thor is _____ super hero. His suit is amazing!

6. Hawkeye is _____ of them all – he hasn't got super powers, but he fights everyone!



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Remember when you were a little child. Read the questions and put a tick (✓) for yes or a cross (X) for no. Compare with a friend.

1. Did you believe in

a) monsters?

☐

b) Father Christmas?

☐

c) the tooth fairy?

☐

2. Were you afraid of

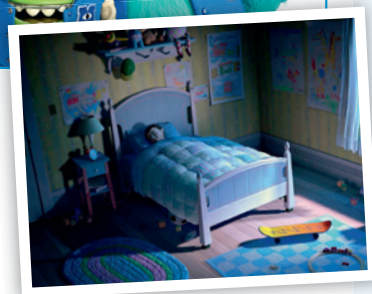
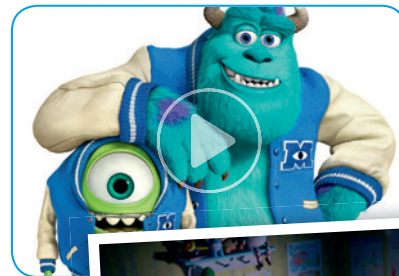
a) monsters?

☐

b) the dark?

☐

c) spiders?

☐

B. Watch the video of a child and a monster in the bedroom. Tick (✓) the objects you see in the video.

1. toys

☐

5. a lamp

☐

2. a bed

☐

6. a clock

☐

9. a door

☐

12. a monster

☐

3. a window

☐

7. a train

☐

10. a chair

☐

13. a carpet

☐

4. a skateboard

☐

8. a boat

☐

11. a football

☐

14. pictures

☐

C. Was the monster scary?

D. Watch the video again and complete the text with the verbs in brackets. Use the past simple.

The boy's Mum and Dad said good night and they (1) _____ (turn off) the light. It (2) _____ (be) nine o'clock and everything was quiet. Then (3) _____ (there + to be) a noise and he (4) _____ (scream). The door (5) _____ (open) and a shadow (6) _____ (move) across the room. The monster (7) _____ (be) under the bed! The boy (8) _____ (scream) again. Then the monster (9) _____ (be) scared. The simulation (10) _____ (end). The monster didn't do very well. He (11) _____ (not close) the door!

What do you think? (12) _____ he _____ (pass) the test...?

E. What did you do last night? Write sentences about three things you did before you went to bed. Use the verbs *watch; listen; play*.

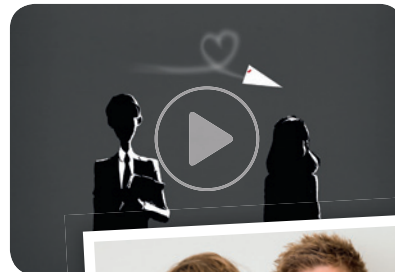
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Who are your best friends? Where did you first meet them? Complete the list below. Compare with a friend.

1. Your friends

2. Where you met them



B. Watch the video about a boy and a girl who meet for the first time. Number these people and things in the order you see them in the video.

a) the boy ☐

b) a train ☐

c) the boss ☐

d) the girl ☐

e) a kiss ☐

f) a paper plane ☐

C. Watch the video again and complete the text with the verbs from the box. Use the past simple. Then watch the rest of the video and see if your ideas were correct.

find make print be give go take (x2) see (x2) decide

At the beginning of the story, the boy and the girl (1) _____ at the station.
The wind (2) _____ one of the boy's papers and the girl's lips (3) _____
a kiss on it! The girl (4) _____ the train and the boy (5) _____ to work.
Then he (6) _____ her in the opposite building but she (7) _____ (not) him!
He (8) _____ lots of paper planes, but she didn't see them. His boss
(9) _____ him more work, but the boy (10) _____ to follow the girl!
What do you think? (11) _____ he _____ the girl?

D. What happened in the end of the story? Complete the sentences with the expressions in brackets.

• The girl saw a paper plane. (see / paper plane)

1. She _____ (run / to catch the paper plane)

2. They finally _____ (meet / railway station)



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Think about your journey to school in the morning. Do you see or use these things? Compare with a friend.

- | | |
|--|---------------------------------------|
| 1. bridge ☐ | 6. motorbike ☐ |
| 2. road ☐ | 7. wall ☐ |
| 3. car ☐ | 8. signpost ☐ |
| 4. helicopter ☐ | 9. tunnel ☐ |
| 5. plane ☐ | |



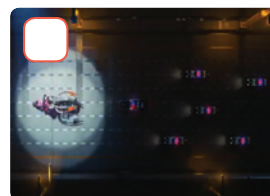
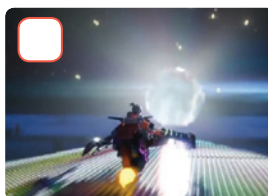
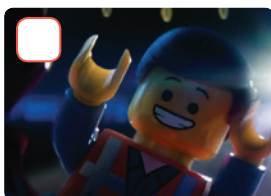
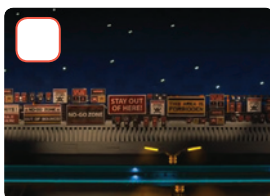
B. Watch the video of The Special and Wildstyle escaping from the police in *The Lego Movie*. Do you see one or more than one of the things in exercise A?



Only one

More than one

C. Put the pictures in order. Write numbers (1-4).



D. Complete the sentences about the actions in the video. Use *across*, *towards* or *through*.

- First, the motorbike is going _____ the police cars.
- Then their plane flies _____ the city.
- The Special sees that they are going _____ the city limits.
- Wildstyle wants The Special to fly _____ the tunnel.
- Then they go _____ the city limits and fly _____ the tunnel!

E. Now make your own sentences about your journey to school. Can you use *across*, *towards* and *through*?

- _____
- _____
- _____



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) your favourite foods.

- | | |
|---------------------------------------|--|
| 1. hamburger ☐ | 6. salad ☐ |
| 2. sushi ☐ | 7. soup ☐ |
| 3. pizza ☐ | 8. sandwiches ☐ |
| 4. pasta ☐ | 9. chicken ☐ |
| 5. Chinese ☐ | |



B. Watch the video of Peter from *Family Guy* ordering food. What does he need to decide? Circle the correct answer.

- | | |
|--------------------------|------------------------|
| a) soda or water | c) chips or salad |
| b) normal or extra large | d) eat in or take away |



C. Watch the video again. Underline the correct phrase for each part of the dialogue.

1. Peter: a) I'll take the cheeseburger meal.
b) I'd like the cheeseburger meal.
2. Server: a) Have you got an extra large meal?
b) Would you like to make it an extra large meal?
3. Peter: a) Er... No thanks!
b) Er... No! Yes! No!
4. Server: a) Are you sure? It's only 29 cents more.
b) Are you sure? It's only 99 cents more.
5. Peter: a) Yes! No.
b) OK. I'd like the extra large meal.



D. Complete the dialogue with the words from the box. Then practise the dialogue with a friend.

like...

I want... (x2)

I don't want...

Would you like... (x2)

medium

- You: I'd ⁽¹⁾ _____ a hamburger and a coke, please.
- Server: ⁽²⁾ _____ ketchup and mayonnaise?
- You: ⁽³⁾ _____ ketchup but ⁽⁴⁾ _____ mayonnaise, thank you!
- Server: ⁽⁵⁾ _____ a small, medium or large meal?
- You: ⁽⁶⁾ _____ a ⁽⁷⁾ _____ meal, please.





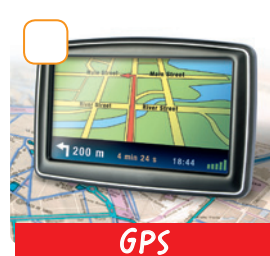
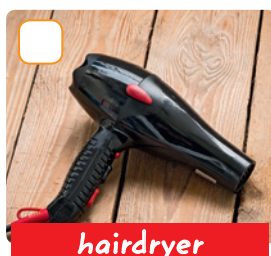
Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the shops you like going to.

- | | |
|--|---|
| 1. clothes shop ☐ | 5. shoe shop ☐ |
| 2. supermarket ☐ | 6. sports shop ☐ |
| 3. bookshop ☐ | 7. games shop ☐ |
| 4. electronics shop ☐ | 8. art shop ☐ |



B. Watch the video of someone doing a 60-second shopping run in an electronics shop. Look at the pictures and tick (✓) the things you see in the video.



C. Now it's your turn! Think about what you want to get. Look at the pictures from exercise B and write sentences with *I'd like...*, *I want...* or *I don't want...* There are two examples.

- *I'd like an iPhone* _____.
 - *I don't want a hairdryer* _____.
- _____ a TV.
 - _____ a tablet.
 - _____ a hairdryer.
 - _____ a laptop.
 - _____ computer games.

D. Now write some more sentences about your ideas here. Compare with a friend. Do you have the same ideas?

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____



A. Watch the video of Riley's first day at her new school in the film *Inside Out*. Make a list of the good and bad things that can happen. Look at the expressions from the box and write them in the correct column.



Her new classmates are going to like her. She is going to learn new things.
The teacher is going to be very boring. She is going to start crying.



Good things that can happen	Bad things that can happen



B. Write sentences for Joy (good things) and Sadness (bad things) about Riley's first day.

- Riley's going to have fun today! _____ (Joy)
- Riley's going to have a terrible day! _____ (Sadness)
- 1. _____ (Joy)
- 2. _____ (Sadness)
- 3. _____ (Joy)
- 4. _____ (Sadness)

C. Watch the rest of the video. Were your predictions correct?

D. Imagine you are in Riley's class. Make a plan to help Riley feel better. Use the verbs from the box or your own ideas. Write sentences. There is one example.

invite ~~give~~ play speak share help present show

- I'm going to give Riley my favourite pen! _____
- 1. _____
- 2. _____
- 3. _____
- 4. _____



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Imagine you are going to travel to another planet with life. What is going to be different from your planet and what is going to be the same? Place the words from the box in the correct place.



animals
water
plants
gravity
food
language
night and day

Different	Same
animals	gravity



B. Watch the video of someone on a different planet. He is in danger! What is he going to do next in each situation? Circle one option.

1. He can see a dangerous animal. He has got a gun.
a) He is going to stay quiet. b) He is going to run.

2. He is under the tree.
a) He is going to stay there. b) He is going to shoot the animal.

3. He is in the animal's mouth!
a) He is going to run away. b) He is going to die!

4. He can see a river.
a) He is going to jump. b) He is going to stop.

5. The animal can still see him!
a) It isn't going to jump into the river. b) It is going to fly.

C. Imagine you are going to make a trip to the place in the video. You want to be safe! What are you going to do? Write sentences (affirmative or negative). Use the verbs from the box or your ideas.

take eat
wear stay
use close
carry listen

• I'm going to stay in the car!

- _____
- _____
- _____
- _____

Present simple | Adverbs of frequency (1) (page 290)

- A.** Personal answers.
B. It's a school for arts, music and dance.
C. 1. | 4. | 8.
D. | **E.** Personal answers.

Present simple | Adverbs of frequency (2) (page 291)

- A.** Personal answers.
B. 1. always | 2. often | 3. never
C. 1. People hardly ever/never eat real food. | 2. People often change clothes. | 3. People never walk. | 4. People sometimes talk to other people. | 5. People often use a robot.
D. Personal answers.

Modal verb *should* (1) (page 292)

- A.** Personal answers.
B. 2.
C. (Suggested answers) They shouldn't make noise. | They should climb. | They shouldn't stop playing. | They should follow the leader.
D. 1. You should walk slowly. | 2. You shouldn't run. | 3. You shouldn't jump on your desks.

Modal verb *should* (2) (page 293)

- A.** | **B.** Personal answers.
C. a)
D. (Suggested answers) He should think carefully. | He should be intelligent. He should run.
E. (Suggested answers) 1. He should fight the dragon. / He should run away. | 2. He should run away! / He shouldn't stop. | 3. He shouldn't try to destroy the bomb. / He should call the police.

Comparative (page 294)

- A.** Personal answers.
B. **Po:** lazy, heavy | **Tai Lung:** dangerous, fast, strong, calm | **Po and Tai Lung:** intelligent, confident
C. (Suggested answers) Tai Lung is stronger than Po. | Po is as intelligent as Tai Lung. | Tai Lung is more dangerous than Po. | Tai Lung is faster than Po.
D. 1. taller than | 2. older than | 3. more intelligent than | 4. happier than | 5. more powerful than

Superlative (page 295)

- A.** (Suggested answers) **Black Widow:** intelligent | **Hawkeye:** courageous | **Captain America:** good leader | **Hulk:** strong | **Iron Man:** technological | **Thor:** magical
B. (Suggested answers) **Iron Man:** funny | **Hulk:** violent | **Black Widow:** fast | **Captain America:** strong
C. (Suggested answers) 1. the most technological | 2. the strongest | 3. the most intelligent | 4. the best | 5. the most magical | 6. the most courageous

Past simple (1) (page 296)

- A.** 1. | 2. Personal answers.
B. Tick all items.

C. Personal answer.

D. 1. turned off | 2. was | 3. there was | 4. screamed | 5. opened | 6. moved | 7. was | 8. screamed | 9. was | 10. ended | 11. didn't close | 12. Did; pass

E. Personal answer.

Past simple (2) (page 297)

- A.** Personal answers.
B. 1. the boy | 2. a train | 3. the girl | 4. a kiss | 5. the boss | 6. a paper plane
C. 1. were | 2. took | 3. printed | 4. took | 5. went | 6. saw | 7. didn't see | 8. made | 9. gave | 10. decided | 11. Did; find?
D. 1. She ran to catch the paper plane. | 2. They finally met at a railway station.

Prepositions of movement (page 298)

- A.** Personal answers.
B. **Only one:** helicopter, plane, tunnel | **More than one:** bridge, wall, road, signpost, car, motorbike
C. 2 | 3 | 4 | 1
D. 1. towards | 2. across | 3. towards | 4. through | 5. across; through
E. Personal answers.

Want and would like (1) (page 299)

- A.** Personal answers.
B. b) normal or extra large
C. 1. b) | 2. b) | 3. b) | 4. a) | 5. a)
D. (Suggested answer) 1. I'd like a hamburger and a coke, please. 2. Would you like ketchup and mayonnaise? | 3. I want ketchup but I don't want mayonnaise, thank you! | 4. Would you like a small, medium or large meal? | 5. I want a medium meal, please.

Want and would like (2) (page 300)

- A.** Personal answers.
B. 1. | 6. | 7. | 8.
C. (Suggested answers) 1. I'd like a TV. | 2. I want a tablet. | 3. I don't want a hairdryer. | 4. I'd like a laptop. | 5. I want computer games.
D. Personal answers.

Be going to (1) (page 301)

- A.** **Good things that can happen:** Her new classmates are going to like her. | She is going to learn new things.
Bad things that can happen: The teacher is going to be very boring. | She is going to start crying.
B. | **C.** | **D.** Personal answers.

Be going to (2) (page 302)

- A.** Personal answers.
B. 1. b) | 2. b) | 3. a) | 4. a) | 5. a)
C. Personal answers.

Get ready for the tests

1	Worksheet 1A (standard)	306
	Worksheet 1B (adapted)	308
2	Worksheet 2A (standard)	310
	Worksheet 2B (adapted)	312
3	Worksheet 3A (standard)	314
	Worksheet 3B (adapted)	316
4	Worksheet 4A (standard)	318
	Worksheet 4B (adapted)	320
5	Worksheet 5A (standard)	322
	Worksheet 5B (adapted)	324
6	Worksheet 6A (standard)	326
	Worksheet 6B (adapted)	328

Answer key	330
------------------	------------

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the correct countries or nationalities. There is one example.

- Melissa is from Portugal. She's Portuguese.
- 1. Louise and Aaron are Spanish. They're from _____.
- 2. Mark is from the USA. He's _____.
- 3. Violet and I are _____. We're from Scotland.
- 4. You're from _____, so you're Irish.

B. Complete the text about Issac Ryan Brown's daily routine.



Hi! I'm Issac Ryan Brown and I'm a student and an actor. I'm Booker Baxter-Carter in the TV series *Raven's Home*. I usually (1) _____ at 6:30. Then I go to the bathroom and I (2) _____. I always (3) _____ in the kitchen – cereal and milk. After that I (4) _____ by bus. I have classes until midday. I usually (5) _____ in the canteen with my schoolmates. In the evening I (6) _____ with my family in the dining room.

C. Unscramble the letters and write the types of houses.

HTDAECDE EOHUS	TACOETG	RDETRACE EOSHU	KOCBL FO SLFAT
-------------------	---------	-------------------	-------------------

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

D. Match the pictures with the household chores. There is one example.

a) cook	b) do the washing up	c) make the bed	d) set the table
e) wash the car		f) do the ironing	



Worksheet 1A

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

1. My name _____ James, I _____ 12 years old and I _____ from England.
2. Lena's house _____ modern and big. It _____ **(not)** a detached house. It's a flat.
3. Pete and Maggie's parents _____ **(not)** at home. They _____ at the supermarket.
4. _____ you teachers? No, we _____. We _____ doctors.

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

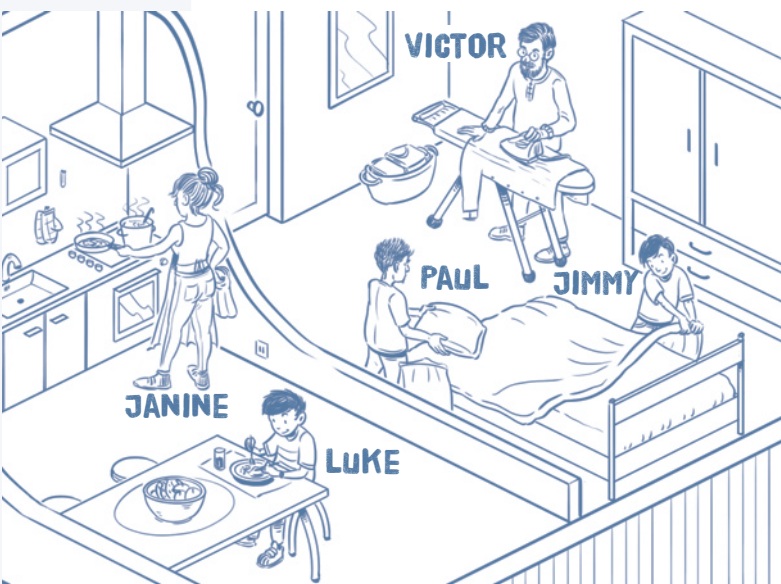
1. Josh and Jessica _____ a new friend.
2. Carter's family _____ a beautiful cottage. It _____ a big garage.
3. We _____ **(not)** a fish but we _____ two cats and a dog. They are best friends.
4. Mel _____ **(not)** a new flat in Porto. She _____ a terraced house there.
5. _____ you _____ a dream house? – Yes, I _____.

G. Complete the text with the present simple of the verbs in brackets.

Hi! I'm Sky Katz and I'm Tess in *Raven's Home*. I always **(1)** _____ **(get up)** at 7 a.m. and I **(2)** _____ **(have)** a quick shower. Sometimes my family and I **(3)** _____ **(not have)** breakfast together. My father usually **(4)** _____ **(take)** me to school by car. I **(5)** _____ **(love)** it when I **(6)** _____ **(not arrive)** late because I can sing and dance before classes start. ☺ Sometimes my best friend **(7)** _____ **(put)** some music on and we have a lot of fun together. Oh, but she **(8)** _____ **(not play)** opera... She hates it!



H. Look at the picture and complete the sentences with *when, while, then or after that*.



1. Luke has lunch at home and _____ he goes to school.
2. Janine always cooks dinner _____ she arrives home.
3. Paul and Jimmy make their bed _____ Victor does the ironing.
4. First they tidy their bedroom and _____ they watch TV.
5. They feel happy _____ they do the household chores.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Read the sentences and circle the correct countries or nationalities. There is one example. (Lê a frases e rodeia os países ou nacionalidades corretos. Segue o exemplo.)

- Melissa is from Portugal. She's **Portuguese** / English.
- 1. Louise and Aaron are Spanish. They're from **Canada** / Spain.
- 2. Mark is from the USA. He's **American** / Australian.
- 3. Violet and I are **South African** / Scottish. We're from Scotland.
- 4. You're from **Ireland** / England, so you're Irish.

B. Complete the text about Issac Ryan Brown's daily routine. Use the expressions from the box.

(Completa o texto sobre a rotina diária do Issac Ryan Brown. Usa as expressões da caixa.)

have a shower have dinner get up have breakfast have lunch go to school



Hi! I'm Issac Ryan Brown and I'm a student and an actor. I'm Booker Baxter-Carter in the TV series *Raven's Home*. I usually (1) _____ at 6:30. Then I go to the bathroom and I (2) _____. I always (3) _____ in the kitchen – cereal and milk. After that I (4) _____ by bus. I have classes until midday. I usually (5) _____ in the canteen with my schoolmates. In the evening I (6) _____ with my family in the dining room.

C. Unscramble the letters and write the types of houses.

(Descodifica as palavras e escreve os tipos de casa.)

HTDAECDE
EOHUS

TACOETG

RDETRACE
EOSHU

KOCBL FO
SLFAT

1. D _____ 2. C _____ 3. T _____ 4. B _____
H _____ H _____ O F _____

D. Match the pictures with the household chores. There is one example.

(Faz corresponder as imagens às tarefas domésticas. Segue o exemplo.)

~~a) cook~~

b) do the washing up

c) make the bed

d) set the table



Worksheet 1B

E. Circle the correct form of the verb *to be*.

(Rodeia a forma correta do verbo *to be*.)

1. My name **is / are** James, I **am / are** 12 years old and I **are / am** from England.
2. Lena's house **are / is** modern and big. It **isn't / am not** a detached house. It's a flat.
3. Pete and Maggie's parents **aren't / isn't** at home. They **is / are** at the supermarket.
4. **Is / Are** you teachers? No, we **isn't / aren't**. We **is / are** doctors.

F. Circle the correct form of the verb *have got*.

(Rodeia a forma correta do verbo *have got*.)

1. Josh and Jessica **have got / has got** a new friend.
2. Carter's family have got a beautiful cottage. It **has got / have got** a garage.
3. We **hasn't got / haven't got** a fish but we **has got / have got** two cats and a dog.
4. Mel **hasn't got / haven't got** a flat in Porto. She **has got / have got** a terraced house.
5. **Have / Has** you got a dream house? Yes, I **has / have**.

G. Circle the correct present simple form.

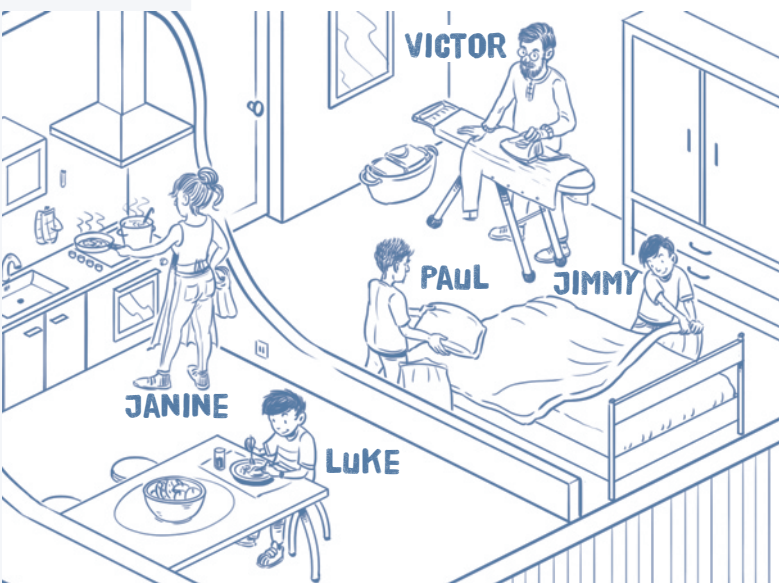
(Rodeia a forma correta do *present simple*.)

Hi! I'm Sky Katz and I'm Tess in *Raven's Home*. I always (1) **get up / gets up** at 7 a.m. and I (2) **have / has** a quick shower. Sometimes my family and I (3) **don't have / doesn't have** breakfast together. My father usually (4) **takes / take** me to school by car. I (5) **loves / love** it when we (6) **doesn't arrive / don't arrive** late because I can sing and dance before classes start. ☺ Sometimes my best friend (7) **puts / put** some music on and we have a lot of fun together. Oh, but she (8) **doesn't play / don't play** opera... She hates it!



H. Look at the picture and circle the correct option.

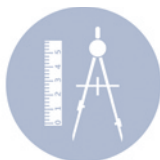
(Observa a imagem e rodeia a opção correta.)



1. Luke has lunch at home and **then / when** he goes to school.
2. Janine always cooks dinner **when / after that** she arrives home.
3. Paul and Jimmy make their bed **then / while** Victor does the ironing.
4. First they tidy their bedroom and **while / after that** they watch TV.
5. They feel happy **when / after that** they do the household chores.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Label the school subjects.



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

B. Look at the picture and complete with the name of the school facilities.



1. C
 2. L
 3. S
 4. C
 5. P

C. Match the pictures with the after-school clubs.



a) Chess Club

d) Computer Club



b) Art Club

e) Music Club



c) Science Club

f) Sports Club

Worksheet 2A

D. Complete the sentences with the present continuous of the verbs in brackets.

1. Ella is at the library. She _____ (**read**) a book and her best friend _____ (**write**) a text.
2. I _____ (**have**) lunch with my brother Mark but he _____ (**not eat**).
He _____ (**surf**) the net.
3. _____ (**you / study**) English? No, we _____.
4. Laura and Joana _____ (**go**) to the Drama Club. They love theatre.
5. _____ (**Jack / play**) tennis? Yes, he _____.
6. Tim and I _____ (**not listen**) to music in the assembly hall. We _____ (**watch**) *Captain Underpants*.



E. Complete the sentences with the correct preposition: *in, at, for, of* or *with*.

1. Neil is brilliant _____ geography.
2. Adam and Susan are angry _____ their friend Jimmy. He's always late _____ school.
3. I'm interested _____ dancing, so I go to the dance club every day.
4. My little brother is afraid _____ the dark.
5. Your sister is good _____ maths.

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



1. Sarah _____ text while she's riding her bike. It's dangerous!
2. People _____ eat healthy food.
3. Sam _____ ask for help. He can't go down the tree alone.
4. Rita _____ go out. She's feeling ill.
5. You _____ wash your hands before having lunch.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Label the school subjects. Use the words from the box.

(Legenda as disciplinas escolares. Usa as palavras da caixa.)

physical education science music geography art



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

B. Look at the picture and complete with the name of the school facilities.

(Observa a imagem e escreve o nome dos espaços da escola.)



1. C _____
 2. L _____
 3. S _____
 4. C _____
 5. P _____

C. Match the pictures with the after-school clubs. There is one example.

(Faz corresponder as imagens aos clubes escolares. Segue o exemplo.)



- | | |
|-----------------|------------------|
| a) Chess Club | d) Computer Club |
| b) Art Club | e) Music Club |
| c) Science Club | f) Sports Club |

Worksheet 2B

D. Circle the correct present continuous form.

(Rodeia a forma correta do *present continuous*.)

1. Ella **is reading** / **reads** a book and her best friend **writes** / **is writing** a text.
2. I **have** / **am having** lunch with my brother Mark but he **isn't eating** / **eats**. He **is surfing** / **surfs** the net.
3. **Are you studying** / **Do you study** English? – No, we **aren't** / **are**.
4. Laura and Joana **go** / **are going** to the Drama Club today. They love theatre.
5. **Does Jack play** / **Is Jack playing** tennis? – Yes, he **does** / **is**.
6. Tim and I **aren't listening** / **don't listen** to music in the assembly hall. We **watch** / **are watching** *Captain Underpants*.



E. Circle the correct preposition. (Rodeia a preposição correta.)

1. Neil is brilliant **in** / **at** geography.
2. Adam and Susan are angry **at** / **with** their friend Jimmy. He's always late **in** / **for** school.
3. I'm interested **in** / **at** dancing, so I go to the dance club every day.
4. My little brother is afraid **for** / **of** the dark.
5. Your sister is good **at** / **of** maths.

F. Look at the pictures and circle the correct option.

(Observa as imagens e rodeia a opção correta.)



1. Sarah **should** / **shouldn't** text while she's riding her bike. It's dangerous!
2. People **should** / **shouldn't** eat healthy food.
3. Sam **should** / **shouldn't** ask for help. He can't go down the tree alone.
4. Rita **should** / **shouldn't** go out. She's feeling ill.
5. You **should** / **shouldn't** wash your hands before having lunch.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Look at Tadeo and Sara. Label their clothes, footwear and accessories.



B. Read the descriptions and write the correct name under each picture.



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

- **John** is tall and fat. He's wearing a white shirt, a dark jacket, a pair of trousers, boots and a hat.
- **Megan** is tall and slim. She's wearing a grey skirt, a blouse, a raincoat and beautiful shoes.
- **Nick** is short and thin. He's wearing a T-shirt, a pair of jeans and a cap. He has got black trainers.
- **Nell** is tall and slim. She's wearing a skirt, a blouse and a jacket. She has got shoes and a scarf.
- **Tawny** is short and slim. She's wearing a dress with flowers. She has got beautiful shoes.

Worksheet 3A

C. Read the information. Complete the sentences with the comparative of the adjectives in brackets.



- Computer A is _____ (**old**) Computer B.
- Computer A is _____ (**cheap**) Computer B.
- Computer B is _____ (**expensive**) Computer A.
- Juan is _____ (**tall**) Luke.
- Luke is _____ (**young**) Juan.
- Luke is _____ (**short**) Juan.

D. Complete the sentences with the correct superlative form of the adjectives in brackets.

- Marie is _____ (**funny**) girl that I know.
- Greg and Alice are _____ (**good**) people in the world.
- You're _____ (**beautiful**) girl in our class.
- James is _____ (**thin**) boy I know.
- My parents are _____ (**strong**) people in our family.

E. Change the adjectives into adverbs by adding -ly. Make the necessary changes.

Adjective	Adverb
bad	(1) _____
angry	(2) _____
careful	(3) _____
quiet	(4) _____
horrible	(5) _____
slow	(6) _____
easy	(7) _____
dangerous	(8) _____
loud	(9) _____
terrible	(10) _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Look at Tadeo and Sara. Label their clothes, footwear and accessories.

Use the words from the box. (Observe o Tadeo e a Sara. Legenda as roupas, o calçado e os acessórios deles. Usa as palavras da caixa.)

belt shorts
 hat shirt
 trousers boots



B. Read the descriptions and match them with the pictures.

(Lê as descrições e fá-las corresponder às imagens.)



1. ☐

2. ☐

3. ☐

4. ☐

5. ☐

a) **John** is tall and fat. He's wearing a white shirt, a dark jacket, a pair of trousers, boots and a hat.

b) **Megan** is tall and slim. She's wearing a grey skirt, a blouse, a raincoat and beautiful shoes.

c) **Nick** is short and thin. He's wearing a T-shirt, a pair of jeans and a cap. He has got black trainers.

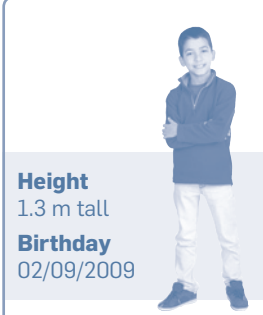
d) **Nell** is tall and slim. She's wearing a skirt, a blouse and a jacket. She has got shoes and a scarf.

e) **Tawny** is short and slim. She's wearing a dress with flowers. She has got beautiful shoes.

Worksheet 3B

C. Read the information and circle the correct comparative form.

(Lê a informação e rodeia a forma correta do comparativo.)

 Computer A	 Computer B	 Height 1.3 m tall Birthday 02/09/2009 Luke	 Height 1.5 m tall Birthday 25/04/2009 Juan
--	--	--	---

1. Computer A is **older / old** than Computer B.
2. Computer A is **cheaper / cheap** than Computer B.
3. Computer B is **more expensive / expensive** than Computer A.
4. Juan is **tall / taller** than Luke.
5. Luke is **younger / young** than Juan.
6. Luke is **short / shorter** than Juan.

D. Circle the correct superlative form. (Rodeia a forma do superlativo correta.)

1. Marie is the **funniest / funnier** girl that I know.
2. Greg and Alice are the **better / best** people in the world.
3. You're the **most beautiful / more beautiful** girl in our class.
4. James is the **thin / thinnest** boy I know.
5. My parents are the **stronger / strongest** people in our family.

E. Circle the correct form of the adverbs.

(Rodeia a forma correta dos advérbios.)

Adjective	Adverb
bad	(1) badly / bad
angry	(2) angry / angrily
careful	(3) careful / carefully
quiet	(4) quietly / quiet
horrible	(5) horrible / horribly
slow	(6) slowly / slow
easy	(7) easy / easily
dangerous	(8) dangerous / dangerously
loud	(9) loudly / loud
terrible	(10) terrible / terribly

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the places in the city.

1. You can read books in the l _____.
2. You can try different food in the r _____.
3. You can see a play in the t _____.
4. You can catch the train in the r _____ s _____.
5. You can watch your favourite football team in the s _____.
6. You can buy clothes in the s _____ c _____.

B. Look at the pictures and complete the sentences with the correct activities in the city.



Sarah and Paul



Ethan and his friends



Matilda, Kevin and Bryan



Victoria and Diana



Joe, A.J. and their parents



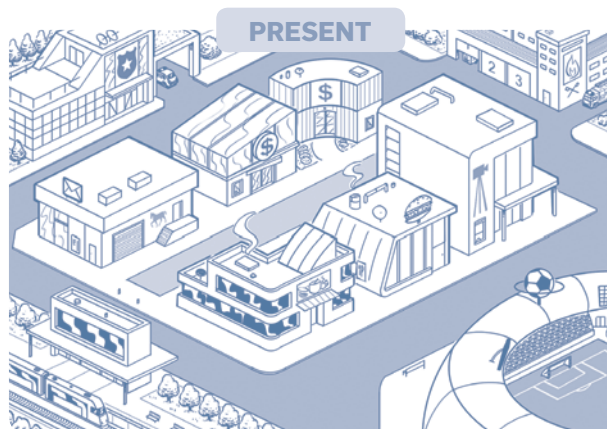
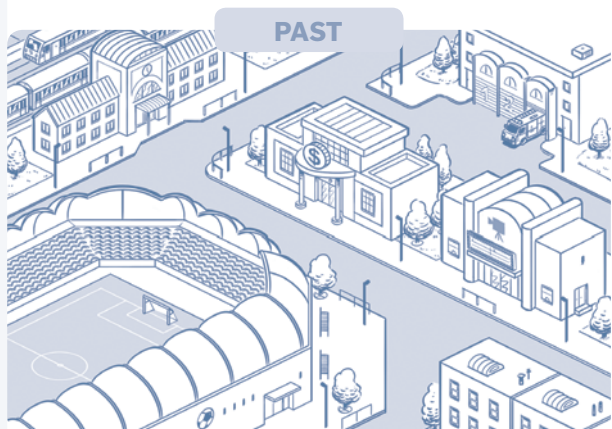
Lisa and Sonia

1. On weekends, Sarah and Paul always _____ together.
2. Ethan and his friends _____ every day after school.
3. Matilda, Kevin and Bryan usually _____ in the city theatre once a month.
4. Victoria and Diana _____ every morning.
5. Joe, A.J. and their parents often _____ to support their favourite team.
6. Lisa and Sonia sometimes _____ on Sunday afternoon because they love their city.

C. Complete the sentences with the past simple of the verb *to be*.

1. Danny and Lucy _____ in London last week.
2. I _____ born in November.
3. Pete _____ (**not**) at home last night.
4. _____ you in the Chinese restaurant yesterday? – No, we _____.
5. Tina and I _____ in the swimming pool at 7 a.m.

D. Look at the two pictures and complete the sentences about the past with the past simple of *there + to be*.



1. In the past _____ a bank but _____ a police station.
2. _____ a fire station but _____ two restaurants.
3. _____ two banks in the past? – No, _____.
4. _____ a post office but _____ a stadium.
5. _____ a cinema in this city in the past? – Yes, _____.

E. Write the past simple of the verbs.

- | | | |
|-----------------|----------------|------------------|
| 1. travel _____ | 4. stop _____ | 7. cry _____ |
| 2. finish _____ | 5. stay _____ | 8. cook _____ |
| 3. listen _____ | 6. watch _____ | 9. prepare _____ |

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

1. My uncle _____ (**visit**) my family last year.
2. Helen and Thomas _____ (**not play**) football in the park because of the rain.
3. _____ Mike and you _____ (**walk**) your dog this morning?
No, we _____.
4. I _____ (**not help**) my father wash his car yesterday because I was sick.
5. _____ Emilia and Edgar _____ (**invite**) Jessie to their birthday party?
Yes, they _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the places in the city. Use the words/expressions from the box.

(Completa as frases com os locais da cidade. Usa as palavras/expressões da caixa.)

stadium	restaurant	shopping centre
theatre	railway station	library

1. You can read books in the _____.
2. You can try different food in the _____.
3. You can see a play in the _____.
4. You can catch the train in the _____.
5. You can watch your favourite football team in the _____.
6. You can buy clothes in the _____.

B. Look at the pictures and circle the correct activities in the city.

(Observa as imagens e rodeia as atividades da cidade corretas.)



Sarah and Paul



Ethan and his friends



Matilda, Kevin and Bryan



Victoria and Diana



Joe, A.J. and their parents



Lisa and Sonia

1. On weekends, Sarah and Paul always **visit museums / walk the dog** together.
2. Ethan and his friends **see a play / play football in the park** every day after school.
3. Matilda, Kevin and Bryan usually **walk along the streets / see a play** in the city theatre.
4. Victoria and Diana **walk their dog / play football in the park** every morning.
5. Joe, A.J. and their parents often **visit a museum / go to the stadium**.
6. Lisa and Sonia sometimes **walk along the streets / walk their dog** on Sunday.

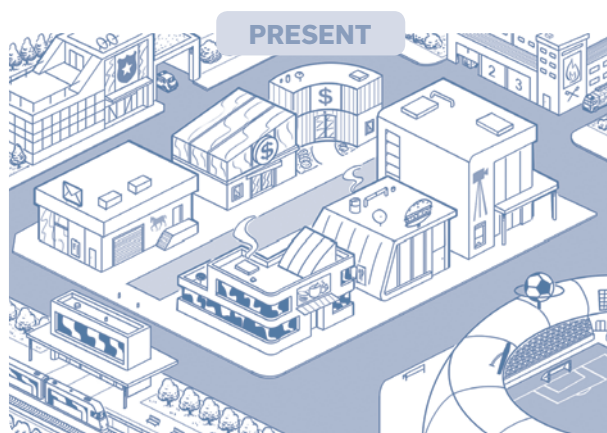
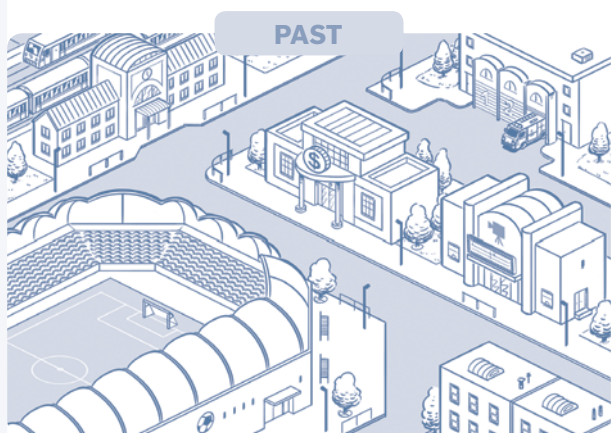
Worksheet 4B

C. Circle the correct form of the verb **to be**. (Rodeia a forma correta do verbo *to be*.)

1. Danny and Lucy **was** / **were** in London last week.
2. I **were** / **was** born in November.
3. Pete **wasn't** / **weren't** at home last night.
4. **Was** / **Were** you in the Chinese restaurant yesterday? – No, we **wasn't** / **weren't**.
5. Tina and I **were** / **was** in the swimming pool at 7 a.m.

D. Look at the two pictures and circle the correct form of **there + to be**.

(Olha para as imagens e rodeia a forma correta do verbo *there + to be*.)



1. In the past **there was** / **there were** a bank but **there wasn't** / **there weren't** a police station.
2. **There was** / **There were** a fire station but **there weren't** / **there wasn't** two restaurants.
3. **Was there** / **Were there** two banks in the past? – No, **there wasn't** / **there weren't**.
4. **There weren't** / **There wasn't** a post office but **there was** / **there were** a stadium.
5. **Were there** / **Was there** a cinema in this city in the past? – Yes, **there was** / **there were**.

E. Circle the past simple of the verbs. (Rodeia o *past simple* dos verbos.)

- | | |
|---------------------------------------|--|
| 1. travel – travelled / travel | 6. watch – watched / watches |
| 2. finish – finish / finished | 7. cry – cries / cried |
| 3. listen – listen / listened | 8. cook – cooked / cook |
| 4. stop – stopped / stop | 9. prepare – prepare / prepared |
| 5. stay – stayed / stay | |

F. Circle the correct past simple form. (Rodeia a forma correta do *past simple*.)

1. My uncle **visits** / **visited** my family last year.
2. Helen and Thomas **don't play** / **didn't play** football in the park because of the rain.
3. **Did** / **Do** Mike and you **walk** / **walked** your dog this morning? – No, we **didn't** / **don't**.
4. I **didn't help** / **don't help** my father wash his car yesterday because I was sick.
5. **Do** / **Did** Emilia and Edgar **invited** / **invite** Jessie to their birthday party? – Yes, they **did** / **didn't**.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Label the means of transport.



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

B. Find the 8 words from the box in the word search (→↓).

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

TENT
 BUNGALOW
 HOSTEL
 CARAVAN
 RUCKSACK
 SUITCASE
 PASSPORT
 TICKET

C. Complete the table with the past simple of the verbs.

go	(1) _____	buy	(7) _____
meet	(2) _____	have	(8) _____
eat	(3) _____	take	(9) _____
see	(4) _____	send	(10) _____
run	(5) _____	drink	(11) _____
drive	(6) _____	write	(12) _____

Worksheet 5A

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

1. I _____ (**send**) a postcard to my sister when I was in Sydney.
2. Carol and Sid _____ (**swim**) in a beautiful lake.
3. Jimmy _____ (**eat**) a delicious lasagne last week.
4. We _____ (**spend**) our last holiday at home.

E. Write the sentences in the negative form.

1. My mother made a birthday cake yesterday.

2. We had a lot of fun in the Blue Mountains.

3. Pete and Jenny went to Australia by plane.

F. Complete the dialogue with the past simple of the verbs in brackets.

Hey, Trudy! ☺ How was your trip? Where **(1)** _____ you _____ (**go**)?

Well, I **(2)** _____ (**have**) a lot of fun with my family. We **(3)** _____ (**go**) to London for a week and we **(4)** _____ (**see**) beautiful places.

Really? What **(5)** _____ you _____ (**do**) there?

We **(6)** _____ (**have**) lunch at Harrods and we **(7)** _____ (**spend**) some time in Oxford Street.

(8) _____ you _____ (**take**) photos?

Yes, I **(9)** _____. I **(10)** _____ (**take**) hundreds of photos and I **(11)** _____ (**buy**) you a souvenir, too. ☺

G. Look at the pictures and fill in the gaps with the correct preposition of movement (*across* / *towards* / *through*).



1. The train went _____
the tunnel.



2. He is walking _____ the
top of the mountain.



3. They are walking _____
the field.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Label the means of transport with the words from the box.

(Legenda os meios de transporte com as palavras da caixa.)

lorry taxi helicopter plane motorbike



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

B. Find the 8 words in the word search (→↓). (Encontra as oito palavras na sopa de letras.)

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

TENT
 BUNGALOW
 HOSTEL
 CARAVAN
 RUCKSACK
 SUITCASE
 PASSPORT
 TICKET

C. Circle the correct form of the past simple of the verbs.

(Rodeia a forma correta do *past simple* dos verbos.)

go	(1) gone / went	buy	(7) buy / bought
meet	(2) meet / met	have	(8) had / have
eat	(3) eaten / ate	take	(9) took / taken
see	(4) seen / saw	send	(10) sent / send
run	(5) ran / run	drink	(11) drunk / drank
drive	(6) drove / drive	write	(12) written / wrote

Worksheet 5B

D. Circle the correct past simple form. (Rodeia a forma correta do past simple.)

1. I **sent** / **send** a postcard to my sister when I was in Sydney.
2. Carol and Sid **swam** / **swim** in a beautiful lake.
3. Jimmy **eats** / **ate** a delicious lasagne last week.
4. We **spend** / **spent** our last holiday at home.

E. Write the sentences in the negative form. There is one example.

(Escreve as frases na negativa. Segue o exemplo.)

- I went to London last year. I didn't go to London last year.
1. My mother made a birthday cake yesterday.

 2. We had a lot of fun in the Blue Mountains.

 3. Pete and Jenny went to Australia by plane.

F. Circle the correct past simple form. (Rodeia a forma correta do past simple.)

Hey, Trudy! ☺ How was your trip? Where ⁽¹⁾ **did you go** / **do you go**?

Well, I ⁽²⁾ **have** / **had** a lot of fun with my family. We ⁽³⁾ **went** / **go** to London for a week and we ⁽⁴⁾ **see** / **saw** beautiful places.

Really? What ⁽⁵⁾ **do you do** / **did you do** there?

We ⁽⁶⁾ **have** / **had** lunch at Harrods and we ⁽⁷⁾ **spent** / **spend** some time in Oxford Street.

⁽⁸⁾ **Did you take** / **Do you take** photos?

Yes, I ⁽⁹⁾ **did** / **do**. I ⁽¹⁰⁾ **take** / **took** hundreds of photos and I ⁽¹¹⁾ **bought** / **buy** you a souvenir, too. ☺

G. Look at the pictures and circle the correct preposition of movement.

(Observa as imagens e rodeia a preposition of movement correta.)



1. The train went **through** / **across** the tunnel.



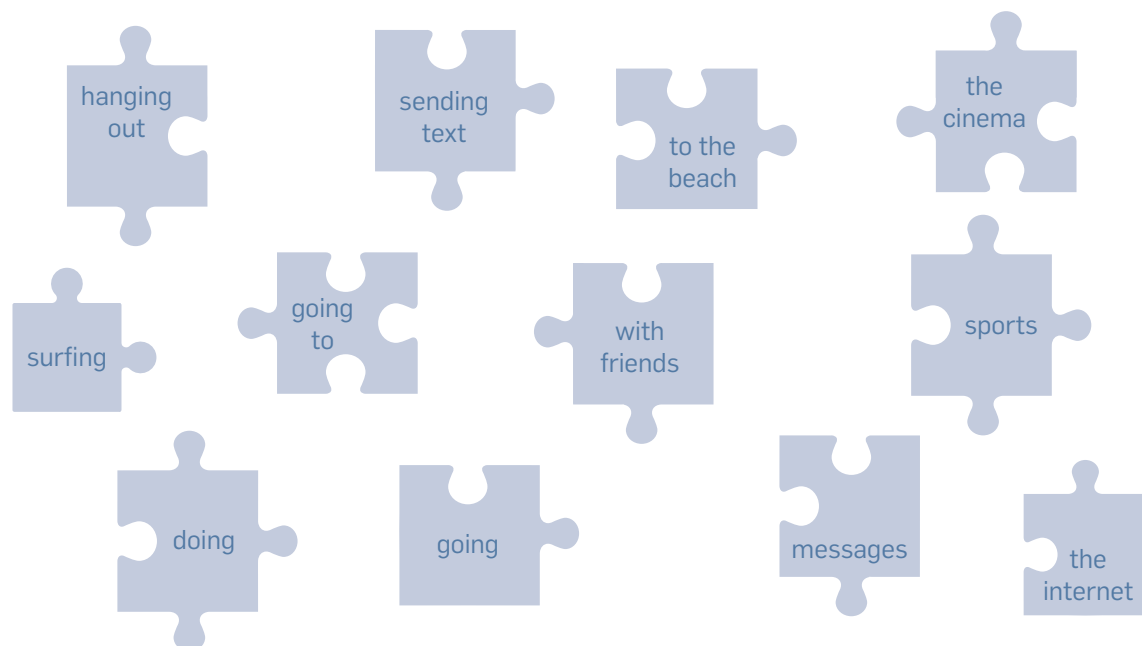
2. He is walking **towards** / **through** the top of the mountain.



3. They are walking **through** / **across** the field.

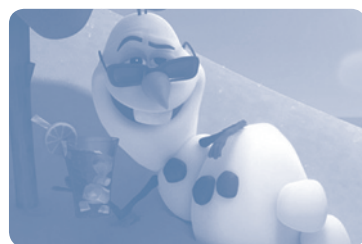
Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Join the puzzle pieces and find 6 free time activities. Then write them.



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

B. Label the beach activities.



1. _____
2. _____
3. _____



4. _____
5. _____
6. _____

Worksheet 6A

C. Complete the sentences with *be going to* (affirmative) and the verbs in brackets.

- I _____ (**spend**) my summer holidays in Boston.
- Kelly and Logan _____ (**travel**) by underground for the first time.
- You _____ (**take**) lots of photos.
- Stephanie _____ (**play**) beach volleyball with her friends next summer.
- We _____ (**send**) a postcard to your grandparents.

D. Write the sentences in the negative form.

- Olivia is going to run with her sister on the beach.

- We are going to play video games.

- I'm going to eat Chinese food tomorrow.

- Meg and Helen are going to buy new clothes.

E. Look at the table. Make sentences with *be going to* (affirmative, negative or interrogative). There is one example.

	Manuel	Megan	Luana	Josh and Coral	Mel and I
hang out with friends	✓	x	✓	x	✓
travel to New York	x	✓	x	✓	x

- Manuel is going to hang out with friends but he isn't going to travel to New York.

- Megan _____ but she _____.
- _____ Luana _____? – No, she _____.
- _____ Josh and Coral _____? Yes, they _____.
- Mel and I _____ but we _____.

F. Read the sentences and circle the correct reflexive pronoun.

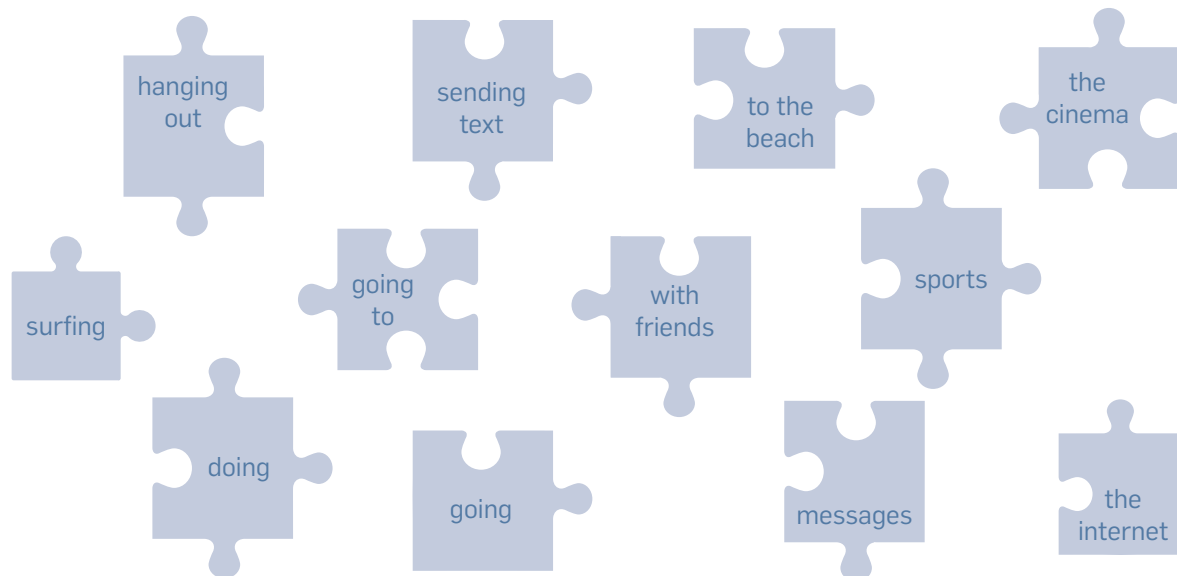
- I am going to enjoy **ourselves** / **myself** at the party.
- Kevin cut **myself** / **himself** with a piece of glass.
- We should behave **ourselves** / **themselves** because we are at the library.
- Ellen hurt **yourself** / **herself** when she was in the sea.
- They shouldn't blame **yourselves** / **themselves**.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Join the puzzle pieces and find 6 free time activities. Then write them.

(Junta as peças do puzzle e encontra 6 atividades de tempos livres. Depois, escreve-as.)



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

B. Label the beach activities with the words from the box.

(Legenda as atividades da praia com as palavras da caixa.)

canoeing surfing swimming walking sunbathing running



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Worksheet 6B

C. Circle the correct option. (Rodeia a opção correta.)

1. I **am going to spend** / **are going to spend** my summer holidays in Boston.
2. Kelly and Logan **is going to travel** / **are going to travel** by underground.
3. You **are going to take** / **is going to take** lots of photos.
4. Stephanie **am going to play** / **is going to play** beach volleyball with her friends next summer.
5. We **is going to send** / **are going to send** a postcard to your grandparents.

D. Write the sentences in the negative form. There is one example.

(Escreve as frases na negativa. Segue o exemplo.)

- Missy is going to swim tomorrow.
Missy isn't going to swim tomorrow.

1. Olivia is going to run with her sister.

2. We are going to play video games.

3. I am going to eat Chinese food.

4. Meg and Helen are going to buy new clothes.

E. Look at the table. Underline the correct form of the verbs in the sentences.

(Observa a tabela. Sublinha a forma correta dos verbos nas frases.)

	Megan	Luana	Josh and Coral	Mel and I
hang out with friends	x	✓	x	✓
travel to New York	✓	x	✓	x

1. Megan **isn't going to hang out** / **is going to hang out** with friends but she **isn't going to travel** / **is going to travel** to New York.
2. **Is / Are** Luana **going to travel** / **go to travel** to New York? – No, she **isn't / is**.
3. **Are / Is** Josh and Coral **going to travel** / **go to travel** to New York? – Yes, they **are / aren't**.
4. Mel and I **are going to hang out** / **aren't going to hang out** with friends but we **are going to travel** / **aren't going to travel** to New York.

F. Read the sentences and circle the correct reflexive pronoun.

(Lê as frases e rodeia o reflexive pronoun correto.)

1. I am going to enjoy **ourselves** / **myself** at the party.
2. Kevin cut **myself** / **himself** with a piece of glass.
3. We should behave **ourselves** / **themselves** because we are at the library.
4. Ellen hurt **yourself** / **herself** when she was in the sea.
5. They shouldn't blame **yourselves** / **themselves**.

WORKSHEETS

Worksheet 1A (page 306)

A. 1. Spain | **2.** American | **3.** Scottish | **4.** Ireland

B. 1. get up/wake up | **2.** have a shower/brush my teeth | **3.** have breakfast | **4.** go to school | **5.** have lunch | **6.** have dinner

C. 1. detached house | **2.** cottage | **3.** terraced house | **4.** block of flats

D. 1. c | **2.** d | **3.** a | **4.** b | **5.** f | **6.** e

E. 1. is; am ('m); am ('m) | **2.** is; isn't | **3.** aren't; are | **4.** Are; aren't; are

F. 1. have got | **2.** has got (have got); has got | **3.** haven't got; have got | **4.** hasn't got; has got | **5.** Have; got; have

G. 1. get up | **2.** have | **3.** don't have | **4.** takes | **5.** love | **6.** don't arrive | **7.** puts | **8.** doesn't play

H. 1. after that / then | **2.** when | **3.** while | **4.** when / while | **5.** then / after that

Worksheet 1B (page 308)

A. 1. Spain | **2.** American | **3.** Scottish | **4.** Ireland

B. 1. get up | **2.** have a shower | **3.** have breakfast | **4.** go to school | **5.** have lunch | **6.** have dinner

C. 1. detached house | **2.** cottage | **3.** terraced house | **4.** block of flats

D. 1. c | **2.** d | **3.** a | **4.** b

E. 1. is; am; am | **2.** is; isn't | **3.** aren't; are | **4.** Are; aren't; are

F. 1. have got | **2.** has got | **3.** haven't got; have got | **4.** hasn't got; has got | **5.** Have; have

G. 1. get up | **2.** have | **3.** don't have | **4.** takes | **5.** love | **6.** don't arrive | **7.** puts | **8.** doesn't play

H. 1. then | **2.** when | **3.** while | **4.** after that | **5.** when

Worksheet 2A (page 310)

A. 1. science | **2.** geography | **3.** maths | **4.** music | **5.** PE/physical education

B. 1. classroom | **2.** library | **3.** sports field | **4.** canteen | **5.** playground

C. 1. b | **2.** e | **3.** f | **4.** a | **5.** d | **6.** c

D. 1. is reading; is writing | **2.** am having ('m having); isn't eating; is surfing | **3.** Are you studying; aren't | **4.** are going | **5.** Is Jack playing; is | **6.** are not listening; are watching

E. 1. at | **2.** with; for | **3.** in | **4.** of | **5.** at

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

Worksheet 2B (page 312)

A. 1. science | **2.** geography | **3.** maths | **4.** music | **5.** physical education

B. 1. classroom | **2.** library | **3.** sports field | **4.** canteen | **5.** playground

C. 2. e | **3.** f | **4.** a | **5.** d | **6.** c

D.

1. is reading; is writing | **2.** am having; isn't eating; is surfing | **3.** Are you studying; aren't | **4.** are going | **5.** Is Jack playing; is | **6.** are not listening; are watching

E. 1. at | **2.** with; for | **3.** in | **4.** of | **5.** at

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

Worksheet 3A (page 314)

A. 1. belt | **2.** shorts | **3.** boots | **4.** hat | **5.** shirt | **6.** trousers

B. 1. Tawny | **2.** Nick | **3.** John | **4.** Megan | **5.** Nell

C. 1. older than | **2.** cheaper than | **3.** more expensive than | **4.** taller than | **5.** younger than | **6.** shorter than

D. 1. the funniest | **2.** the best | **3.** the most beautiful | **4.** the thinnest | **5.** the strongest

E. 1. badly | **2.** angrily | **3.** carefully | **4.** quietly | **5.** horribly | **6.** slowly | **7.** easily | **8.** dangerously | **9.** loudly | **10.** terribly

Worksheet 3B (page 316)

A. 1. belt | **2.** shorts | **3.** boots | **4.** hat | **5.** shirt | **6.** trousers

B. 1. e | **2.** c | **3.** a | **4.** b | **5.** d

C. 1. older | **2.** cheaper | **3.** more expensive | **4.** taller | **5.** younger | **6.** shorter

D. 1. funniest | **2.** best | **3.** most beautiful | **4.** thinnest | **5.** strongest

E. 1. badly | **2.** angrily | **3.** carefully | **4.** quietly | **5.** horribly | **6.** slowly | **7.** easily | **8.** dangerously | **9.** loudly | **10.** terribly

Worksheet 4A (page 318)

A. 1. library | **2.** restaurant | **3.** theatre | **4.** railway station | **5.** stadium | **6.** shopping centre

B. 1. visit a museum/museums | **2.** play football (in the park) | **3.** see a play | **4.** walk the/their dog | **5.** go to the stadium | **6.** walk along the streets

C. 1. were | **2.** was | **3.** wasn't | **4.** Were; weren't | **5.** were

D. 1. there was; there wasn't | **2.** There was; there weren't | **3.** Were there; there weren't | **4.** There wasn't; there was | **5.** Was there; there was

E. 1. travelled | **2.** finished | **3.** listened | **4.** stopped | **5.** stayed | **6.** watched | **7.** cried | **8.** cooked | **9.** prepared

F. 1. visited | **2.** didn't play | **3.** Did; walk; didn't | **4.** didn't help | **5.** Did; invite; did

Worksheet 4B (page 320)

A. 1. library | **2.** restaurant | **3.** theatre | **4.** railway station | **5.** stadium | **6.** shopping centre

B. 1. visit museums | **2.** play football in the park | **3.** see a play | **4.** walk their dog | **5.** go to the stadium | **6.** walk along the streets

C. 1. were | **2.** was | **3.** wasn't | **4.** Were; weren't | **5.** were

D. 1. there was; there wasn't | **2.** There was; there weren't | **3.** Were there; there weren't | **4.** There wasn't; there was | **5.** Was there; there was

E. 1. travelled | **2.** finished | **3.** listened | **4.** stopped | **5.** stayed | **6.** watched | **7.** cried | **8.** cooked | **9.** prepared

F. 1. visited | **2.** didn't play | **3.** Did; walk; didn't | **4.** didn't help | **5.** Did; invite; did

Worksheet 5A (page 322)

A. 1. helicopter | 2. taxi | 3. motorbike | 4. lorry | 5. plane

B.

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

C. 1. went | 2. met | 3. ate | 4. saw | 5. ran | 6. drove | 7. bought | 8. had | 9. took | 10. sent | 11. drank | 12. wrote

D. 1. sent | 2. swam | 3. ate | 4. spent

E.

1. My mother didn't make a birthday cake yesterday.
2. We didn't have a lot of fun in the Blue Mountains.
3. Pete and Jenny didn't go to Australia by plane.

F. 1. did; go | 2. had | 3. went | 4. saw | 5. did; do | 6. had | 7. spent | 8. Did you take | 9. did | 10. took | 11. bought

G. 1. through | 2. towards | 3. across

Worksheet 5B (page 324)

A. 1. helicopter | 2. taxi | 3. motorbike | 4. lorry | 5. plane

B.

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

C. 1. went | 2. met | 3. ate | 4. saw | 5. ran | 6. drove | 7. bought | 8. had | 9. took | 10. sent | 11. drank | 12. wrote

D. 1. sent | 2. swam | 3. ate | 4. spent

E.

1. My mother didn't make a birthday cake yesterday.
2. We didn't have a lot of fun in the Blue Mountains.
3. Pete and Jenny didn't go to Australia by plane.

F. 1. did you go | 2. had | 3. went | 4. saw | 5. did you do | 6. had | 7. spent | 8. Did you take | 9. did | 10. took | 11. bought

G. 1. through | 2. towards | 3. across

Worksheet 6A (page 326)

A. 1. hanging out with friends | 2. going to the cinema | 3. sending text messages | 4. doing sports | 5. going to the beach | 6. surfing the internet

B. 1. swimming | 2. canoeing | 3. sunbathing | 4. running | 5. surfing | 6. walking

C. 1. am ('m) going to spend | 2. are going to travel | 3. are going to take | 4. is going to play | 5. are going to send

D.

1. Olivia isn't going to run with her sister on the beach.
2. We aren't going to play video games.
3. I'm not going to eat Chinese food tomorrow.
4. Meg and Helen aren't going to buy new clothes.

E.

1. isn't going to hang out with friends; is going to travel to New York.
2. Is; going to travel to New York; isn't
3. Are; going to travel to New York; are
4. are going to hang out with (our) friends; aren't going to travel to New York

F. 1. myself | 2. himself | 3. ourselves | 4. herself | 5. themselves

Worksheet 6B (page 328)

A. 1. hanging out with friends | 2. going to the cinema | 3. sending text messages | 4. doing sports | 5. going to the beach | 6. surfing the internet

B. 1. swimming | 2. canoeing | 3. sunbathing | 4. running | 5. surfing | 6. walking

C. 1. am going to spend | 2. are going to travel | 3. are going to take | 4. is going to play | 5. are going to send

D.

1. Olivia isn't going to run with her sister.
2. We aren't going to play video games.
3. I'm not going to eat Chinese food.
4. Meg and Helen aren't going to buy new clothes.

E.

1. isn't going to hang out; is going to travel
2. Is; going to travel; isn't
3. Are; going to travel; are
4. are going to hang out; aren't going to travel

F. 1. myself | 2. himself | 3. ourselves | 4. herself | 5. themselves

Assessment

Diagnostic Listening Test.....	337
Diagnostic Test – Multiple Choice	338
Diagnostic Test.....	340
Unit 1 Listening Test 1A (standard).....	345
Listening Test 1B (adapted).....	346
Progress Test 1A (standard)	347
Progress Test 1B (adapted)	351
Unit 2 Listening Test 2A (standard)	357
Listening Test 2B (adapted).....	358
Progress Test 2A (standard)	359
Progress Test 2B (adapted).....	362
Unit 3 Listening Test 3A (standard)	367
Listening Test 3B (adapted)	368
Progress Test 3A (standard)	369
Progress Test 3B (adapted).....	373
Unit 4 Listening Test 4A (standard)	379
Listening Test 4B (adapted)	380
Progress Test 4A (standard)	381
Progress Test 4B (adapted).....	385
Unit 5 Listening Test 5A (standard)	391
Listening Test 5B (adapted)	392
Progress Test 5A (standard)	393
Progress Test 5B (adapted).....	397
Unit 6 Listening Test 6A (standard)	403
Listening Test 6B (adapted)	404
Progress Test 6A (standard)	405
Progress Test 6B (adapted).....	409
Progress Test – Extensive Reading.....	414
Self-Assessment Grid.....	416
End of Term Assessment Grid	417
Test Correction Table.....	418
Answer key.....	419

Table of Specifications

Diagnostic Listening Test

Diagnostic Test – Multiple Choice

Diagnostic Test

Metas Curriculares (Recycled Language)	
Listening 5º ano 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais.	Lexis and Grammar 4º ano 7. Compreender algumas estruturas elementares do funcionamento da língua: 2. Usar <i>lexical chunks</i> ou frases que contenham: – <i>nouns in the singular and in the plural</i> . 5º ano 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Articles 8.1. Distinguir entre <i>a</i> e <i>an</i> (<i>indefinite</i>). Nouns 8.3. Reconhecer os plurais irregulares de alguns nomes. Determiners 8.9. Usar <i>my, your, his, her, its, our, their</i> . Verbs 8.17. Usar os verbos <i>to be</i> e <i>have got</i> , no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa. 8.19. Usar verbos no <i>present simple</i> .
Reading 5º ano 4. Compreender textos breves e simples.	
Writing 5º ano 6. Produzir um texto simples.	
Intercultural domain 5º ano 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.1. Identificar laços de parentesco. 8.2. Identificar algumas profissões. 8.3. Identificar características físicas elementares. 8.6. Identificar diferentes tipos de alimentos. 8.7. Identificar as divisões da casa. 8.8. Identificar atividades de tempos livres.	

Matriz do Teste Diagnóstico de Compreensão Oral				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% Compreender breves textos na globalidade e em detalhe.	Vocabulário e estruturas comunicativas trabalhados em anos anteriores: – <i>personal ID</i> ; – <i>clothes</i> ; – <i>types of houses</i> ; – <i>animals</i> ; – <i>jobs</i> ; – <i>free time activities</i> .	A. Escolher a opção correta, de acordo com os textos escutados.	5 x 20% = 100%	Resposta errada: 0 pontos

Matriz do Teste Diagnóstico – Escolha múltipla

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulary – 50% Aplicar vocabulário trabalhado no 5º ano.	Identificação pessoal; profissões; graus de parentesco; refeições; atividades de tempos livres; divisões da casa.	A. Selecionar a opção correta.	20 x 5% = 100%	Resposta errada: 0 pontos
Grammar – 50% Aplicar itens gramaticais trabalhados no 5º ano.	Pronomes pessoais; determinantes possessivos; artigos; verbos <i>to be</i> ; <i>there + to be</i> e <i>have got</i> ; determinantes demonstrativos; preposições de tempo; <i>present simple</i> .			

Matriz do Teste Diagnóstico

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 32% • Compreender o texto na globalidade e em detalhe.	Texto relacionado com a identificação pessoal (dados pessoais, descrição física e psicológica, <i>favourites</i>).	B. Identificar frases verdadeiras e falsas, de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos
		C. Escrever a resposta correta, de acordo com o texto.	5 x 4% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 22% • Aplicar vocabulário trabalhado no 5º ano.	Vocabulário relativo às divisões da casa.	D. Legendar imagens com o nome das divisões da casa.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	Vocabulário relacionado com alimentos e bebidas.	E. Legendar imagens com o nome de alimentos e bebidas.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 32% • Aplicar itens gramaticais trabalhados no 5º ano.	<i>Plural of nouns.</i>	F. Preencher uma tabela com o plural dos nomes apresentados no singular.	10 x 1% = 10%	Resposta errada: 0 pontos
	<i>Personal pronouns and possessive determiners.</i>	G. Completar espaços com pronomes pessoais e determinantes possessivos.	8 x 1% = 8%	Resposta errada: 0 pontos
	Verbos <i>to be</i> e <i>have got</i> .	H. Completar um pequeno texto com as formas corretas dos verbos <i>to be</i> e <i>have got</i> .	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Present simple.</i>	I. Selecionar as formas corretas dos verbos no <i>present simple</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 14% • Produzir um texto.	Tema: Identificação pessoal e preferências.	J. Produzir um pequeno texto sobre si próprio (nome, idade, data de aniversário, proveniência e preferências).	14%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 11 a 14 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 10 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes / sem estrutura: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and tick (✓) the correct option.

1. What is Paul wearing today?



2. Where does Emilia live?



3. What's Lou's favourite animal?



4. What is Abby's job?



5. What's Anne and Victoria's favourite hobby?



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Read the sentences. Tick (✓) the correct option.**Vocabulary****1.** My name is _____.

- a)** mother ☐
- b)** nurse ☐
- c)** Matt ☐

6. Peter has got curly _____.

- a)** nose ☐
- b)** teeth ☐
- c)** hair ☐

2. Rebecca is from _____.

- a)** Ireland ☐
- b)** school ☐
- c)** John ☐

7. Your favourite room in the house is the _____.

- a)** kitchen ☐
- b)** sink ☐
- c)** bed ☐

3. Her birthday is on _____.

- a)** 5th May ☐
- b)** October ☐
- c)** 10 o'clock ☐

8. My favourite meal is _____.

- a)** maths ☐
- b)** dinner ☐
- c)** listening to music ☐

4. My mother's father is my _____.

- a)** uncle ☐
- b)** grandfather ☐
- c)** mother ☐

9. Classes start at _____.

- a)** breakfast ☐
- b)** Sunday ☐
- c)** a quarter past eight ☐

5. Erin works in a hospital.
She is a/an _____.

- a)** doctor ☐
- b)** policewoman ☐
- c)** actress ☐

10. My favourite free time activity is
watching _____.

- a)** cards ☐
- b)** the guitar ☐
- c)** TV ☐

Grammar

11. Lilly and Jay are in year 6.

_____ are my friends.

- a) They ☐
- b) We ☐
- c) It ☐

12. He has got a big house.

It's _____ house.

- a) its ☐
- b) his ☐
- c) their ☐

13. My cousin is _____ architect.

- a) at ☐
- b) a ☐
- c) an ☐

14. My cats _____ white.

- a) am ☐
- b) is ☐
- c) are ☐

15. Your parents _____ a new car.

- a) there are ☐
- b) have got ☐
- c) has got ☐

16. Darren has got two _____.

- a) watches ☐
- b) watch ☐
- c) watchs ☐

17. _____ are my crayons.

- a) This ☐
- b) These ☐
- c) That ☐

18. _____ two rugs on the floor.

- a) There are ☐
- b) There is ☐
- c) Are these ☐

19. My birthday is _____ December.

- a) on ☐
- b) in ☐
- c) at ☐

20. She _____ football.

- a) don't like ☐
- b) like ☐
- c) doesn't like ☐



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the diary page.

Monday, 10th September

Dear diary,

Today is a very important day for me because I'm going to my favourite singer's concert. His name's Diogo Piçarra and I love listening to his songs. I know everything about him. 😊 He's from Faro, in Portugal, and his birthday is on 19th October. He has got a twin brother called André. They are best friends.

Diogo is very handsome and he has got beautiful brown eyes! 😊 He's hard-working, generous and he likes helping other people.

His favourite food is roast chicken with rice and salad. He loves sushi, too, and he likes cooking it at home because he doesn't like going to restaurants.

Well, I have to go now. I don't want to be late for the concert.

Natalie



B. Tick (✓) TRUE or FALSE.

1. Natalie's favourite actor is Diogo Piçarra.
2. André is Diogo's twin brother.
3. Diogo's eyes are brown.
4. Diogo likes eating out.

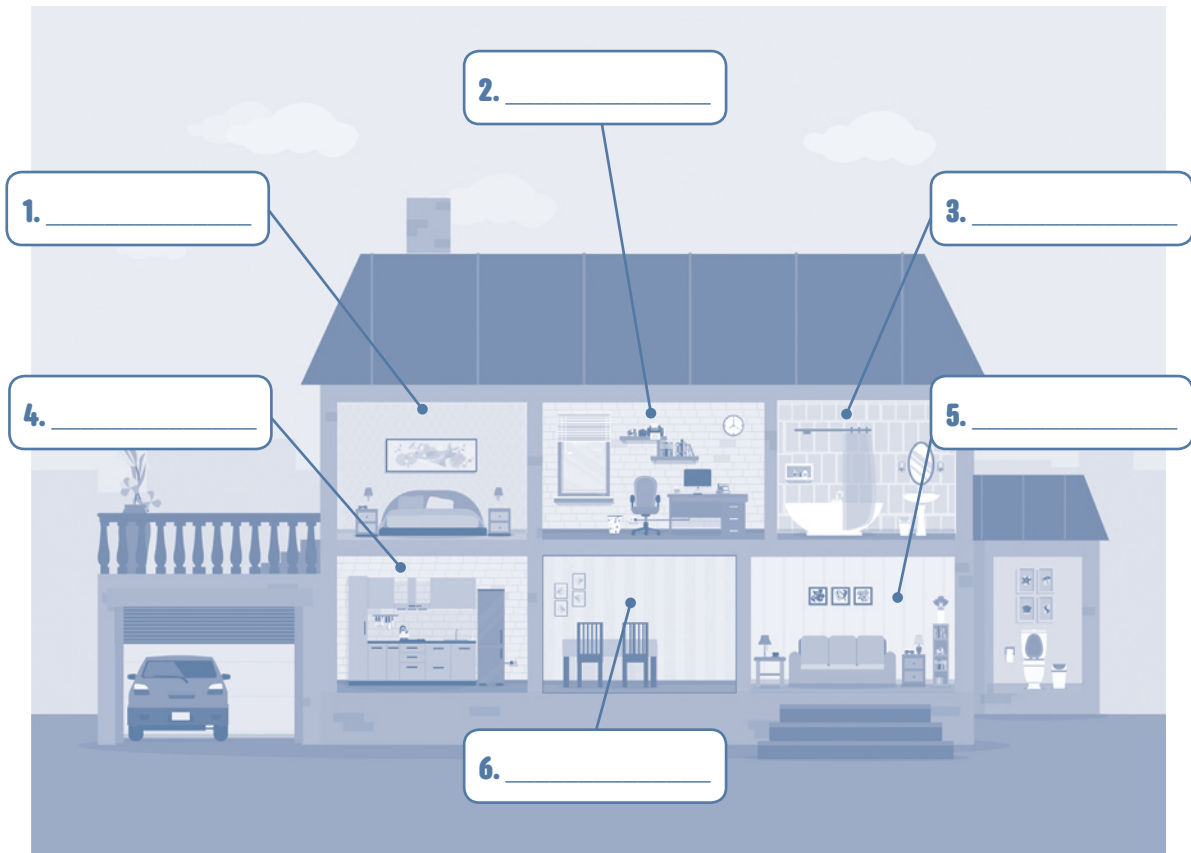
TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

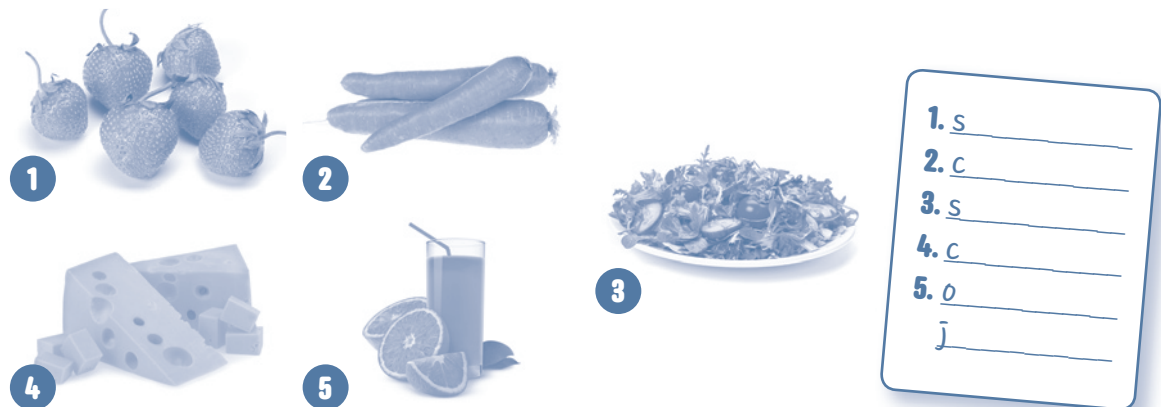
C. Answer the questions about the text. Give complete answers.

1. Where is Diogo from? _____
2. When is his birthday? _____
3. Is Diogo handsome? _____
4. What's his favourite food? _____
5. Does he like cooking sushi at home? _____

D. Look at Natalie's house. Label the rooms.



E. Label the food and drink.



F. Complete the table with the plural of the nouns.

Singular	Plural	Singular	Plural
pencil	(1)	child	(6)
bus	(2)	woman	(7)
house	(3)	person	(8)
wolf	(4)	foot	(9)
watch	(5)	baby	(10)

G. Complete the sentences with personal pronouns or possessive determiners. Use the words from the box.

1. _____ name's Natalie and _____ 'm 12 years old.
2. _____ is Diogo and _____ twin brother is André.
3. Are _____ Helen? – Yes, I am.
4. André and Diogo live together. _____ are best friends.
5. Natalie loves cooking. _____ favourite food is lasagne.
6. We are Natalie's parents. _____ daughter is very kind.

my	our
I	her
his	he
they	you

H. Complete the text. Use the verbs to be (am/is/are) or have got (have got/has got).



Hi! My name (1) _____ André Piçarra and I (2) _____ Diogo's twin brother. Diogo and I (3) _____ a bit different. I'm tall and he (4) _____ medium height. He (5) _____ long hair and my hair (6) _____ short. But we (7) _____ brown eyes and we (8) _____ both kind and funny! I love my brother!

I. Circle the correct form of the verbs.

1. Natalie **likes** / **like** listening to music.
2. She always **write** / **writes** in her diary.
3. Diogo and André **don't go** / **doesn't go** to work by bus.
4. I **loves** / **love** his songs, too.
5. You sometimes **watches** / **watch** TV at night.
6. **Do** / **Does** you **brush** / **brushes** your teeth at night?

J. Write a short text (20-30 words) about YOURSELF. You can mention: your name; your age; your birthday; your country; your favourites.

Hello! My name is _____

Table of Specifications

(Unit 1) Listening Tests 1A and 1B / Progress Tests 1A and 1B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal. Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados. Writing 8. Produzir textos de 25 a 35 palavras. Intercultural domain 5: ano (Recycled Language) 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.5. Identificar rotinas diárias. 6: ano 9.1. Associar nacionalidades a países. 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados. 10.1. Comparar diferentes rotinas diárias. 10.4. Comparar diferentes tipos de habitação.	Lexis and Grammar 5: ano (Recycled Language) 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Verbs 8.17. Usar os verbos <i>to be</i> e <i>have got</i> , no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa. 8.19. Usar verbos no <i>present simple</i> . 8.20. Usar o verbo <i>to do</i> , no <i>present simple</i> , como auxiliar nas formas negativa e interrogativa. 6: ano 9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. Connectors 9.3. Usar <i>when</i> e <i>while</i> . 9.4. Usar <i>then</i> , <i>later</i> , <i>after that</i> .

Matriz dos Testes de Compreensão Oral 1A/1B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% Compreender o texto / diálogo na globalidade e em detalhe.	Diálogo sobre tarefas domésticas.	A. Classificar as afirmações como verdadeiras ou falsas, de acordo com o diálogo escutado.	7 x 10% = 70%	Resposta errada: 0 pontos
	Texto sobre tarefas domésticas/rotina diária.	B. Ordenar as imagens de acordo com o texto escutado.	6 x 5% = 30% (Test A) 5 x 6% = 30% (Test B)	Resposta errada: 0 pontos

Matriz do Teste 1A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 38% Compreender o texto na globalidade e em detalhe.	Texto (entrada de blogue) relacionado com a rotina diária de uma celebridade.	B. Completar uma tabela com informação sobre o texto.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		C. Completar frases de acordo com o texto.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	5 x 4% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 14% Aplicar vocabulário da unidade 1.	Vocabulário relativo às nacionalidades.	E. Completar frases com as nacionalidades.	4 x 1% = 4%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário relacionado com tipos de casa.	F. Legendar imagens com os nomes dos tipos de casa.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário relativo às tarefas domésticas.	G. Completar um pequeno texto com as tarefas domésticas representadas nas imagens.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Matriz do Teste 1A (cont.)				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Grammar – 33% Aplicar itens gramaticais trabalhados.	<i>Verb to be.</i>	H. Completar um pequeno texto com as formas corretas do verbo <i>to be</i> .	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Verb have got.</i>	I. Selecionar a forma correta do verbo <i>have got</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Present simple.</i>	J. Completar frases conjugando os verbos apresentados no <i>present simple</i> .	7 x 1% = 7%	Resposta errada: 0 pontos
	<i>Connectors – when, while, then, after that.</i>	K. Selecionar os <i>connectors</i> adequados.	6 x 2% = 12%	Resposta errada: 0 pontos
Writing – 15% Produzir um texto.	Tema: Rotina diária.	L. Produzir um <i>email</i> sobre a rotina diária.	15%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 1B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 43% Compreender o texto na globalidade e em detalhe.	Texto (entrada de blogue) relacionado com a rotina diária de uma celebridade.	B. Completar uma tabela com informação sobre o texto.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		C. Selecionar palavras em frases, de acordo com a informação do texto.	5 x 3% = 15%	Resposta errada: 0 pontos
		D. Associar a pergunta à resposta, de acordo com o texto.	5 x 4% = 20%	Resposta errada: 0 pontos
Vocabulary – 14% Aplicar vocabulário da unidade 1.	Vocabulário relativo às nacionalidades.	E. Completar frases com as nacionalidades, utilizando as palavras fornecidas.	4 x 1% = 4%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário relacionado com tipos de casa.	F. Legendar imagens com os nomes dos tipos de casa, utilizando as palavras fornecidas.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário relativo às tarefas domésticas.	G. Completar um pequeno texto com as tarefas domésticas representadas em imagens, utilizando as expressões fornecidas.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Grammar – 27% Aplicar itens gramaticais trabalhados.	<i>Verb to be.</i>	H. Selecionar a forma correta do verbo <i>to be</i> .	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Verb have got.</i>	I. Selecionar a forma correta do verbo <i>have got</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Present simple.</i>	J. Selecionar a forma correta do <i>present simple</i> .	7 x 1% = 7%	Resposta errada: 0 pontos
	<i>Connectors – when, while, then, after that.</i>	K. Selecionar os <i>connectors</i> adequados.	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 16% Completar um texto.	Tema: Rotina diária.	L. Completar um <i>email</i> sobre a rotina diária.	8 x 2% = 16%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the conversation and tick (✓) TRUE or FALSE.

1. Anna wants Jonathan to go to the park with her.
2. Jack is at home.
3. Today is Sunday.
4. He often cleans the bathroom.
5. Jack's brother sets the table while their mother cooks dinner.
6. Jack's father usually washes his car.
7. Jack's sister takes the rubbish out once a week.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B. Listen and order the chores according to the text. Write numbers (1-6).



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the conversation and tick (✓) TRUE or FALSE.

(Escuta a conversa e assinala verdadeiro ou falso.)

	TRUE	FALSE
1. Anna wants Jonathan to go to the park with her.	☐	☐
2. Jack is at home.	☐	☐
3. Today is Sunday.	☐	☐
4. He often cleans the bathroom.	☐	☐
5. Jack's brother sets the table while their mother cooks dinner.	☐	☐
6. Jack's father usually washes his car.	☐	☐
7. Jack's sister takes the rubbish out once a week.	☐	☐

B. Listen and order the chores according to the text. Write numbers (2-6).

There is one example.

(Escuta e ordena as tarefas de acordo com o texto. Numera de 2 a 6. Segue o exemplo.)



☐ take the rubbish out



☐ tidy the bedroom



☐ do the washing up



☐ set the table



☐ cook



☒ 1 make the bed

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read Sam's blog.

ABOUT ME | NEWS | FRIENDS | CHAT | POSTS | CONTACT ME

Posted by **Sam**, England, 6 p.m.

My favourite singer's routine

This is my favourite singer: Bruno Mars. He's a singer and a songwriter. His real name is Peter Gene Hernandez and he's from the USA. His birthday is on 8th October.

He always wakes up very early because he is working
 5 hard for his next album. He gets up at 6 o'clock and has a shower before having breakfast. He often has cereal and milk. At a quarter to seven, he goes to the studio by motorbike. He stays there until midday. He has lunch with his sister Presley in their favourite Chinese restaurant twice a week. Sometimes
 10 Eric, their brother, has lunch with them, too. In the afternoon, Bruno returns to the studio and he goes to the gym at 6:00 p.m.



He goes back home at half past seven, cooks dinner and sets the table. After dinner he does the washing up and brushes his teeth. He always goes to bed at half past ten.

B. Complete the table with information about Bruno Mars.

(Artistic) Name	Bruno Mars
1. Job	
2. Birthday	
3. Country	
4. Nationality	

C. Complete the sentences.

- Before having breakfast he has a _____.
- He often has _____ for breakfast.
- He has lunch with his sister in a _____ restaurant.
- He goes back home at _____.
- He goes _____ at 10:30 p.m.

D. Answer the questions. Give complete answers.

1. Why does Bruno wake up very early? _____
2. How does he go to the studio? _____
3. How often does he have lunch with his sister? _____
4. What time does he go to the gym? _____
5. What does he do after dinner? _____

E. Complete the sentences with the correct nationality.



My name's Rita Ora. I'm from England, so I'm (1) _____



He's The Weeknd and he's a (2) _____ singer. He's from Toronto, in Canada.



Gabriel Barbosa is a football player from Brazil. He's (3) _____.



Zendaya is an actress from the USA, so she's (4) _____.

F. Label the types of houses. Use the words from the box.

cottage block of flats castle detached house terraced house



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

G. Look at the pictures. Complete the text with the household chores.

Mary and Hanna are sisters and they always help their parents at home. When they wake up, they (1) _____  and they often tidy their bedroom. Before dinner they (2) _____  while their parents (3) _____ . After that the two girls (4) _____  and (5) _____ .

H. Fill in the blanks with the verb *to be* (affirmative, negative and interrogative).



Bruno Mars (1) _____ a singer and a songwriter. He (2) _____ from Honolulu, in Hawaii, so he (3) _____ American. Eric and Presley (4) _____ two of his best friends. They love having lunch because they (5) _____ (not) together very often. (6) _____ they busy people? Yes, they (7) _____. Eric (8) _____ (not) a singer but he is also a musician, so he is often on tour.

I. Circle the correct form of the verb *have got*.

1. Bruno and his family **has got** / **have got** a very big detached house. It **haven't got** / **hasn't got** an attic but it **has got** / **have got** a very big garage.
2. **Has** / **Have** you got a terraced house?
No, I **haven't** / **have**. I **has got** / **have got** a cottage.

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

1. Presley _____ (go) to the cinema with her brother once a week.
2. Mary and Hanna usually _____ (catch) the bus at 7:30 a.m.
3. I _____ (not have) lunch in the canteen on Sundays.
4. _____ (you / make) your bed in the morning? No, I _____.
5. My sister and I sometimes _____ (cook) dinner together.
6. Antonio _____ (not listen) to music at night.

K. Read the sentences and circle the correct connector.

1. Bruno always tidies his bedroom **then / when** he is at home.
2. He wakes up at 6 o'clock and **while / after that** he has breakfast.
3. He does the washing up **while / then** his girlfriend takes the rubbish out.
4. They have dinner and **when / then** they often watch TV.
5. Bruno's brother has lunch with him **after that / when** he goes to Los Angeles.
6. Bruno goes back to the studio. **Then / While** he goes to the gym.

L. Write an email to Sam about your daily routine (25-35 words). Don't forget:

- **greeting;**
- **activities you do in the morning / in the afternoon / in the evening;**
- **closing remark (goodbye) + your name.**

New Message

From

Cc Bcc

To

sam@ymail.com

Subject

My daily routine

Send

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read Sam's blog. (Lê o blogue do Sam.)

ABOUT ME | NEWS | FRIENDS | CHAT | POSTS | CONTACT ME

Posted by **Sam**, England, 6 p.m.

My favourite singer's routine

This is my favourite singer: Bruno Mars. He's a singer and a songwriter. His real name is Peter Gene Hernandez and he's from the USA. His birthday is on 8th October.

He always wakes up very early because he is working hard
 5 for his next album. He gets up at 6 o'clock and has a shower before having breakfast. He often has cereal and milk. At a quarter to seven, he goes to the studio by motorbike. He stays there until midday. He has lunch with his sister Presley in their favourite Chinese restaurant twice a week. Sometimes Eric, their brother, has lunch with them, too.
 10 In the afternoon, Bruno returns to the studio and he goes to the gym at 6:00 p.m.



He goes back home at half past seven, cooks dinner and sets the table. After dinner he does the washing up and brushes his teeth. He always goes to bed at half past ten.

B. Complete the table with information about Bruno Mars.

(Completa a tabela com informação sobre Bruno Mars.)

(Artistic) Name	Bruno Mars
1. Job	
2. Birthday	
3. Country	
4. Nationality	

C. Circle the correct option.

(Rodeia a opção correta.)

- Before having breakfast he has a **shower** / sandwich.
- He often has cereal and **juice** / milk for breakfast.
- He has lunch with his sister in a **Scottish** / Chinese restaurant.
- He goes back home at **6:30** / 7:30.
- He goes to **bed** / the studio at 10:30 p.m.

D. Match the questions with the answers. (Associa as perguntas às respostas.)

- | | |
|---|--|
| Why does Bruno wake up very early? 1. • | • a) By motorbike. |
| How does he go to the studio? 2. • | • b) He does the washing up and brushes his teeth. |
| How often does he have lunch with his sister? 3. • | • c) Because he is working hard for his next album. |
| What time does he go to the gym? 4. • | • d) Twice a week. |
| What does he do after dinner? 5. • | • e) At 6 o'clock. |

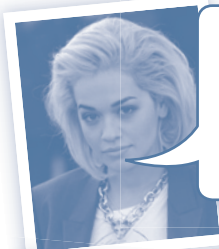
E. Complete the sentences with the correct nationality. Use the words from the box. (Completa as frases com a nacionalidade correta. Usa as palavras da caixa.)

Canadian

English

American

Brazilian



My name's Rita Ora. I'm from England, so I'm **(1)** _____.



He's The Weeknd and he's a **(2)** _____ singer. He's from Toronto, in Canada.



Gabriel Barbosa is a football player from Brazil. He's **(3)** _____.



Zendaya is an actress from the USA, so she's **(4)** _____.

F. Label the types of houses. Use the words from the box.

(Legenda os tipos de casa. Usa as palavras da caixa.)

cottage

block of flats

detached house

terraced house

castle



1



2



3



4



5

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

G. Look at the pictures. Complete the text with the household chores. Use the words from the box. (Observe as imagens. Completa o texto com as tarefas domésticas. Usa as palavras da caixa.)

set the table make their bed do the washing up take the rubbish out cook

Mary and Hanna are sisters and they always help their parents at home.

When they wake up, they **(1)** _____  and they often

tidy their bedroom. Before dinner they **(2)** _____  while

their parents **(3)** _____ . After that the two girls

(4) _____  and **(5)** _____ .

H. Circle the correct form of the verb to be. (Rodeia a forma correta do verbo to be.)



Bruno Mars **(1) is / are** a singer and a songwriter. He **(2) am / is** from Honolulu, in Hawaii, so he **(3) is / are** American.

Eric and Presley **(4) is / are** two of his best friends. They love having lunch because they **(5) aren't / isn't** together very often. **(6) Am / Are** they busy people? Yes, they **(7) is / are**. Eric **(8) aren't / isn't** a singer but he is also a musician, so he is often on tour.

I. Circle the correct form of the verb have got.

(Rodeia a forma correta do verbo have got.)

1. Bruno and his family **has got / have got** a very big detached house.
It **haven't got / hasn't got** an attic but it **has got / have got** a very big garage.
2. **Has / Have** you got a terraced house?
No, I **haven't / have**. I **has got / have got** a cottage.

J. Circle the correct present simple forms.

(Rodeia as formas corretas do present simple.)

1. Presley **go / goes** to the cinema with her brother once a week.
2. Mary and Hanna usually **catches / catch** the bus at 7:30 a.m.
3. I **don't have / doesn't have** lunch in the canteen on Sundays.
4. **Do you make / Does you make** your bed in the morning? No, I **don't / doesn't**.
5. My sister and I sometimes **cooks / cook** dinner together.
6. Antonio **doesn't listen / don't listen** to music at night.

K. Read the sentences and circle the correct connector.

(Lê as frases e rodeia o conector correto.)

1. Bruno always tidies his bedroom **then** / **when** he is at home.
2. He wakes up at 6 o'clock and **while** / **after that** he has breakfast.
3. He does the washing up **while** / **then** his girlfriend takes the rubbish out.
4. They have dinner and **when** / **then** they often watch TV.
5. Bruno's brother has lunch with him **after that** / **when** he goes to Los Angeles.
6. Bruno goes back to the studio. **Then** / **While** he goes to the gym.

L. Complete Maria's email about her daily routine. Use the words from the box.

(Completa o email da Maria sobre a rotina diária dela. Usa as palavras da caixa.)

school

Maria

shower

get up

bed

homework

maria@ymail.com

lunch

New Message

From (1) _____

Cc Bcc

To sam@ymail.com

Subject My daily routine

Dear Sam,

I usually (2) _____ at seven o'clock every day. Then I have a (3) _____ and have breakfast. I go to (4) _____ at 7:30 because my lessons start at 8 o'clock. I often have (5) _____ in the canteen. I usually do my (6) _____ after school. At 8 o'clock I have dinner. I go to (7) _____ at 10 p.m.

Best wishes,
(8) _____

Send

Table of Specifications

(Unit 2) Listening Tests 2A and 2B / Progress Tests 2A and 2B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal. Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados. Writing 8. Produzir textos de 25 a 35 palavras. Intercultural domain 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados. 10.2. Identificar disciplinas escolares e espaços de trabalho e de lazer na escola.	Lexis and Grammar 5: ano (Recycled Language) 8. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. Verbs 8.21. Usar verbos no <i>present continuous</i> . 6: ano Prepositions 9.9. Usar <i>adjective + preposition</i> . Verbs 9.14. Usar o <i>modal verb should / shouldn't</i> .

Matriz dos Testes de Compreensão Oral 2A/2B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% Compreender o diálogo na globalidade e em detalhe.	Diálogos sobre disciplinas, espaços escolares e preferências.	A. Selecionar as opções corretas, de acordo com os diálogos escutados.	5 x 20% = 100%	Resposta errada: 0 pontos

Matriz do Teste 2A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 41% Compreender o texto na globalidade e em detalhe.	Texto (<i>post</i>) sobre a escola.	B. Selecionar a opção correta, de acordo com o texto.	3 x 3% = 9%	Resposta errada: 0 pontos
		C. Corrigir frases, de modo a torná-las verdadeiras, de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	4 x 5% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 28% Aplicar vocabulário da unidade 2.	Vocabulário relativo às disciplinas escolares.	E. Legendar imagens com os nomes das disciplinas escolares.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário relacionado com os locais na escola.	F. Selecionar os nomes dos locais na escola, de acordo com a informação contida nas frases apresentadas.	5 x 2% = 10%	Resposta errada: 0 pontos
	Vocabulário relativo aos clubes escolares.	G. Completar frases com os nomes dos clubes escolares.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Grammar – 16% Aplicar itens gramaticais trabalhados.	<i>Present continuous</i> .	H. Completar frases com as formas corretas do <i>present continuous</i> dos verbos apresentados.	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>Adjectives + prepositions</i> .	I. Completar frases com as preposições adequadas, tendo em conta os adjetivos que as precedem.	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Modal verb should</i> .	J. Completar frases com <i>should/shouldn't</i> .	6 x 1% = 6%	Resposta errada: 0 pontos

Matriz do Teste 2A (cont.)

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Writing – 15% Produzir um texto.	Tema: A escola.	K. Descrever a sua escola.	15%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 2B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 41% Compreender o texto na globalidade e em detalhe.	Texto (post) sobre a escola.	B. Selecionar a opção correta, de acordo com o texto.	3 x 3% = 9%	Resposta errada: 0 pontos
		C. Corrigir frases, de modo a torná-las verdadeiras, de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Selecionar a opção correta, de acordo com o texto.	4 x 5% = 20%	Resposta errada: 0 pontos
Vocabulary – 28% Aplicar vocabulário da unidade 2.	Vocabulário relativo às disciplinas escolares.	E. Legendar imagens com os nomes das disciplinas escolares, usando as palavras fornecidas.	5 x 2% = 10%	Resposta errada: 0 pontos
	Vocabulário relacionado com os locais na escola.	F. Selecionar os nomes dos locais na escola, de acordo com a informação contida nas frases apresentadas.	5 x 2% = 10%	Resposta errada: 0 pontos
	Vocabulário relativo aos clubes escolares.	G. Completar frases com os nomes dos clubes escolares.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Grammar – 16% Aplicar itens gramaticais trabalhados.	Present continuous	H. Selecionar as formas corretas do <i>present continuous</i> .	4 x 1% = 4%	Resposta errada: 0 pontos
	Adjectives + prepositions.	I. Selecionar as preposições adequadas, tendo em conta os adjetivos que as precedem.	6 x 1% = 6%	Resposta errada: 0 pontos
	Modal verb should.	J. Selecionar <i>should/shouldn't</i> , de acordo com a informação contida nas frases.	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 15% Completar um texto.	Tema: A escola.	K. Completar um pequeno texto com informação sobre a sua escola.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the dialogues and tick (✓) the correct option.

1. What's Chloe's first school subject on Wednesday?



a) ☐



b) ☐

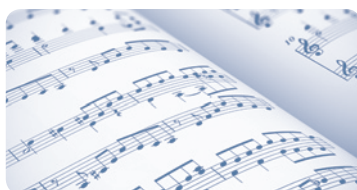


c) ☐

2. Which is Emma's favourite school subject?



a) ☐



b) ☐



c) ☐

3. Where does Sarah have to go after the PE lesson?



a) ☐



b) ☐



c) ☐

4. Who is Jimmy's favourite singer?



a) ☐ Charlie Green



b) ☐ Charlie Brown



c) ☐ Charlie Puth

5. Which is Liz's favourite after-school club?



a) ☐



b) ☐



c) ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the dialogues and tick (✓) the correct option.

(Escuta os diálogos e assinala a opção correta.)

1. What's Chloe's first school subject on Wednesday?



a) ☐



b) ☐

2. Which is Emma's favourite school subject?



a) ☐



b) ☐

3. Where does Sarah have to go after the PE lesson?



a) ☐



b) ☐

4. Who is Jimmy's favourite singer?



a) ☐ Charlie Puth



b) ☐ Charlie Brown

5. Which is Liz's favourite after-school club?



a) ☐



b) ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the post.



Elise
 1 min • 🌐

▼

Top school = Top days

Today I'm writing about my new school, Jackson School, in New York. It's very big and modern. There are about 40 classrooms and five sports fields. It has got a big gym and a canteen where I usually have

5 lunch with my schoolmates. Next to the canteen there is an assembly hall. It is my favourite spot because my friends and I can listen to our favourite songs and play cards there. We also love the playground and when it's sunny we sit under some trees and relax 🌳👌.

It's a top school, so my school days are very cool. Classes start at

10 9 a.m. every day, so I have to wake up at 7:30 a.m. The teachers are great and I learn many different subjects: English, history, science, geography, maths, ICT, art, music and physical education.

I'm good at history but my favourite subject is music because I love playing the guitar and singing.

15 I really love my school! 😊

What about your school? Tell me all about it!

#top #school #days

👍 Like
💬 Comment
➦ Share






B. Tick (✓) the correct option.

- | | | |
|--|--|--|
| 1. Elise's school is in
a) Newark. ☐
b) New York. ☐
c) New Orleans. ☐ | 2. Elise wakes up at
a) half past seven. ☐
b) seven o'clock. ☐
c) nine o'clock. ☐ | 3. Her favourite subject is
a) history. ☐
b) maths. ☐
c) music. ☐ |
|--|--|--|

C. These sentences are wrong. Correct them.

1. Elise goes to Jacksonville School. _____
2. There are fourteen classrooms in her school. _____
3. Elise and her friends sit and play under the playground trees. _____

4. She loves playing the guitar and dancing. _____

D. Answer the questions. Give complete answers.

1. What is Elise's school like?

2. Where does Elise have lunch with her schoolmates?

3. Why is the assembly hall her favourite spot?

4. What time do her classes start?

E. Label the pictures with the school subjects.



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

F. Circle the correct school facilities.

1. My friends and I have lunch in the **classroom** / canteen.
2. I usually go to the **library** / music room to read and study for the tests.
3. We have PE lessons in the **stationer's** / gym.
4. Victoria likes listening to music and playing games in the **art room** / assembly hall.
5. She sings and plays the guitar in the **music room** / computer room.

G. Complete the sentences with the correct after-school clubs.



1. We're interested in technology, so we're in the _____ Club.



2. I'm in the _____ because I love drawing and painting.



3. I love running, that's why I'm in the _____.



4. We're in the _____ because it's good for our concentration.

H. Complete the sentences with the present continuous of the verbs in brackets.

1. Mike _____ (catch) the school bus.
2. We _____ (not play) football in the Sports Club.
3. _____ (Maggie / go) to the Art Club? – No, she _____.
4. Susan and her classmates _____ (prepare) for the maths test.

I. Fill in the gaps with the correct preposition: *in, at, for, with or of*.

1. We're interested _____ theatre, so we're in the Drama Club.
2. Peter isn't very good _____ history but he is brilliant _____ science.
3. I'm angry _____ my sister because she's always late _____ school.
4. Julie and Marcy are proud _____ their school report.

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

1. My sister is feeling sick. I think she _____ go to the hospital.
2. You _____ use your mobile phone in the library.
3. You _____ be rude to your friends.
4. You _____ wait for your turn.
5. You _____ run in the assembly hall.
6. Maria, you _____ go to bed because it's late.

**K. Answer Elise and write a short post (25-35 words) about your school.
Don't forget to mention the location, how many rooms there are, the places
outside the building and your favourite room / place at school.**

Like Comment Share





Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the post. (Lê o post.)


Elise
 1 min • 🌐

Top school = Top days

Today I'm writing about my new school, Jackson School, in New York. It's very big and modern. There are about 40 classrooms and five sports fields. It has got a big gym and a canteen where I usually have

5 lunch with my schoolmates. Next to the canteen there is an assembly hall. It is my favourite spot because my friends and I can listen to our favourite songs and play cards there. We also love the playground and when it's sunny we sit under some trees and relax 🌳🧘🏻.

It's a top school, so my school days are very cool. Classes start at

10 9 a.m. every day, so I have to wake up at 7:30 a.m. The teachers are great and I learn many different subjects: English, history, science, geography, maths, ICT, art, music and physical education. I'm good at history but my favourite subject is music because I love playing the guitar and singing.

15 I really love my school! 😊

What about your school? Tell me all about it!

#top #school #days

 Like
  Comment
  Share


 Write a comment...
 


B. Tick (✓) the correct option. (Assinala a opção correta.)

- | | | | | |
|-----------------------------|---------------------|--------------------------|-------------------|--------------------------|
| 1. Elise's school is in | a) Newark. | ☐ | b) New York. | ☐ |
| 2. Elise wakes up at | a) half past seven. | ☐ | b) seven o'clock. | ☐ |
| 3. Her favourite subject is | a) music. | ☐ | b) history. | ☐ |

C. These sentences are wrong. Correct them. There is one example.

(Estas frases estão incorretas. Corrige-as. Segue o exemplo.)

- Elise goes to Jacksonville School. Elise goes to Jackson School.
- 1. There are fourteen classrooms in her school. _____
- 2. Elise and her friends play under the playground trees. _____
- 3. She loves playing the guitar and dancing. _____

D. Read the questions and tick (✓) the correct answer.

(Lê as frases e assinala a resposta certa.)

1. What is Elise's school like?

- a) Elise's school is big and old. ☐ b) Elise's school is big and modern. ☐

2. Where does she have lunch with her schoolmates?

- a) They have lunch in the canteen. ☐ b) They have lunch at home. ☐

3. Why is the assembly hall her favourite spot?

- a) Because she can listen to music and play cards there. ☐
b) Because she can dance there. ☐

4. What time do her classes start?

- a) Her classes start at eight o'clock. ☐ b) Her classes start at nine o'clock. ☐

E. Label the pictures with the correct school subjects: *art, science, music, maths or geography*. (Legenda as imagens com as disciplinas escolares corretas: *art, science, music, maths ou geography*.)



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

F. Circle the correct school facilities.

(Rodeia os espaços da escola corretos.)

1. My friends and I have lunch in the **classroom** / canteen.
2. I usually go to the **library** / music room to read and study for the tests.
3. We have PE lessons in the **stationer's** / gym.
4. Victoria likes listening to music and playing games in the **art room** / assembly hall.
5. She sings and plays the guitar in the **music room** / computer room.

G. Complete the sentences with the after-school clubs.

(Completa as frases com os clubes escolares.)

1. We're interested in technology, so we're in the C _____ Club.



2. I'm in the A _____ Club because I love drawing and painting.



3. I love running, that's why I'm in the S _____ Club.



4. We're in the C _____ Club because it's good for our concentration.



H. Circle the correct present continuous forms of the verbs.

(Rodeia as formas corretas dos verbos no *present continuous*.)

1. Mike **is catching** / **catching** the school bus.
2. We **don't playing** / **aren't playing** football in the Sports Club.
3. **Is / Does** Maggie **going** / **goes** to the Art Club? – No, she **is** / **isn't**.
4. Susan and her classmates **are preparing** / **is preparing** for the maths test.

I. Circle the correct preposition. (Rodeia a preposição correta.)

1. We're interested **in** / **for** theatre, so we're in the Drama Club.
2. Peter isn't very good **with** / **at** history but he is brilliant **for** / **at** science.
3. I'm angry **at** / **with** my sister because she's always late **for** / **of** school.
4. Julie and Marcy are proud **of** / **in** their school report.

J. Circle the correct option. (Rodeia a opção correta.)

1. My sister is feeling sick. I think she **should** / **shouldn't** go to the hospital.
2. You **should** / **shouldn't** use your mobile phone in the library.
3. You **should** / **shouldn't** be rude to your friends.
4. You **should** / **shouldn't** wait for your turn.
5. You **should** / **shouldn't** run in the assembly hall.
6. Maria, you **should** / **shouldn't** go to bed because it's late.

K. Answer Elise and complete this post about your school. Don't forget to mention the location, how many rooms there are and your favourite room at school.

(Responde à Elise e completa este *post* sobre a tua escola. Não te esqueças de indicar onde fica, quantas salas tem e a tua sala favorita.)

Like Comment Share



Hi, Elise! My school is very cool, too. It's in **(1)** _____. There are **(2)** _____ classrooms, a **(3)** **big / small** gym, a canteen and **(4)** **two sports fields / an assembly hall**. My favourite room is the **(5)** _____.

Table of Specifications

(Unit 3) Listening Tests 3A and 3B / Progress Tests 3A and 3B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal. Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados. Writing 8. Produzir textos de 25 a 35 palavras. Intercultural domain 5: ano (Recycled Language) 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.3. Identificar características elementares, de personalidade e físicas. 8.4. Identificar peças de vestuário.	Lexis and Grammar 9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. Adjectives 9.1. Usar o <i>comparative</i> (regular and irregular forms). 9.2. Usar o <i>superlative</i> (regular and irregular forms). Word formation 9.15. Reconhecer processos de formação do advérbio (<i>adjective + -ly</i>).

Matriz dos Testes de Compreensão Oral 3A/3B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% Compreender os textos na globalidade e em detalhe.	Textos sobre descrição física, roupas, calçado e acessórios.	A. Identificar as personagens intervenientes nos textos, legendando as imagens com os respetivos nomes.	5 x 10% = 50%	Resposta errada: 0 pontos
	Texto sobre a descrição física e psicológica de uma celebridade.	B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto escutado.	5 x 10% = 50%	Resposta errada: 0 pontos

Matriz do Teste 3A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 43% Compreender o texto na globalidade e em detalhe.	Texto sobre uma família de <i>cartoons</i> (caracterização física e psicológica).	B. Classificar as afirmações como verdadeiras ou falsas, e corrigir as falsas.	5 x 3% = 15% + 3 x 1% = 3%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		C. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	5 x 1% = 5%	Resposta errada: 0 pontos
		D. Responder, de forma completa, a questões sobre o texto.	4 x 5% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 16% Aplicar vocabulário da unidade 3.	Vocabulário relativo à descrição física.	E. Associar frases a imagens, registando o nome de cada personagem junto às respetivas frases.	4 x 2% = 8%	Resposta errada: 0 pontos
	Vocabulário sobre roupa, calçado e acessórios.	F. Legendar imagens com os nomes das roupas, calçado e acessórios assinalados.	8 x 1% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Matriz do Teste 3A (cont.)				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Grammar – 26% Aplicar itens gramaticais trabalhados.	<i>Adjectives – comparative.</i>	G. Completar frases com o comparativo de superioridade e de igualdade dos adjetivos indicados.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Adjectives – superlative.</i>	H. Completar frases com o superlativo dos adjetivos indicados.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Word formation – adverbs (adjective + -ly).</i>	I. Formar advérbios terminados em -ly, a partir dos adjetivos apresentados.	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 15% Produzir um texto.	Tema: Descrição física.	J. Descrever a imagem de uma celebridade, indicando características físicas, roupas, calçado e acessórios.	15%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 3B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 40% Compreender o texto na globalidade e em detalhe.	Texto sobre uma família de <i>cartoons</i> (caracterização física e psicológica).	B. Classificar as afirmações como verdadeiras ou falsas.	5 x 3% = 15%	Resposta errada: 0 pontos
		C. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	5 x 1% = 5%	Resposta errada: 0 pontos
		D. Completar frases com informação acerca do texto lido.	4 x 5% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Vocabulary – 16% Aplicar vocabulário da unidade 3.	Vocabulário relativo à descrição física.	E. Associar frases a imagens, selecionando o nome correto de cada personagem.	4 x 2% = 8%	Resposta errada: 0 pontos
	Vocabulário sobre roupa, calçado e acessórios.	F. Legendar imagens com os nomes das roupas, calçado e acessórios assinalados, recorrendo às palavras fornecidas.	8 x 1% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Grammar – 29% Aplicar itens gramaticais trabalhados.	<i>Adjectives – comparative.</i>	G. Selecionar a forma correta do comparativo de superioridade e de igualdade dos adjetivos.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Adjectives – superlative.</i>	H. Selecionar a forma correta do superlativo dos adjetivos indicados.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Word formation – adverbs (adjective + -ly).</i>	I. Formar advérbios terminados em -ly, a partir dos adjetivos apresentados.	6 x 1,5% = 9%	Resposta errada: 0 pontos
Writing – 15% Completar um texto.	Tema: Descrição física.	J. Selecionar as palavras adequadas, de modo a descrever a imagem de uma celebridade.	10 x 1,5% = 15%	Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and write the names from the box under the correct picture.

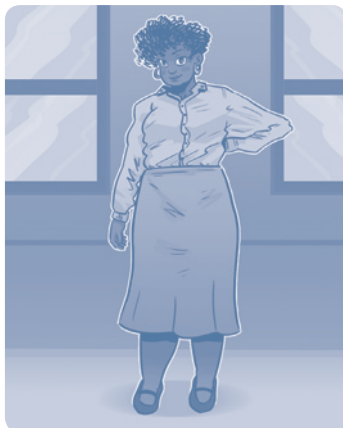
Bonnie

Luana

Richie

Andrew

Petra



1. _____



2. _____



3. _____



4. _____



5. _____

B. Listen and tick (✓) TRUE or FALSE.

1. Zendaya is an actress.
2. She's in the TV series *Raven's Home*.
3. Her hair is long and wavy.
4. She's selfish, intelligent and sweet.
5. She loves wearing formal clothes.

TRUE FALSE

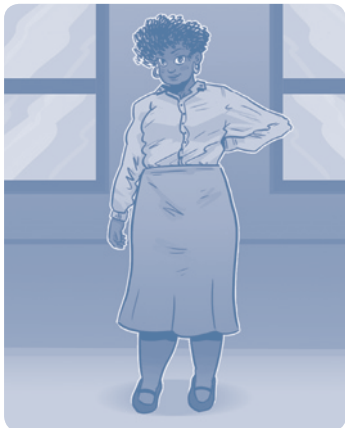
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐


Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Listen, look at the pictures and circle the correct name.

(Escuta, observa as imagens e rodeia o nome correto.)



1. Petra / Bonnie



2. Andrew / Richie



3. Luana / Bonnie



4. Andrew / Richie



5. Petra / Luana

B. Listen and tick (✓) TRUE or FALSE.

(Ouve e assinala verdadeiro ou falso.)

1. Zendaya is an American actress.
2. She's a secret agent in the TV series *Raven's Home*.
3. She has got long and wavy hair.
4. She's very selfish and intelligent.
5. She loves formal clothes.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text about the Parr family.

WHAT AN INCREDIBLE FAMILY!

I'm Jack-Jack and I'm the Parr's youngest child. My family and I have superpowers but it's a secret. People call us *The Incredibles*. Come and meet us!

My brother is Dash. He is 10 years old and
 5 he can run very fast. He's short and thin and he has got short blond hair.

Violet, my sister, is medium height and she's the thinnest in our family. She has got long straight black hair and she's very
 10 beautiful. She's stronger than me. She can be invisible when she wants but she doesn't like being a superhero because she's very shy.

My parents are Bob and Helen, the *Elastigirl*. My father is strong and very tall.

15 He is always trying to make the world a better place because he's stubborn. My mother is slim and she has got short wavy brown hair and a small face. She's quiet and generous. They are my
 20 heroes because they can save the world.

We all wear red and black clothes and we have black masks, too. My sister and my mother usually wear long black boots.

I love my super power family! 😊



B. Are the sentences TRUE or FALSE? Correct the false ones.

1. Jack-Jack is Bob and Helen's oldest son.
2. People call his family *The Invincibles*.
3. Dash can run very fast.
4. Helen is very thin.
5. Jack-Jack and his family wear red and black clothes.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C. Match the two parts and make sentences.

Jack-Jack and his family 1. •

Dash 2. •

Violet's hair 3. •

Jack-Jack's mother 4. •

Violet and Helen 5. •

• a) is long, straight and black.

• b) are superheroes.

• c) has got short wavy brown hair.

• d) wear long black boots.

• e) is ten years old.

D. Answer the questions. Give complete answers.

1. What's Violet's superpower? _____

2. Is Jack-Jack stronger than Violet? _____

3. Does Violet like being a superhero? Why? _____

4. What is Helen like? _____

E. Match the descriptions with the pictures. Write the correct names in the boxes.



Jack



Miriam



Susan



Lou

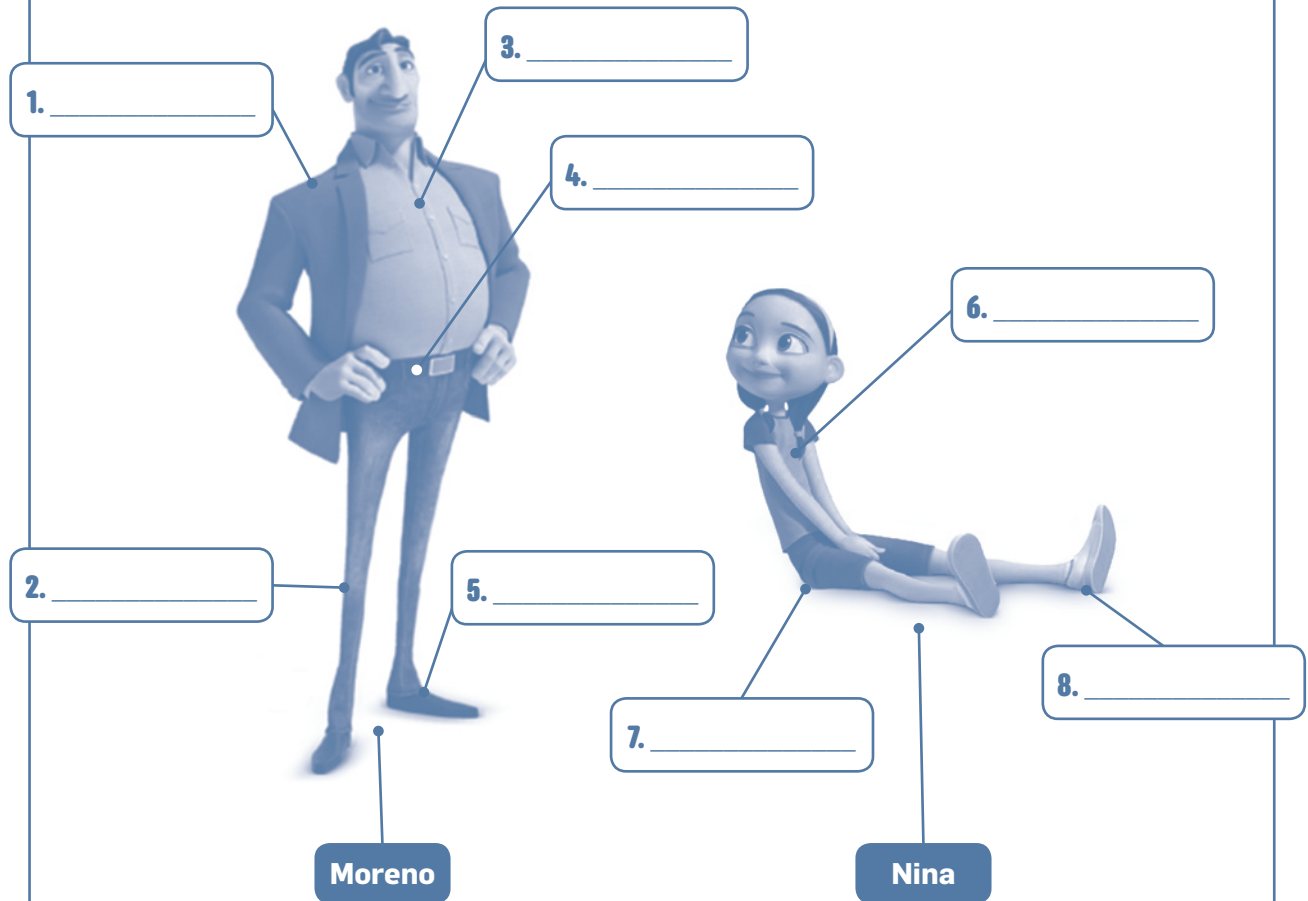
1. He/She is short and fat. He/She has got long straight hair. He/She is wearing jeans, a T-shirt and trainers.

2. He/She is tall and slim. His/Her hair is short and wavy. He/She is wearing jeans, a raincoat and boots.

3. He/She is short and fat. He/She has got short straight hair. He/She is wearing trousers and a shirt.

4. He/She is tall and thin. His/Her hair is short and curly. He/She is wearing a shirt, shorts and trainers.

F. Jack-Jack loves the film *Ferdinand*. Look at Moreno and Nina and label their clothes, footwear and accessories.



G. Complete the sentences with the adjectives in the comparative of superiority.

1. Angus is _____ (funny) Ferdinand.
2. Ferdinand is _____ (strong) Valiente.
3. Lena is _____ (intelligent) her brother.
4. Martha is _____ (good) Peter at school.
5. Trainers are _____ (comfortable) than boots.



H. Complete the sentences with the adjectives in the superlative form.

1. Bob is _____ (old) in his family.
2. Violet is _____ (beautiful) superhero in the film.
3. Our brother is _____ (happy) student in his class.
4. Juliet is _____ (thin) girl at school.
5. You are _____ (nice) person I know.

I. Change the adjectives into adverbs by adding *-ly*. Make the necessary changes.

- | | |
|-------------------|------------------|
| 1. elegant _____ | 4. easy _____ |
| 2. slow _____ | 5. careful _____ |
| 3. terrible _____ | 6. clear _____ |

J. John Cena is the voice of Ferdinand in the film.
Look at the picture and describe him.
Write a text with 25-35 words.

Don't forget to mention:

- **age** (*old / young / middle-aged*);
- **height** (*tall / short / medium height*);
- **weight** (*fat / slim / thin*);
- **face** (*oval / long / round*);
- **general appearance** (*handsome / ugly; strong / weak*);
- **what he is wearing: clothes, footwear and accessories.**



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text about the Parr family. (Lê o texto sobre a família Parr.)

WHAT AN INCREDIBLE FAMILY!

I'm Jack-Jack and I'm the Parr's youngest child. My family and I have superpowers but it's a secret. People call us *The Incredibles*. Come and meet us!

My brother is Dash. He is 10 years old and
 5 he can run very fast. He's short and thin and he has got short blond hair.

Violet, my sister, is medium height and she's the thinnest in our family. She has got long straight black hair and she's very
 10 beautiful. She's stronger than me. She can be invisible when she wants but she doesn't like being a superhero because she's very shy.

My parents are Bob and Helen, the *Elastigirl*. My father is strong and very tall.
 15 He is always trying to make the world a better place because he's stubborn.

My mother is slim and she has got short wavy brown hair and a small face. She's quiet and generous. They are my
 20 heroes because they can save the world.

We all wear red and black clothes and we have black masks, too. My sister and my mother usually wear long black boots.

I love my super power family! 😊



B. Tick (✓) TRUE or FALSE.

(Assinala verdadeiro ou falso.)

1. Jack-Jack is the Parr's oldest son.
2. People call his family *The Invincibles*.
3. Dash can run very fast.
4. His mother is very thin.
5. They all wear red and black clothes.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



C. Match the two parts and make sentences.

(Liga as duas partes e constrói frases.)

Jack-Jack and his family 1. •

Dash 2. •

Violet's hair 3. •

Jack-Jack's mother 4. •

Violet and Helen 5. •

• a) is long, straight and black.

• b) are superheroes.

• c) has got short wavy brown hair.

• d) wear long black boots.

• e) is ten years old.

D. Read the questions and tick (✓) the correct option.

(Lê as questões e assinala a resposta correta.)

1. What's Violet's superpower?

a) Her superpower is to be invisible. ☐

b) Her superpower is to run very fast. ☐

2. Is Jack-Jack stronger than Violet?

a) Yes, he is. ☐

b) No, he isn't. ☐

3. Does Violet like being a superhero?

a) Yes, she does. ☐

b) No, she doesn't. ☐

4. What is Helen like?

a) She's quiet and shy. ☐

b) She's quiet and generous. ☐

E. Look at the pictures. Read the sentences and circle the correct names.

(Observa as imagens. Lê as frases e rodeia os nomes corretos.)



Jack



Miriam



Susan



Lou

1. He/She is short and fat. He/She has got long straight hair. He/She is wearing jeans, a T-shirt and trainers. **Susan / Miriam**

2. He/She is tall and slim. His/Her hair is short and wavy. He/She is wearing jeans, a raincoat and boots. **Jack / Susan**

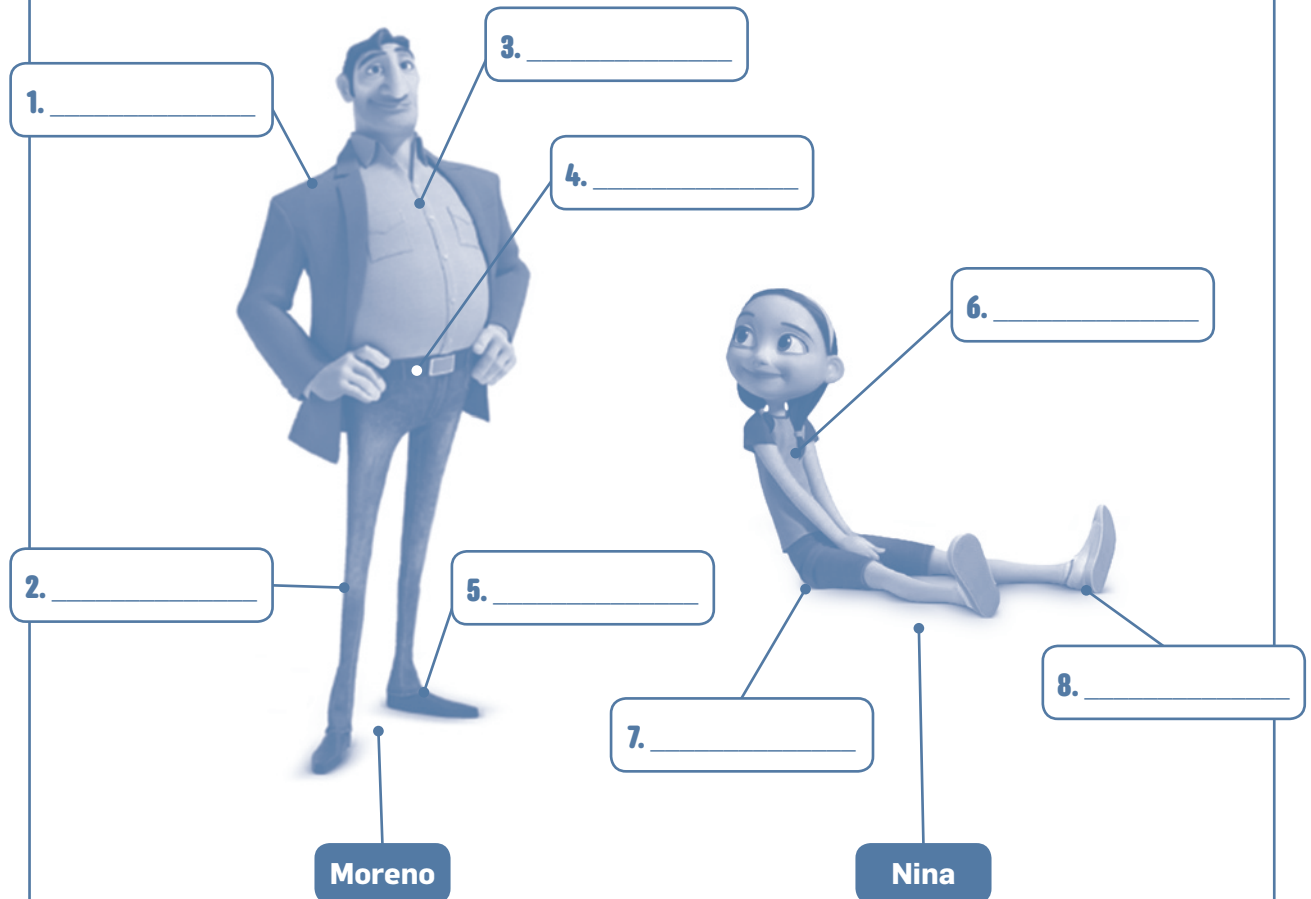
3. He/She is short and fat. He/She has got short straight hair. He/She is wearing trousers and a shirt. **Lou / Miriam**

4. He/She is tall and thin. His/Her hair is short and curly. He/She is wearing a shirt, shorts and trainers. **Lou / Jack**

F. Jack-Jack loves the film *Ferdinand*. Look at Moreno and Nina and label their clothes, footwear and accessories. Use the words from the box.

(O Jack-Jack adora o filme *Ferdinand*. Observa o Moreno e a Nina e legenda as suas roupas, calçado e acessórios. Usa as palavras da caixa.)

trainers jacket T-shirt belt shoes jeans shorts shirt



G. Circle the correct comparative form.

(Rodeia a forma do comparativo correta.)

1. Angus is **funnier** / **funny** than Ferdinand.
2. Ferdinand is **strong** / **stronger** than Valiente.
3. Lena is **intelligent** / **more intelligent** than her brother.
4. Martha is **better** / **good** than Peter at school.
5. Trainers are **comfortable** / **more comfortable** than boots.

H. Circle the correct superlative form.

(Rodeia a forma do superlativo correta.)

1. Bob is **the oldest** / **old** in his family.
2. Violet is **beautiful** / **the most beautiful** superhero in the film.
3. Our brother is **the happiest** / **happy** student in his class.
4. Juliet is **thin** / **the thinnest** girl at school.
5. You are **the nicest** / **nice** person I know.



I. Change the adjectives into adverbs by adding -ly. Make the necessary changes.

There is one example. (Transforma os adjetivos em advérbios juntando-lhes -ly. Faz as alterações necessárias. Segue o exemplo.)

• quick quickly

1. elegant _____

2. slow _____

3. terrible _____

4. easy _____

5. careful _____

6. clear _____

J. John Cena is the voice of Ferdinand in the film.

Look at the picture, read the text and circle the correct words that describe him.

(John Cena é a voz de Ferdinand no filme. Observa a imagem, lê o texto e rodeia as palavras corretas que o descrevem.)

John Cena is **(1)** old / young / middle-aged,
(2) tall / short / medium height and **(3)** fat / slim / thin.
His face is **(4)** oval / long / round and he is very
(5) handsome / ugly. He is **(6)** strong / weak.

He is wearing a **(7)** cap / hat, a **(8)** shirt / T-shirt,
(9) shorts / skirts and **(10)** boots / trainers.



Table of Specifications

(Unit 4) Listening Tests 4A and 4B / Progress Tests 4A and 4B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal.	Lexis and Grammar 9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.
Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados.	Verbs 9.10. Usar os verbos <i>to be</i> e <i>there + to be</i> , no <i>past simple</i> , nas formas afirmativa, negativa e interrogativa. 9.11. Usar verbos regulares mais frequentes, no <i>past simple</i> , nas formas afirmativa, negativa e interrogativa. 9.12. Usar o verbo <i>to do</i> , como auxiliar, no <i>past simple</i> , nas formas negativa e interrogativa.
Writing 8. Produzir textos de 25 a 35 palavras.	
Intercultural domain 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados.	

Matriz dos Testes de Compreensão Oral 4A/4B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% Compreender o diálogo / texto na globalidade e em detalhe.	Diálogo sobre locais na cidade.	A. Selecionar as opções corretas, de acordo com o diálogo escutado.	5 x 15% = 75%	Resposta errada: 0 pontos
	Texto sobre atividades a fazer na cidade.	B. Assinalar as atividades a fazer na cidade, de acordo com o texto.	5 x 5% = 25%	Resposta errada: 0 pontos

Matriz do Teste 4A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 40% Compreender o texto na globalidade e em detalhe.	Texto sobre uma visita de estudo a uma cidade.	B. Completar frases de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		C. Registrar os nomes dos locais visitados pela personagem, respeitando as instruções.	2 x 4% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	4 x 5% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 11% Aplicar vocabulário da unidade 4.	Vocabulário relativo aos locais na cidade.	E. Legendar imagens com os nomes dos locais na cidade.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre atividades a realizar na cidade.	F. Associar as imagens às atividades a realizar na cidade.	6 x 1% = 6%	Resposta errada: 0 pontos
Grammar – 34% Aplicar itens gramaticais trabalhados.	<i>Past simple – verb to be.</i>	G. Completar frases com as formas adequadas do verbo <i>to be</i> no <i>past simple</i> (afirmativa, negativa e interrogativa).	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Past simple – verb there + to be.</i>	H. Completar frases com as formas adequadas do verbo <i>there + to be</i> no <i>past simple</i> (afirmativa, negativa e interrogativa).	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Past simple – verbos regulares.</i>	I. Registrar a forma afirmativa do <i>past simple</i> de uma lista de verbos regulares.	8 x 1% = 8%	Resposta errada: 0 pontos
		J. Completar um diálogo com o <i>past simple</i> dos verbos regulares apresentados (afirmativa, negativa e interrogativa).	10 x 1% = 10%	Resposta errada: 0 pontos

Matriz do Teste 4A (cont.)

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Writing – 15% Produzir um texto.	Tema: A cidade.	K. Narrar uma visita a uma cidade.	15%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 4B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 40% Compreender o texto na globalidade e em detalhe.	Texto sobre uma visita de estudo a uma cidade.	B. Completar frases, de acordo com o texto, recorrendo às palavras fornecidas.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		C. Associar os nomes dos locais visitados pela personagem aos respetivos dias da visita de estudo.	2 x 4% = 8%	Resposta errada: 0 pontos
		D. Selecionar a opção correta, de acordo com o texto.	4 x 5% = 20%	Resposta errada: 0 pontos
Vocabulary – 11% Aplicar vocabulário da unidade 4.	Vocabulário relativo aos locais na cidade.	E. Legendar imagens com os nomes dos locais na cidade, utilizando as palavras fornecidas.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre atividades a realizar na cidade.	F. Associar as imagens às atividades a realizar na cidade.	6 x 1% = 6%	Resposta errada: 0 pontos
Grammar – 34% Aplicar itens gramaticais trabalhados.	Past simple – verb to be.	G. Selecionar as formas adequadas do verbo to be no past simple (afirmativa, negativa e interrogativa).	8 x 1% = 8%	Resposta errada: 0 pontos
	Past simple – verb there + to be.	H. Selecionar as formas adequadas do verbo there + to be no past simple (afirmativa, negativa e interrogativa).	8 x 1% = 8%	Resposta errada: 0 pontos
	Past simple – verbos regulares.	I. Selecionar a forma afirmativa do past simple de uma lista de verbos regulares.	8 x 1% = 8%	Resposta errada: 0 pontos
		J. Selecionar as formas adequadas do past simple dos verbos regulares apresentados (afirmativa, negativa e interrogativa).	10 x 1% = 10%	Resposta errada: 0 pontos
Writing – 15% Completar um texto.	Tema: A cidade.	K. Completar um texto sobre uma visita a uma cidade, utilizando as palavras fornecidas.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the dialogue and tick (✓) the correct option.

1. Diana and Matt were on a school trip last
 a) year. ☐ b) week. ☐ c) weekend. ☐
2. Legoland Discovery Centre is in
 a) Vancouver. ☐ b) Ottawa. ☐ c) Toronto. ☐
3. Matt loved the... adventure.
 a) NinjaGo city ☐ b) NinjaGo land ☐ c) NinjaGo town ☐
4. Diana preferred the
 a) Minibus. ☐ b) Minibuilding. ☐ c) Miniland. ☐
5. There were banks, bridges and... in that place.
 a) restaurants ☐ b) hospitals ☐ c) railway stations ☐

B. Listen and tick (✓) all the city activities that you hear in the text.



1. ☐

2. ☐

3. ☐



4. ☐

5. ☐

6. ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the dialogue and tick (✓) the correct option.

(Escuta o diálogo e assinala a opção correta.)

1. Diana and Matt were on a school trip last
a) year. ☐ **b)** week. ☐
2. Legoland Discovery Centre is in
a) Vancouver. ☐ **b)** Toronto. ☐
3. Matt loved the... adventure.
a) NinjaGo city ☐ **b)** NinjaGo land ☐
4. Diana preferred the
a) Miniland. ☐ **b)** Minibuilding. ☐
5. There were banks, bridges and... in that place.
a) restaurants ☐ **b)** hospitals ☐

B. Listen and tick (✓) all the city activities that you hear in the text.

(Escuta e assinala todas as atividades da cidade que ouves no texto.)



1. walk along the streets ☐



2. walk the dog ☐



3. watch a film ☐



4. wash the car ☐



5. play football in the park ☐



6. try different food ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text.

A TRIP TO THE NORTH

Hi! I'm João Sousa and I'm a Portuguese YouTuber.
 Last year my schoolmates and I visited Porto.
 It's a big, beautiful city in the north of Portugal. We
 travelled by train. We stayed there for three days
 5 and we enjoyed ourselves very much! 😊

When we arrived at São Bento railway station
 there was a bus waiting to take us to the hotel. On
 that day, in the afternoon, we visited Clérigos Tower
 and the Museum of Transport and Communication.
 10 At night we walked along a place called "Ribeira", in
 the historical centre of the city. There were lots of
 restaurants and we tried a typical food: "Francesinhas".
 It's delicious! We could also see the lights of Luís I
 Bridge. What a great view!

15 On the second day we visited Sea Life Porto. We
 learned a lot about sea life and how we can protect
 the ocean. Then we stopped at Casa da Música,
 where we listened to a wonderful concert.

Our school trip ended on the third day
 20 at World of Discoveries, an interactive museum and
 a theme park. There are many historical facts about
 how Portuguese navigators discovered the world in
 that museum. I want to go back there some day!

It was an unforgettable trip, so I posted some
 25 videos of it on my YouTube channel!



B. Complete the sentences.

- João Sousa is a _____.
- João and his schoolmates visited _____, a beautiful city.
- They travelled by train to _____ station.
- They tried "Francesinhas", a typical _____.

C. Write the names of the places João and his schoolmates visited on the...

- first day. _____
- second day. _____

D. Answer the questions. Give complete answers.

1. How did João and his schoolmates travel to Porto? _____
2. Were there many restaurants in Ribeira? _____
3. What did João and his schoolmates learn in Sea Life Porto? _____

4. Did they visit World of Discoveries? _____

E. Label the places in the city.



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

F. Match the pictures with the activities in the city. Write the correct letter next to each picture.

- a)** wash the car
d) try different food

- b)** walk the dog
e) see a play

- c)** visit a museum
f) go to the stadium



1. ☐
2. ☐
3. ☐



4. ☐
5. ☐
6. ☐

G. Complete the sentences with the past simple of the verb to be.

1. João _____ in Porto with his schoolmates last week.
2. His parents _____ (not) there. They _____ in Lisbon.
3. When _____ he born? He _____ born on 7th April.
4. His schoolmates _____ very happy because they were in the north.
5. My sister _____ (not) at the library this morning. She _____ at the bank.

H. Fill in the gaps with the correct past simple form of *there + to be*.

1. In the past _____ a post office next to the bank but _____ (not) a shopping centre.
2. _____ a railway station near the library? – No, _____.
3. _____ (not) any banks but _____ two hospitals.
4. _____ some parks but _____ (not) a stadium.

I. Write the past simple of the verbs.

- | | |
|-----------------|-----------------|
| 1. play _____ | 5. arrive _____ |
| 2. watch _____ | 6. try _____ |
| 3. stop _____ | 7. visit _____ |
| 4. travel _____ | 8. walk _____ |

J. Complete the dialogue with the past simple of the verbs in brackets.

David

Hi, Mary Ann. Are you OK? I (1) _____ (call) you last night.
I (2) _____ (want) to tell you about my school day as you missed class...

Mary Ann

Sorry, David, yesterday I wasn't very well. But you can tell me now. 😊

David

Oh... 😞 Well, our geography teacher (3) _____ (organise) a small trip to the castle and it was great. We (4) _____ (walk) along the streets and (5) _____ (listen) to the teacher explaining the history of our city.

Mary Ann

(6) _____ (you / visit) the tower?

David

No, we (7) _____. It was late, so we (8) _____ (not visit) everything.

Mary Ann

How (9) _____ (you / return) to school?

David

We (10) _____ (return) to school by bus. What a pity you weren't there!

Mary Ann



K. Write a text about a city tour you did last year (25-35 words). (It doesn't have to be real.) Don't forget to mention:

- the city you visited;
- who was with you;
- the places you visited there;
- what you did;
- your opinion about it.

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text. (Lê o texto.)

A TRIP TO THE NORTH

Hi! I'm João Sousa and I'm a Portuguese YouTuber.
 Last year my schoolmates and I visited Porto.
 It's a big, beautiful city in the north of Portugal. We
 travelled by train. We stayed there for three days
 5 and we enjoyed ourselves very much! 😊

When we arrived at São Bento railway station
 there was a bus waiting to take us to the hotel. On
 that day, in the afternoon, we visited Clérigos Tower
 and the Museum of Transport and Communication.
 10 At night we walked along a place called "Ribeira", in
 the historical centre of the city. There were lots of
 restaurants and we tried a typical food: "Francesinhas".
 It's delicious! We could also see the lights of Luís I
 Bridge. What a great view!

15 On the second day we visited Sea Life Porto. We
 learned a lot about sea life and how we can protect
 the ocean. Then we stopped at Casa da Música,
 where we listened to a wonderful concert.

Our school trip ended on the third day
 20 at World of Discoveries, an interactive museum and
 a theme park. There are many historical facts about
 how Portuguese navigators discovered the world in
 that museum. I want to go back there some day!

25 It was an unforgettable trip, so I posted some
 videos of it on my YouTube channel!



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

(Completa as frases. Usa as palavras da caixa.)

railway

food

Porto

YouTuber

- João Sousa is a _____.
- João and his schoolmates visited _____, a beautiful city.
- They travelled by train to São Bento _____ station.
- They tried "Francesinhas", a typical _____.

C. Match the two columns. (Associa as duas colunas.)

First day **1.** •

Second day 2. •

- **a)** Sea Life Porto and Casa da Música
- **b)** Clérigos Tower, the Museum of Transport and Communication and Ribeira

D. Answer the questions. Tick (✓) the correct option.

(Responde às questões. Assinala a opção correta.)

1. How did João and his schoolmates travel to Porto?

- a) They travelled to Porto by bus. ☐ b) They travelled to Porto by train. ☐

2. Were there many restaurants in Ribeira?

- a)** Yes, there were. ☐ **b)** No, there weren't. ☐

3. What did João and his schoolmates learn in Sea Life Porto?

- a) They learned about sea life and how people can protect the planet. ☐
- b) They learned about sea life and how people can protect the ocean. ☐

4. Did they visit World of Discoveries?

- a)** Yes, they did. ☐

E. Label the places in the city. Use the words from the box.

(Legenda os locais da cidade. Usa as palavras da caixa.)

police station

park

bank

stadium

theatre



1. Introduction



2. Introduction



3. How to use the data



4. How to use the data



5. Conclusions

F. Match the pictures with the activities in the city. Write the correct letter next to each picture. (Liga as imagens às atividades da cidade. Escreve a letra correta ao lado de cada imagem.)

a) wash the car

b) walk the dog

c) visit a museum

d) try different food

e) see a play

f) go to the stadium



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐

G. Circle the correct form of the verb to be.

(Rodeia a forma correta do verbo *to be*.)

1. João **was** / **were** in Porto with his schoolmates last week.
2. His parents **wasn't** / **weren't** there. They **was** / **were** in Lisbon.
3. When **were** / **was** he born? He **was** / **were** born on 7th April.
4. His schoolmates **were** / **was** very happy because they were in the north.
5. My sister **weren't** / **wasn't** at the library this morning. She **were** / **was** at the bank.

H. Circle the correct form of there + to be.

(Rodeia a forma correta de *there + to be*.)

1. In the past **there were** / **there was** a post office next to the bank but **there wasn't** / **there weren't** a shopping centre.
2. **Was there** / **Were there** a park near the library? No, **there wasn't** / **there weren't**.
3. **There weren't** / **There wasn't** any banks but **there were** / **there was** two hospitals.
4. **There was** / **There were** some parks but **there wasn't** / **there weren't** a stadium.

I. Write the correct past simple form of the verbs. Add -ed and make the necessary changes. (Escreve a forma correta dos verbos no *past simple*. Acrescenta -ed e faz as alterações necessárias)

1. play _____
2. watch _____
3. stop _____
4. travel _____

5. arrive _____
6. try _____
7. visit _____
8. walk _____

J. Circle the correct past simple form of the verbs.

(Rodeia a forma correta dos verbos no *past simple*.)

David

Hi, Mary Ann. Are you OK? I **(1) call / called** you last night.

I **(2) wanted / want** to tell you about my school day as you missed class...

Mary Ann

Sorry, David, yesterday I wasn't very well. But you can tell me now. 😊

David

Oh... 😞 Well, our geography teacher **(3) organises / organised** a small trip to the castle and it was great. We **(4) walked / walk** along the streets and **(5) listened / listen** to the teacher explaining the history of our city.

Mary Ann

(6) Do / Did you **visit / visited** the tower?

David

No, we **(7) did / didn't**. It was late, so we **(8) don't visit / didn't visit** everything.

Mary Ann

How **(9) did / do** you **return / returned** to school?

David

We **(10) return / returned** to school by bus. What a pity you weren't there!

Mary Ann



K. Complete the text about a city tour. Use the expressions from the box.

(Completa o texto sobre uma visita turística. Usa as expressões da caixa.)

museums streets family monuments Guimarães

Last year, I visited **(1)** _____ (**city**) with my **(2)** _____.

We walked along the **(3)** _____ and visited many historical **(4)** _____. We also visited beautiful **(5)** _____ and churches.

I loved that trip.



Table of Specifications

(Unit 5) Listening Tests 5A and 5B / Progress Tests 5A and 5B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal. Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados. Writing 8. Produzir textos de 25 a 35 palavras. Intercultural domain 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados. 10.3. Comparar diferentes meios de transporte.	Lexis and Grammar 9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. Prepositions 9.8. Usar <i>across, through, towards</i> (movement). Verbs 9.11. Usar verbos irregulares mais frequentes, no <i>past simple</i> , nas formas afirmativa, negativa e interrogativa. 9.12. Usar o verbo <i>to do</i> , como auxiliar, no <i>past simple</i> , nas formas negativa e interrogativa.

Matriz dos Testes de Compreensão Oral 5A/5B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% Compreender o texto na globalidade e em detalhe.	Texto sobre as últimas férias.	A. Selecionar as opções corretas, de acordo com o texto escutado.	5 x 20% = 100%	Resposta errada: 0 pontos

Matriz do Teste 5A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 41% Compreender o texto na globalidade e em detalhe.	Email sobre as últimas férias.	B. Corrigir frases, de modo a torná-las verdadeiras, de acordo com o texto.	4 x 4% = 16%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		C. Responder, de forma completa, a questões sobre o texto.	5 x 5% = 25%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 11% Aplicar vocabulário da unidade 5.	Vocabulário relativo aos meios de transporte.	D. Legendar imagens com os nomes dos locais na cidade.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre onde ficar e o que levar numa viagem.	E. Escrever os nomes dos locais onde ficar e o que levar numa viagem, descodificando as palavras.	6 x 1% = 6%	Resposta errada: 0 pontos
Grammar – 33% Aplicar itens gramaticais trabalhados.	Past simple – verbos irregulares.	F. Completar uma tabela com formas irregulares do <i>past simple</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
		G. Completar frases com a forma afirmativa dos verbos no <i>past simple</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
		H. Transformar frases afirmativas em negativas, conjugando os verbos no <i>past simple</i> .	4 x 2% = 8%	Resposta errada: 0 pontos
		I. Completar perguntas e respostas curtas com o <i>past simple</i> dos verbos indicados.	10 x 1% = 10%	Resposta errada: 0 pontos
	Prepositions of movement.	J. Completar frases com preposições de movimento de acordo com as imagens.	3 x 1% = 3%	Resposta errada: 0 pontos

Matriz do Teste 5A (cont.)

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Writing – 15% Produzir um texto.	Tema: As últimas férias.	K. Escrever um <i>email</i> sobre as últimas férias de uma personagem (resposta ao <i>email</i> da <i>reading comprehension</i>).	15%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 5B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Reading comprehension – 41% Compreender o texto na globalidade e em detalhe.	<i>Email</i> sobre as últimas férias.	B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto.	4 x 4% = 16%	Resposta errada: 0 pontos
		C. Associar as respostas às questões sobre o texto.	5 x 5% = 25%	Resposta errada: 0 pontos
Vocabulary – 11% Aplicar vocabulário da unidade 5.	Vocabulário relativo aos meios de transporte.	D. Legendar imagens com os nomes dos meios de transporte, recorrendo às palavras fornecidas.	5 x 1% = 5%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre onde ficar e o que levar numa viagem.	E. Selecionar os nomes dos locais onde ficar e o que levar numa viagem, de acordo com as imagens apresentadas.	6 x 1% = 6%	Resposta errada: 0 pontos
Grammar – 34% Aplicar itens gramaticais trabalhados.	<i>Past simple</i> – verbos irregulares.	F. Selecionar formas irregulares do <i>past simple</i> para completar uma tabela.	6 x 1% = 6%	Resposta errada: 0 pontos
		G. Selecionar a forma afirmativa do <i>past simple</i> dos verbos indicados, para completar frases.	6 x 1% = 6%	Resposta errada: 0 pontos
		H. Selecionar a forma negativa do <i>past simple</i> dos verbos para completar frases.	4 x 2% = 8%	Resposta errada: 0 pontos
		I. Selecionar as opções corretas, para construir perguntas e respostas curtas no <i>past simple</i> .	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Prepositions of movement</i> .	J. Completar frases com as preposições de movimento adequadas, de acordo com as imagens apresentadas.	3 x 2% = 6%	Resposta errada: 0 pontos
Writing – 14% Completar um texto.	Tema: As últimas férias.	K. Completar um <i>email</i> sobre as últimas férias de uma personagem (resposta ao <i>email</i> da <i>reading comprehension</i>), recorrendo às expressões fornecidas.	7 x 2% = 14%	Resposta errada: 0 pontos Erros ortográficos: -0,5 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the text and tick (✓) the correct option.

1. Rudolph and his parents went to...



a) Serra Nevada. ☐



b) Serra da Estrela. ☐



c) Serra do Marão. ☐

2. They left home by...



a) ☐



b) ☐



c) ☐

3. They called the...



a) ☐



b) ☐



c) ☐

4. They went to the hotel by...



a) ☐



b) ☐



c) ☐

5. Rudolph and his parents saw some...



a) ☐



b) ☐



c) ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the text and tick (✓) the correct option.

(Ouve o texto e assinala a opção correta.)

1. Rudolph and his parents went to...



a) Serra do Marão. ☐



b) Serra da Estrela. ☐

2. They left home by...



a) caravan. ☐



b) train. ☐

3. They called the...



a) mechanic. ☐



b) doctor. ☐

4. They went to the hotel by...



a) caravan. ☐



b) bus. ☐

5. Rudolph and his parents saw some...



a) cows. ☐



b) sheep. ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the email about Diogo's last holidays.

New Message _ ✖ ×

From diogo@yahoo.com Cc Bcc

To erin@yahoo.com

Subject My last holidays

Hi, Erin! What's up?

Let me tell you about my last holidays. I travelled to Sydney, in Australia, with my cousin Amanda and we went to amazing places. We stayed in a hostel for a week and we met new friends, Sarah and Dennis. They are Australian and

5 they were there with their parents. They were kind because they took us to Bondi Beach and they showed us Sydney Opera House, too. We saw a play at the theatre and went to a great restaurant there, Portside. Then we went to the Sydney Tower Eye and we crossed a platform in the sky there, Skywalk!

We walked along the streets and we went to the Chinese Garden of Friendship,

10 in Chinatown. It's a beautiful place about Chinese history! Check the photo!



Before leaving Australia we took our rucksacks and went to the Royal National Park. We stayed in a bungalow and we explored the park by bike.

What about you? Tell me about your last holidays.

XOXO, Diogo

Send

B. These sentences are all wrong. Correct them.

1. Erin wrote an email to Diogo. _____
2. Diogo and his cousin stayed in a hotel. _____
3. Diogo and his cousin saw a concert at the theatre. _____

4. They went to a restaurant called Skywalk. _____

C. Answer the questions. Give complete answers.

1. What did Diogo and Amanda do in the Sydney Tower Eye? _____

2. Did they walk along the streets? _____
3. What's the Chinese Garden of Friendship? _____

4. Where did Diogo and Amanda go before leaving Australia? _____

5. How did they explore the park? _____

D. Write the means of transport.



1. _____



2. _____



3. _____



4. _____



5. _____

E. Unscramble the letters and write the words.

Where to stay

VARANCA

1. C _____

WUNBLOGA

2. B _____

ETNT

3. T _____

What to take

CARAME

4. C _____

CTSUSEIA

5. S _____

KURCSKAC

6. R _____

F. Complete the chart with the past simple of the verbs.

run	(1)	take	(4)
drink	(2)	have	(5)
eat	(3)	meet	(6)

G. Complete the sentences with the past simple (affirmative) of the verbs in brackets.

1. Last year Diogo _____ (go) to Australia and he _____ (see) lots of beautiful places.
2. Diogo and Amanda _____ (make) good friends on this trip.
3. He _____ (send) an email to his friend.
4. I _____ (swim) in the lake last week.
5. We _____ (buy) souvenirs for our family.

H. Write the sentences in the negative form.

1. They took their plane tickets to the airport.

2. Yesterday Diogo felt happy.

3. We had breakfast at the shopping centre.

4. I made a delicious cake on Sunday.

I. Complete the questions and write short answers. Use the verbs in the past simple.

1. _____ (they / ride) a bike? – Yes, _____.
2. _____ (Lilly / take) her camera? – No, _____.
3. _____ (Tom / write) an email last night? – Yes, _____.
4. _____ (you / have) dinner at home? – No, _____.
5. _____ (Jimmy and Megan / buy) souvenirs? – No, _____.

J. Look at the pictures. Complete the sentences with the correct preposition of movement (across / through / towards).



1. Jim is walking _____ the bridge.
2. Mia is running _____ her father.
3. Paula is driving her car _____ the tunnel.

Write an email (25-35 words). Don't forget to mention:

- the country / places she visited;
- who travelled with her;
- what she took;
- how she travelled;
- where she stayed;
- what she did there...

[illegible]

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the email about Diogo's last holidays. (Lê o email sobre as últimas férias do Diogo.)

New Message

From diogo@yahoo.com Cc Bcc

To erin@yahoo.com

Subject My last holidays

Hi, Erin! What's up?

Let me tell you about my last holidays. I travelled to Sydney, in Australia, with my cousin Amanda and we went to amazing places. We stayed in a hostel for a week and we met new friends, Sarah and Dennis. They are Australian and

5 they were there with their parents. They were kind because they took us to Bondi Beach and they showed us Sydney Opera House, too. We saw a play at the theatre and went to a great restaurant there, Portside. Then we went to the Sydney Tower Eye and we crossed a platform in the sky there, Skywalk!

We walked along the streets and we went to the Chinese Garden of Friendship,

10 in Chinatown. It's a beautiful place about Chinese history! Check the photo!



Before leaving Australia we took our rucksacks and went to the Royal National Park. We stayed in a bungalow and we explored the park by bike.

What about you? Tell me about your last holidays.

XOXO, Diogo

Send

B. Tick (✓) TRUE or FALSE. (Assinala verdadeiro ou falso.)

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| 1. Erin wrote an email to Diogo. | ☐ | ☐ |
| 2. Diogo and his cousin stayed in a hostel. | ☐ | ☐ |
| 3. They saw a concert at the theatre. | ☐ | ☐ |
| 4. They went to a great restaurant called Skywalk. | ☐ | ☐ |

C. Match the questions with the answers. (Liga as perguntas às respostas.)

- | | | |
|--|-------------|---|
| What did Diogo and Amanda do
in the Sydney Tower Eye? | 1. • | a) Yes, they did. |
| Did they walk along the streets? | 2. • | b) They explored it by bike. |
| What's the Chinese Garden
of Friendship? | 3. • | c) They went to the Royal National
Park. |
| Where did Diogo and Amanda go
before leaving Australia? | 4. • | d) They crossed the Skywalk,
a platform in the sky. |
| How did they explore the park? | 5. • | e) It is a beautiful place about
Chinese history. |

D. Label the means of transport. Use the words from the box.

(Legenda os meios de transporte. Usa as palavras da caixa.)

lorry

train

taxi

underground

helicopter



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

E. Look at the pictures and circle the correct words.

(Observa as imagens e rodeia as palavras corretas.)



1. caravan / tent

2. hostel / bungalow

3. hotel / tent



4. camera / ticket

5. passport / suitcase

6. ticket / rucksack

F. Choose the correct past simple form of the verbs.

(Escolhe a forma correta do *past simple* dos verbos.)

run	(1) run / ran	take	(4) take / took
drink	(2) drank / drunk	have	(5) have / had
eat	(3) eat / ate	meet	(6) met / meet

G. Circle the correct past simple of the verbs. (Rodeia a forma correta do *past simple* dos verbos.)

1. Last year Diogo **went / go** to Australia and he **see / saw** lots of beautiful places.
2. Diogo and Amanda **made / make** good friends on this trip.
3. He **send / sent** an email to his friend.
4. I **swim / swam** in the lake last week.
5. We **buying / bought** souvenirs for our family.

H. Read the sentences and circle the correct negative form of the verbs.

(Lê as frases e rodeia a forma verbal negativa correta.)

1. They **didn't took / didn't take** their plane tickets to the airport.
2. Yesterday Diogo **didn't feel / didn't felt** happy.
3. We **didn't have / didn't had** breakfast at the shopping centre.
4. I **didn't made / didn't make** a delicious cake on Sunday.

I. Tick (✓) the correct option. (Assinala a opção correta.)

1. _____ a bike? Yes, they did.
a) Did they ride ☐
b) Did they rode ☐
2. Did Lilly take her camera? No, _____.
a) I didn't ☐
b) she didn't ☐
3. _____ an email last night? Yes, he did.
a) Did Tom wrote ☐
b) Did Tom write ☐
4. Did you have dinner at home? No, _____.
a) I didn't ☐
b) they didn't ☐

J. Look at the pictures. Complete the sentences with the correct preposition of movement (*across* / *through* / *towards*). (Observe as imagens. Completa as frases com a preposição de movimento adequada – *across* / *through* / *towards*.)



1



2



3

1. Jim is walking _____ the bridge.
2. Mia is running _____ her father.
3. Paula is driving her car _____ the tunnel.

K. Complete Erin's email to Diogo. She wants to tell him what she did on her last holiday. Use the words/expressions from the box. (Completa o *email* da Erin ao Diogo. Ela quer contar-lhe o que fez nas suas últimas férias. Usa as palavras/expressões da caixa.)

parents train Dear Diogo hotel Spain Palace rucksacks

New Message

From

erin@yahoo.com

To

diogo@yahoo.com

Subject

My last holidays

(1) _____,

Last year I went to (2) _____ with my (3) _____. We took our (4) _____ and we travelled by (5) _____ to Madrid.

We stayed in a (6) _____ and we had a lot of fun. We went to Plaza Mayor and we saw the Royal (7) _____.

It was a trip to remember!

XOXO, Erin

Send

Table of Specifications

(Unit 6) Listening Tests 6A and 6B / Progress Tests 6A and 6B

Metas Curriculares	
Listening 7. Compreender conteúdos simples, em meios áudio. 7.2. Identificar a ideia principal. Reading 6. Ler textos breves sobre assuntos do seu interesse. 6.4. Identificar a ideia principal e a informação essencial em textos diversificados. Writing 8. Produzir textos de 25 a 35 palavras. Intercultural domain 5: ano (Recycled Language) 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.8. Identificar atividades de tempos livres. 6: ano 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados.	Lexis and Grammar 9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. Pronouns 9.7. Usar <i>myself, yourself, herself, himself, ourselves, yourselves, themselves</i> (reflexive). Verbs 9.13. Expressar a ideia de futuro com <i>going to</i> .

Matriz dos Testes de Compreensão Oral 6A/6B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% Compreender os textos na globalidade e em detalhe.	Textos sobre planos para as férias de verão.	A. Associar os nomes das personagens às imagens apresentadas, de acordo com os textos escutados.	5 x 10% = 50%	Resposta errada: 0 pontos
	Texto sobre uma ida ao cinema (no futuro).	B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto escutado.	5 x 10% = 50%	Resposta errada: 0 pontos

Matriz do Teste 6A				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 30% Compreender o texto na globalidade e em detalhe.	Diálogo sobre as férias de verão.	B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto.	5 x 1% = 5%	Resposta errada: 0 pontos
		C. Responder, de forma completa, a questões sobre o texto.	5 x 5% = 25%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Vocabulary – 18% Aplicar vocabulário da unidade 6.	Vocabulário relativo a atividades de tempos livres.	D. Legendar imagens com os nomes das atividades de tempos livres.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre atividades de praia.	E. Completar um texto com as atividades de praia representadas nas imagens.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Matriz do Teste 6A (cont.)				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Grammar – 36% Aplicar itens gramaticais trabalhados.	<i>Be going to.</i>	F. Completar frases com a forma afirmativa de <i>be going to</i> .	5 x 2% = 10%	Resposta errada: 0 pontos
		G. Construir frases com as formas afirmativa e negativa de <i>be going to</i> , de acordo com as imagens apresentadas.	4 x 2,5% = 10%	Resposta errada: 0 pontos
		H. Responder a questões sobre planos para o verão, utilizando respostas curtas (<i>be going to</i>).	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Reflexive pronouns.</i>	I. Selecionar o <i>reflexive pronoun</i> adequado, de forma a completar frases.	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 16% Produzir um texto.	Tema: Planos de férias.	J. Escrever um postal sobre planos de férias.	16%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 12 a 16 pontos Erros de ortografia + estrutura pouco organizada das frases: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 6B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 30% Compreender o texto na globalidade e em detalhe.	Diálogo sobre as férias de verão.	B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto.	5 x 1% = 5%	Resposta errada: 0 pontos
		C. Completar frases, de acordo com o texto.	5 x 5% = 25%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Vocabulary – 18% Aplicar vocabulário da unidade 6.	Vocabulário relativo a atividades de tempos livres.	D. Legendar imagens com os nomes das atividades de tempos livres, recorrendo às palavras fornecidas.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Vocabulário sobre atividades de praia.	E. Completar um texto com as atividades de praia representadas nas imagens, recorrendo às expressões fornecidas.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Grammar – 36% Aplicar itens gramaticais trabalhados.	<i>Be going to.</i>	F. Selecionar as formas afirmativas corretas de <i>be going to</i> para completar frases.	5 x 2% = 10%	Resposta errada: 0 pontos
		G. Selecionar as formas afirmativa e negativa de <i>be going to</i> , de acordo com as imagens apresentadas.	4 x 2,5% = 10%	Resposta errada: 0 pontos
		H. Responder a questões sobre planos para o verão, utilizando as respostas curtas (<i>be going to</i>) fornecidas.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Reflexive pronouns.</i>	I. Selecionar o <i>reflexive pronoun</i> adequado, de forma a completar frases.	6 x 1% = 6%	Resposta errada: 0 pontos
Writing – 16% Completar um texto.	Tema: Planos de férias.	J. Completar um postal sobre planos de férias, utilizando as palavras fornecidas.	8 x 2% = 16%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and write the correct name under each picture. Use the words from the box.

Lindsay

Liam

Laura

Derek

Janine



1. _____



2. _____



3. _____



4. _____



5. _____

B. Listen and tick (✓) TRUE or FALSE.

1. Bruce is going to watch a film with his parents.
2. *How to Train your Dragon 3* is the name of the film they are going to watch.
3. The film is about a Viking chief.
4. Hiccup has got a dog called Toothless.
5. Astrid is Hiccup's best friend.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and circle the correct name. (Escuta e rodeia o nome correto.)



1. Lindsay / Derek



2. Janine / Laura



3. Derek / Liam



4. Lindsay / Janine



5. Liam / Laura

B. Listen and tick (✓) TRUE or FALSE.

(Ouve e assinala verdadeiro ou falso.)

1. Bruce is going to watch a film with his parents.
2. The film is *How to Train your Dragon 3*.
3. The film is about a Viking chief called Hiccup.
4. Hiccup has got a dog, Toothless.
5. Hiccup's best friend is Astrid.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



© ASA • High Five 6

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue.

IT'S SUMMER TIME

Ralph and Nina are talking about their summer plans.

- Nina:** Hi, Ralph. Today is our last school day before the summer holiday. What are you going to do this summer?
- Ralph:** Hello, Nina! Yeah! It's party time! 😊
 Well, I'm going to travel to South Africa with my parents and my brother Jerry. We are going to do a safari! Then, in the second week, we are going to spend some time in a beach resort near Cape Town. I'm going to surf big waves there. What about you?
- Nina:** Wow! That sounds a lot of fun! I'm going to stay at my grandparents' house with my cousin Beatrice in July. We are going to hang out with some friends and go to a concert by Charlie Puth. He's our favourite singer! After that my sister and I are going to camp in the mountains for a week in August. We are going to stay in a tent! It's going to be my first time in a holiday camp.
- Ralph:** Well, that sounds great, too. We are going to take lots of photos. Let's go to our last class before our adventure, then.
- Nina:** Let's go! 😊



B. Tick (✓) the sentences TRUE or FALSE.

1. Nina and Ralph are talking about their holiday plans.
2. Ralph is going to spend his holidays with his cousin.
3. Nina and Beatrice's favourite singer is Ricky Martin.
4. Nina is going to camp at a beach resort.
5. Today Ralph and Nina have their last class before the summer holiday.

TRUE	FALSE
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C. Answer the questions. Give complete answers.

1. Where is Ralph going to travel on holiday?

2. What is he going to do in the second week?

3. Where is Nina going to stay in July?

4. What are Nina and Beatrice going to do together?

5. Is Nina going to camp with her cousin?

D. Look at the pictures and label the free time activities.



1



2



3



4

1.	H
2.	S
3.	G
4.	S

E. Look at the pictures and complete the text with the correct beach activities.

Hi! I'm Charlie Puth and I love summer time!

I like (1) _____  on the beach with my family

and we enjoy ourselves very much (2) _____



together. In the morning we also love

(3) _____  or (4) _____ 

along the beach. In the afternoon, my family and I love

(5) _____  on the sand.



F. Complete the sentences with *be going to* (affirmative) and the verbs in brackets.

1. Nina _____ (send) text messages to her best friends.
2. Patty and I _____ (play) video games.
3. Ralph _____ (do) sports.
4. They _____ (visit) their grandparents.
5. You _____ (swim) in the lake.

G. Look at the pictures. What are they going to do next summer? Use the expressions in brackets and *be going to* (affirmative or negative).



1. They are going to go sightseeing. _____ (go sightseeing)
2. _____ (hang out with friends)
3. _____ (read a book)
4. _____ (listen to music)
5. _____ (surf the net)

H. Emma is planning her summer holidays before going back to Camp Kikiwaka. Look at her list and answer the questions.

MY SUMMER HOLIDAYS

- have a picnic (✓)
- visit grandparents (X)
- play beach volleyball with friends (✓)

- buy souvenirs (✓)
- travel to California with Ravi and Zuri (X)
- take photos (X)



1. Is Emma going to have a picnic?
Yes, she is. _____
2. Is she going to visit her grandparents?

3. Is she going to play beach volleyball?

4. Is she going to buy souvenirs?

5. Are Emma, Ravi and Zuri going to travel to California?

6. Is she going to take photos?

I. Circle the correct reflexive pronoun.

1. We are going to enjoy **ourselves** / herself.
2. Lisa is looking **herself** / himself in the mirror.
3. My father cut **myself** / himself with a kitchen knife.
4. Students must behave **ourselves** / themselves at school.
5. You shouldn't blame **itself** / yourself for the accident.
6. I hurt **yourself** / myself while I was running.

J. Imagine you are on holiday. Write a postcard (25-35 words) to a friend telling him / her about what you are going to do. Don't forget to mention:

- where you are / who you are with;
- the activities you are going to do;
- the places you are going to visit tomorrow / next week;
- ...

POSTCARD

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue. (Lê o diálogo.)

IT'S SUMMER TIME

Ralph and Nina are talking about their summer plans.

- Nina:** Hi, Ralph. Today is our last school day before the summer holiday. What are you going to do this summer?
- Ralph:** Hello, Nina! Yeah! It's party time! 😊 Well, I'm going to travel to South Africa with my parents and my brother Jerry. We are going to do a safari! Then, in the second week, we are going to spend some time in a beach resort near Cape Town. I'm going to surf big waves there. What about you?
- Nina:** Wow! That sounds a lot of fun! I'm going to stay at my grandparents' house with my cousin Beatrice in July. We are going to hang out with some friends and go to a concert by Charlie Puth. He's our favourite singer! After that my sister and I are going to camp in the mountains for a week in August. We are going to stay in a tent! It's going to be my first time in a holiday camp.
- Ralph:** Well, that sounds great, too. We are going to take lots of photos. Let's go to our last class before our adventure, then.
- Nina:** Let's go! 😊



B. Tick (✓) TRUE or FALSE. (Assinala verdadeiro ou falso.)

- Ralph and Nina are talking about their summer plans.
- Ralph is going to spend his holidays with his cousin.
- Nina and Beatrice's favourite singer is Ricky Martin.
- Nina is going to camp at a beach resort.
- Today Ralph and Nina have their last class before their adventure.

TRUE	FALSE
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C. Read the questions and complete the answers.

(Lê as questões e completa as respostas.)

1. Where is Ralph going to travel on holiday?

Ralph is going to travel to _____ on holiday.

2. What is he going to do in the second week?

He's going to spend some time in a _____ near Cape Town and he is going to surf big waves in the second week.

3. Where is Nina going to stay in July?

Nina is going to stay at her _____.

4. What are Nina and Beatrice going to do together?

Nina and Beatrice are going to _____ with some friends and go to a _____ by Charlie Puth.

5. Where is Nina going to camp with her cousin?

She is going to camp in the _____.

D. Look at the pictures and label the free time activities. Use the words from the box.

(Observa as imagens e legenda as atividades de tempos livres. Usa as palavras da caixa.)

surfing the net

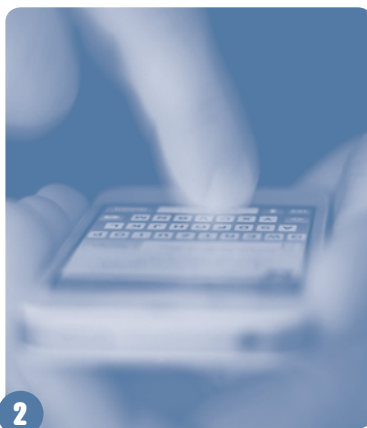
going to the cinema

sending text messages

hanging out with friends



1



2



3



4

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

E. Look at the pictures and complete the text. Use the words/expressions from the box. (Observe as imagens e completa o texto. Usa as palavras/expressões da caixa.)

walking

building sandcastles

running

having picnics

playing beach volleyball

Hi! I'm Charlie Puth and I love summer time!

I like (1)  on the beach with my

family and we enjoy ourselves very much (2) 

together. In the morning we also love

(3)  or (4) 

along the beach. In the afternoon, my family and I love

(5)  on the sand.



F. Circle the correct option.

(Rodeia a opção correta.)

1. Nina **is going to send** / **are going to send** text messages to her best friends.
2. Patty and I **am going to play** / **are going to play** video games.
3. Ralph **are going to do** / **is going to do** sports.
4. They **are going to visit** / **is going to visit** their grandparents.
5. You **are going to swim** / **am going to swim** in the lake.

G. Look at the pictures. Circle the correct option to make true sentences.

(Observe as imagens. Rodeia a opção correta para construir frases verdadeiras.)



- They **are going to go** / **aren't going to go** sightseeing.

1. They **are going to hang out** / **aren't going to hang out** with friends.
2. They **are going to read** / **aren't going to read** a book.
3. They **are going to listen** / **aren't going to listen** to music.
4. They **are going to surf** / **aren't going to surf** the net.

H. Look at Emma's list about next summer and answer the questions. Use the expressions from the box. (Observe a lista da Emma sobre o próximo verão e responde às perguntas. Usa as expressões da caixa.)

MY SUMMER HOLIDAYS

- have a picnic (✓)
- visit grandparents (X)
- play beach volleyball with friends (✓)
- buy souvenirs (✓)
- travel to California with Ravi and Zuri (X)
- take photos (X)

No, she isn't.
~~Yes, she is.~~
 No, she isn't.
 Yes, she is.
 No, they aren't.
 Yes, she is.



- Is Emma going to have a picnic?
- 1. Is she going to visit her grandparents?
- 2. Is she going to play beach volleyball with her friends?
- 3. Is she going to buy souvenirs?
- 4. Are Emma, Ravi and Zuri going to travel to California?
- 5. Is she going to take photos?

Yes, she is.

I. Circle the correct reflexive pronoun.

(Rodeia o reflexive pronoun correto.)

- 1. We are going to enjoy **ourselves** / herself.
- 2. Lisa is looking at **herself** / himself in the mirror.
- 3. My father cut **myself** / himself with a knife.
- 4. Students must behave **ourselves** / themselves at school.
- 5. You shouldn't blame **itself** / yourself for the accident.
- 6. I hurt **yourself** / myself while I was running.

J. Complete the postcard. Use the expressions from the box.

(Completa o postal. Usa as expressões da caixa.)

POSTCARD

Faro, 1st August

(1) _____

I'm on holiday in (2) _____ with my (3) _____.

Tomorrow we are going to have fun at the (4) _____.

We are going to (5) _____ in the sea and play (6) _____.

_____ . Next week we are going to go (7) _____ and take (8) _____.

What about your holidays? Are you enjoying yourself?

Love, Mike

family
 photos
 beach
 Dear Maggie
 sightseeing
 beach volleyball
 Faro
 swim

Table of Specifications

Progress Test – Extensive Reading

Metas Curriculares

Reading

6. Ler textos breves sobre assuntos do seu interesse.

6.5. Entender textos de leitura extensiva com vocabulário familiar.

Matriz do Teste sobre *Extensive Reading*

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 100% Compreender o texto na globalidade e em detalhe.	Adaptação do clássico <i>The Adventures of Tom Sawyer</i> (<i>Extensive Reading</i>).	A. Selecionar a opção correta, de acordo com o texto estudado.	20 x 5% = 100%	Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Tick (✓) the correct option about *The Adventures of Tom Sawyer*.

1. Tom lived with his aunt _____.

- a) Huck ☐
 b) Becky ☐
 c) Polly ☐

2. He didn't like going to _____.

- a) the river ☐
 b) school ☐
 c) the boat ☐

3. His friends helped him paint the _____.

- a) fence ☐
 b) house ☐
 c) garden ☐

4. Tom was a _____ boy.

- a) hard-working ☐
 b) quiet ☐
 c) lazy ☐

5. Harper was a _____ boy.

- a) naughty ☐
 b) sad ☐
 c) nice ☐

6. When Harper's mother got angry with him, Tom and Harper decided to _____.

- a) stay at home ☐
 b) run away from home ☐
 c) go to school ☐

7. Tom was Huck's only _____.

- a) friend ☐
 b) brother ☐
 c) cousin ☐

8. Huck didn't have a _____.

- a) friend ☐
 b) home ☐
 c) river ☐

9. Huck, Tom and Harper went across the _____ on a boat.

- a) sea ☐
 b) street ☐
 c) river ☐

10. They spent their days _____ near the Mississippi river.

- a) sleeping ☐
 b) surfing ☐
 c) playing ☐

11. The men on the _____ talked about the missing boys.

- a) boat ☐
 b) cave ☐
 c) river ☐

12. Everybody thought the boys were _____.

- a) at school ☐
 b) unhappy ☐
 c) dead ☐

13. The three boys decided to go back _____.

- a) to school ☐
- b) home ☐
- c) to the river ☐

14. Becky opened the teacher's book because she was _____.

- a) generous ☐
- b) curious ☐
- c) intelligent ☐

15. Tom is in love with _____.

- a) Becky ☐
- b) Polly ☐
- c) Ben ☐

16. Tom and Huck went for a _____ hunt on Saturday.

- a) book ☐
- b) house ☐
- c) treasure ☐

17. Injun Joe was _____.

- a) a criminal ☐
- b) a good man ☐
- c) Tom's friend ☐

18. Injun Joe found a box with a lot of money and decided to hide it in a secret _____.

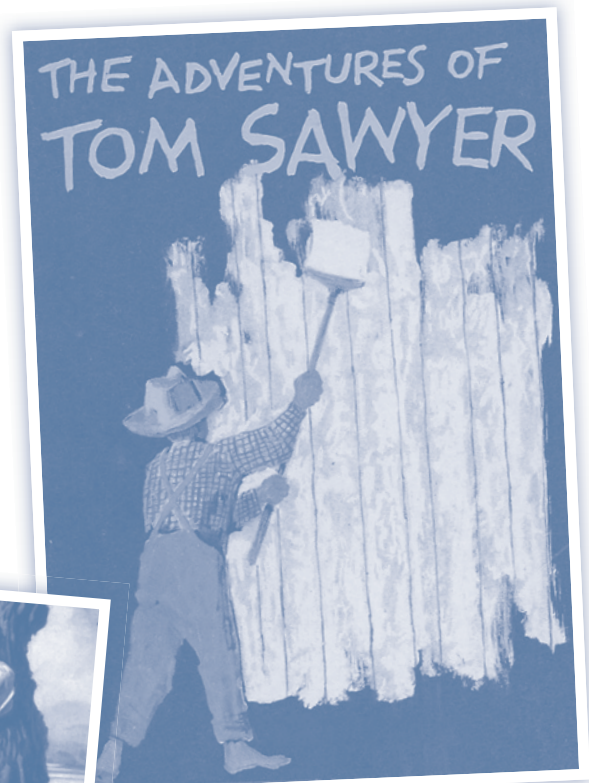
- a) cross ☐
- b) place ☐
- c) house ☐

19. Tom and Becky got lost in a _____ and they didn't find the way out.

- a) river ☐
- b) cave ☐
- c) boat ☐

20. Tom and Huck returned to that place and found the _____.

- a) treasure ☐
- b) door ☐
- c) fence ☐



Self-Assessment Grid (Ficha de autoavaliação)

Name _____ No.: _____ Class: _____

	1º Período				2º Período				3º Período			
	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca
AS MINHAS CAPACIDADES												
Compreendo o que leio												
Compreendo o que ouço												
Exprimo-me, oralmente, de forma adequada												
Exprimo-me, por escrito, de forma adequada												
Domino o vocabulário específico												
AS MINHAS ATITUDES												
Respeito o meu professor e os meus colegas												
Sou assíduo/a e pontual												
Sou organizado/a												
Estou atento/a e concentrado/a												
Trago o material necessário para a aula												
Participo nas atividades da aula												
Realizo os trabalhos de casa												
Procuro superar as minhas dificuldades												
Recorro ao dicionário como meio auxiliar de estudo												
Tenho hábitos e métodos de estudo												
O MEU NÍVEL:	Nível: _____ Data: ____/____/____ Ass: _____				Nível: _____ Data: ____/____/____ Ass: _____				Nível: _____ Data: ____/____/____ Ass: _____			
PARA MELHORAR, DEVO (Escreve o que deves fazer, de modo a melhorar os teus resultados no próximo período):												
2º PERÍODO						3º PERÍODO						

End of Term Assessment Grid (Grelha de avaliação por período)

	Nome	Teste 1	Teste 2		Média final 1º Per.	Teste 3	Teste 4			Média final 2º Per.	Teste 5	Teste 6			Média final 3º Per.
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															
21															
22															
23															
24															
25															
26															
27															
28															
29															
30															

Test Correction Table (Grelha de correção de teste)

Class: _____ Date: ____ / ____ / ____

	Nome	B	C	D	E	F	G	H	I	J	K	L	M	Total
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														

Diagnostic Listening Test (page 337)

Listening transcript

Hi! My name is Paul! I'm 13 years old and I'm from the USA. Today I'm wearing a blue T-shirt and a pair of jeans. My favourite hobby is playing football.

Hello! I'm Emilia and I'm 12 years old. I live in a detached house. It has got a big garden with lots of flowers.

I'm Lou and I'm 10 years old. I live in England. I have got two cats and a dog but my favourite animal is the dolphin.

I'm Abby. I'm 30 years old and I'm from Scotland. My father is a teacher and my mother is a nurse. I'm a doctor.

Anne and Victoria are twin sisters. They are 16 years old. They love cooking and playing chess but their favourite hobby is going to the cinema.

Answer key

A. (5 x 20% = 100%)

1. c) | **2.** c) | **3.** a) | **4.** b) | **5.** c)

Diagnostic Test – Multiple Choice (page 338)

Answer key

A. (20 x 5% = 100%)

1. c) | **2.** a) | **3.** a) | **4.** b) | **5.** a) | **6.** c) | **7.** a) | **8.** b) | **9.** c) | **10.** c) | **11.** a) | **12.** b) | **13.** c) | **14.** c) | **15.** b) | **16.** a) | **17.** b) | **18.** a) | **19.** b) | **20.** c)

Diagnostic Test (page 340)

Answer key

B. (4 x 3% = 12%)

1. False – Natalie's favourite singer is Diogo Piçarra. | **2.** True | **3.** True | **4.** False – Diogo doesn't like going to restaurants.

C. (5 x 4% = 20%)

1. Diogo/He is from Faro (in Portugal). | **2.** His birthday is on 19th October. | **3.** Yes, he is. | **4.** His favourite food is roast chicken with rice and salad. | **5.** Yes, he does.

D. (6 x 2% = 12%)

1. bedroom | **2.** study | **3.** bathroom | **4.** kitchen | **5.** living room | **6.** dining room

E. (5 x 2% = 10%)

1. strawberries | **2.** carrots | **3.** salad | **4.** cheese | **5.** orange juice

F. (10 x 1% = 10%)

1. pencils | **2.** buses | **3.** houses | **4.** wolves | **5.** watches | **6.** children | **7.** women | **8.** people | **9.** feet | **10.** babies

G. (8 x 1% = 8%)

1. My; I | **2.** He; his | **3.** you | **4.** They | **5.** Her | **6.** Our

H. (8 x 1% = 8%)

1. is | **2.** am | **3.** are | **4.** is | **5.** has got | **6.** is | **7.** have got | **8.** are

I. (6 x 1% = 6%)

1. likes | **2.** writes | **3.** don't go | **4.** love | **5.** watch | **6.** Do; brush

J. (14%)

Personal answer.

Suggested answer: Hello! My name is Pedro and I'm 11 years old. I'm from Coimbra. My birthday is on 10th August. My favourite singer is Pink and my favourite food is meatballs and spaghetti.

Listening Tests 1A (page 345) and 1B (page 346)

Listening transcripts – Tests 1A and 1B

Transcript A

Anna: Hi, Jack! Do you want to come to the park with Jonathan and me?

Jack: Hi, Anna! I'm sorry, I can't! I'm at home because on Saturday my parents always need help doing the house chores.

Anna: Really!? Do you help them?

Jack: Of course I do. I often tidy my bedroom and while my mother cooks dinner, my brother sets the table. And my father usually washes his car while my sister does the washing up. She does it once a week.

Anna: That's wonderful! You're a great family!

Transcript B

Hi! My name's Jenna and I live with my brother Steve, in a big cottage. We have a lot of work to do there, so we get up really early every morning. I always make my bed and tidy my bedroom when I get up. After having a shower my brother sets the table and prepares breakfast. He loves cooking! After breakfast I do the washing up and the ironing while my brother takes the rubbish out. We are always very busy!

Answer key – Test 1A

A. (7 x 10% = 70%)

1. False – She wants Jack to go to the park with her.

2. True

3. False – Today is Saturday.

4. False – He often tidies his bedroom.

5. True

6. True

7. False – Jack's sister does the washing up once a week.

B. (6 x 5% = 30%)

6 | 2 | 5 | 3 | 4 | 1

Answer key – Test 1B

A. (7 x 10% = 70%)

1. False – She wants Jack to go to the park with her.

2. True

3. False – Today is Saturday.

4. False – He often tidies his bedroom.

5. True

6. True

7. False – Jack's sister does the washing up once a week.

B. (5 x 6% = 30%)

6 | 2 | 5 | 3 | 4

Progress Test 1A (page 347)

B. (4 x 2% = 8%)

1. Singer (and songwriter).

2. 8th October.

3. The United States of America (The USA).

4. American.

C. (5 x 2% = 10%)

1. shower | **2.** cereal and milk | **3.** Chinese | **4.** half past seven (7:30 p.m.) | **5.** to bed

D. (5 x 4% = 20%)

1. Bruno/He wakes up very early because he is working hard for his next album.

2. He goes to the studio by motorbike.

3. He has lunch with his sister twice a week.

4. He goes to the gym at 6 o'clock.

5. After dinner he does the washing up and brushes his teeth.

E. (4 x 1% = 4%)

1. English | **2.** Canadian | **3.** Brazilian | **4.** American

F. (5 x 1% = 5%)

1. detached house | **2.** block of flats | **3.** castle | **4.** terraced house |

5. cottage

G. (5 x 1% = 5%)

1. make their bed | **2.** set the table | **3.** cook | **4.** take the rubbish out |

5. do the washing up

H. ($8 \times 1\% = 8\%$)

1. is | **2.** is | **3.** is | **4.** are | **5.** aren't | **6.** Are | **7.** are | **8.** is not (isn't)

I. ($6 \times 1\% = 6\%$)

1. have got; hasn't got; has got | **2.** Have; haven't; have got

J. ($7 \times 1\% = 7\%$)

1. goes | **2.** catch | **3.** don't have | **4.** Do you make; don't | **5.** cook | **6.** doesn't listen

K. ($6 \times 2\% = 12\%$)

1. when | **2.** after that | **3.** while | **4.** then | **5.** when | **6.** Then

L. (15%)

Personal answer.

Suggested answer:

Dear Sam,

I get up at 7 o'clock every day. Then I have a shower and have breakfast. I go to school at 7:30 because my lessons start at 8 o'clock. I often have lunch in the canteen. I usually do my homework after school. At 8 o'clock I have dinner. I go to bed at 10 p.m.

Best wishes,

Maria

Progress Test 1B (page 351)

B. ($4 \times 2\% = 8\%$)

1. Singer (and songwriter).

2. 8th October.

3. The United States of America (The USA).

4. American.

C. ($5 \times 3\% = 15\%$)

1. shower | **2.** milk | **3.** Chinese | **4.** 7:30 | **5.** bed

D. ($5 \times 4\% = 20\%$)

1. c) | **2.** a) | **3.** d) | **4.** e) | **5.** b)

E. ($4 \times 1\% = 4\%$)

1. English | **2.** Canadian | **3.** Brazilian | **4.** American

F. ($5 \times 1\% = 5\%$)

1. detached house | **2.** block of flats | **3.** castle | **4.** terraced house | **5.** cottage

G. ($5 \times 1\% = 5\%$)

1. make their bed | **2.** set the table | **3.** cook | **4.** take the rubbish out | **5.** do the washing up

H. ($8 \times 1\% = 8\%$)

1. is | **2.** is | **3.** is | **4.** are | **5.** aren't | **6.** Are | **7.** are | **8.** isn't

I. ($6 \times 1\% = 6\%$)

1. have got... hasn't got... has got

2. Have... haven't... have got

J. ($7 \times 1\% = 7\%$)

1. goes | **2.** catch | **3.** don't have | **4.** Do you make; don't | **5.** cook | **6.** doesn't listen

K. ($6 \times 1\% = 6\%$)

1. when | **2.** after that | **3.** while | **4.** then | **5.** when | **6.** Then

L. ($8 \times 2\% = 16\%$)

1. maria@ymail.com | **2.** get up | **3.** shower | **4.** school | **5.** lunch | **6.** homework | **7.** bed | **8.** Maria

Listening Tests 2A (page 357) and 2B (page 358)

Listening transcripts – Tests 2A and 2B

Transcript A

Matt: Hi, Chloe! Oh, the bell is ringing. Let's go to the maths class, our first lesson.

Chloe: Hey, Matt. Hmm... maths??? Today is Wednesday, so our first lesson is history, not maths.

Matt: Yes, you're right. We have maths in the afternoon, after the geography lesson.

Transcript B

Ethan: Hey, Emma! Look at my science book. There are so many animals and plants... I love this subject. It's my favourite.

Emma: Really, Ethan? I don't like science. I prefer art because I love drawing!

Transcript C

Sarah: Oh, what a morning, Monique... I'm so tired because of our physical education lesson.

Monique: Me too. Let's go to the assembly hall and relax before our next lesson.

Sarah: Oh, I can't. I have to go to the stationer's. I need to buy a notebook and some pencils. Do you want to come with me?

Monique: Sure!

Transcript D

Jimmy: Hi, Paul! It's lunchtime! Let's go to the canteen, my favourite spot at school.

Paul: OK, Jimmy, let's go. But you shouldn't sing in the canteen, you know?

Jimmy: You're right but I can't stop. I love this song by Charlie Puth. He's my favourite singer.

Transcript E

Melissa: Hey, Liz. Today is my favourite day of the week: I have sports club. It's great! We always play basketball and then we do some gymnastics. Are you in this after-school club too?

Liz: No, Melissa. I'm not very good at sports. I prefer the drama club.

Melissa: Really? Why?

Liz: Because we have a lot of fun there! I'm playing Juliet in the school play, you know?

Answer key – Test 2A

A. ($5 \times 20\% = 100\%$)

1. b) | **2.** a) | **3.** b) | **4.** c) | **5.** a)

Answer key – Test 2B

A. ($5 \times 20\% = 100\%$)

1. b) | **2.** a) | **3.** b) | **4.** a) | **5.** a)

Progress Test 2A (page 259)

B. ($3 \times 3\% = 9\%$)

1. b) | **2.** a) | **3.** c)

C. ($4 \times 3\% = 12\%$)

1. Elise goes to Jackson School.

2. There are forty (40) classrooms in her school.

3. Elise and her friends sit and relax under the playground trees.

4. She loves playing the guitar and singing.

D. ($4 \times 5\% = 20\%$)

1. Elise's school is big and modern.

2. Elise and her schoolmates have lunch in the canteen.

3. The assembly hall is her favourite spot because she can listen to her favourite songs and play cards there.

4. Her classes start at nine o'clock.

E. ($5 \times 2\% = 10\%$)

1. geography | **2.** art | **3.** science | **4.** maths | **5.** music

F. ($5 \times 2\% = 10\%$)

1. canteen | **2.** library | **3.** gym | **4.** assembly hall | **5.** music room

G. ($4 \times 2\% = 8\%$)

1. Computer/Technology | **2.** Art Club/Drawing Club | **3.** Sports Club/Running Club | **4.** Chess Club

H. ($4 \times 1\% = 4\%$)

1. is catching | **2.** are not (aren't) playing | **3.** Is Mary going... isn't | **4.** are preparing

I. ($6 \times 1\% = 6\%$)

1. in | **2.** at; at | **3.** with; for | **4.** of

J. ($6 \times 1\% = 6\%$)

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

K. (15%)

Personal answer.

Suggested answer: Hi, Elise! My school is very cool, too. It's in Braga. There are 20 classrooms, a big gym, a canteen, the Headmaster's office and the assembly hall. My favourite room is the art room, because I love drawing.

Progress Test 2B (page 362)

B. (3 x 3% = 9%)

1. b) | 2. a) | 3. a)

C. (4 x 3% = 12%)

1. There are forty (40) classrooms in her school.
2. Elise and her friends sit and relax under the playground trees.
3. She loves playing the guitar and singing.

D. (4 x 5% = 20%)

1. b) | 2. a) | 3. a) | 4. b)

E. (5 x 2% = 10%)

1. geography | 2. art | 3. science | 4. maths | 5. music

F. (5 x 2% = 10%)

1. canteen | 2. library | 3. gym | 4. assembly hall | 5. music room

G. (4 x 2% = 8%)

1. Computer | 2. Art | 3. Sports | 4. Chess

H. (4 x 1% = 4%)

1. is catching | 2. aren't playing | 3. is... going; isn't |
4. are preparing

I. (6 x 1% = 6%)

1. in | 2. at; at | 3. with; for | 4. of

J. (6 x 1% = 6%)

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

K. (5 x 3% = 15%)

Personal answer.

Suggested answer: 1. Braga | 2. 20 | 3. big | 4. two sports fields |
5. art room

Listening Tests 3A (page 367) and 3B (page 368)

Listening transcripts – Tests 3A and 3B

Transcript A

Petra – Petra is tall and fat. She has got short curly hair, big eyes and a small nose. She's wearing a skirt, a shirt and dark shoes.

Richie – Richie is short and thin. His hair is short and straight. He's wearing a cap, jeans and a white T-shirt. He has got trainers.

Bonnie – Bonnie is tall and slim. She has got a scarf, a raincoat, a skirt and boots. Her hair is long and straight.

Andrew – Andrew is short and thin. He has got short straight hair. He's wearing trainers, shorts and a shirt.

Luana – Luana is medium height and fat. Her hair is short and curly. Her nose is small. She's wearing a dress, leggings, shoes and earrings.

Transcript B

My favourite actress

Zendaya is my favourite American actress. She's KC, a secret agent, in the TV series *KC Undercover*. She's so, so pretty!! She has got long wavy hair and brown eyes.

Her friends say that she's very generous and intelligent. She's also the sweetest girl they know.

She loves casual clothes, so she usually wears jeans or shorts and a T-shirt.

Answer key – Tests 3A and 3B

A. (5 x 10% = 50%)

1. Petra | 2. Andrew | 3. Bonnie | 4. Richie | 5. Luana

B. (5 x 10% = 50%)

1. True

2. False – She's in the TV series "KC Undercover".

3. True

4. False – She's generous, intelligent and sweet.

5. False – She loves wearing casual clothes.

Progress Test 3A (page 369)

B. (5 x 3% = 15% + 3 x 1% = 3%; 18%)

1. False – Jack-Jack is Bob and Helen's youngest son / child. |

2. False – People call his family *The Incredibles*. | 3. True |

4. False – Helen is slim. | 5. True

C. (5 x 1% = 5%)

1. b) | 2. e) | 3. a) | 4. c) | 5. d)

D. (4 x 5% = 20%)

1. Violet's/Her superpower is to be invisible (when she wants).

2. No, he isn't.

3. No, she doesn't. She doesn't like being a superhero because she's (very) shy.

4. Helen is quiet and generous.

E. (4 x 2% = 8%)

1. Miriam | 2. Susan | 3. Lou | 4. Jack

F. (8 x 1% = 8%)

1. jacket | 2. trousers | 3. shirt | 4. belt | 5. shoe(s) | 6. T-shirt |

7. shorts | 8. trainers / shoes

G. (5 x 2% = 10%)

1. funnier than | 2. stronger than | 3. more intelligent than |

4. better than | 5. more comfortable than

H. (5 x 2% = 10%)

1. the oldest | 2. the most beautiful | 3. the happiest |

4. the thinnest | 5. the nicest

I. (6 x 1% = 6%)

1. elegantly | 2. slowly | 3. terribly | 4. easily | 5. carefully |

6. clearly

J. (15%)

Personal answer.

Suggested answer:

John Cena is young/middle-aged, tall and slim. His face is oval and he is very handsome. He is strong. He is wearing a cap, a T-shirt, some shorts and trainers.

Progress Test 3B (page 373)

B. (5 x 3% = 15%)

1. False | 2. False | 3. True | 4. False | 5. True

C. (5 x 1% = 5%)

1. b) | 2. e) | 3. a) | 4. c) | 5. d)

D. (4 x 5% = 20%)

1. a)

2. b)

3. b)

4. b)

E. (4 x 2% = 8%)

1. Miriam | 2. Susan | 3. Lou | 4. Jack

F. (8 x 1% = 8%)

1. jacket | 2. jeans | 3. shirt | 4. belt | 5. shoes | 6. T-shirt |

7. shorts | 8. trainers / shoes

G. (5 x 2% = 10%)

1. funnier | 2. stronger | 3. more intelligent | 4. better | 5. more comfortable

H. ($5 \times 2\% = 10\%$)

1. the oldest | **2.** the most beautiful | **3.** the happiest | **4.** the thinnest | **5.** the nicest

I. ($6 \times 1.5\% = 9\%$)

1. elegantly | **2.** slowly | **3.** terribly | **4.** easily | **5.** carefully | **6.** clearly

J. ($10 \times 1.5\% = 15\%$)

1. young / middle-aged | **2.** tall | **3.** slim | **4.** oval | **5.** handsome | **6.** strong | **7.** cap | **8.** T-shirt | **9.** shorts | **10.** trainers

Listening Tests 4A (page 379) and 4B (page 380)

Listening transcripts – Tests 4A and 4B

Transcript A

Diana: What a school trip last week!! I loved the Legoland Discovery Centre, in Toronto.

Matt: Oh, yes! I loved it, too. It was great!

Diana: What was your favourite part?

Matt: The NinjaGo city adventure, definitely! We were "real" ninjas there. Did you enjoy it, too?

Diana: Yes, but I preferred the Miniland, a real city with lots of buildings: banks, restaurants, bridges... It was real fun!

Transcript B

This is The Weeknd. He is from Toronto but he lives in California now. Last year he visited some friends in his hometown. While he was there he decided to live as any person who isn't famous, so he watched a film at the cinema and tried different food in a new restaurant next to the Royal Ontario Museum. Every morning he walked Billy, his dog, and played football with his friends in the park. And he loved walking along the streets! It was great!

Answer key – Test 4A

A. ($5 \times 15\% = 75\%$)

1. b) | **2.** c) | **3.** a) | **4.** c) | **5.** a)

B. ($5 \times 5\% = 25\%$)

1 | **2** | **3** | **5** | **6**

Answer key – Test 4B

A. ($5 \times 15\% = 75\%$)

1. b) | **2.** b) | **3.** a) | **4.** a) | **5.** a)

B. ($5 \times 5\% = 25\%$)

1 | **2** | **3** | **5** | **6**

Progress Test 4A (page 381)

B. ($4 \times 3\% = 12\%$)

1. (Portuguese) YouTuber | **2.** Porto | **3.** São Bento railway | **4.** food

C. ($2 \times 4\% = 8\%$)

1. Clérigos Tower, the Museum of Transport and Communication and Ribeira.

2. Sea Life Porto and Casa da Música.

D. ($4 \times 5\% = 20\%$)

1. João and his schoolmates/They travelled to Porto by train.

2. Yes, there were.

3. They learned about sea life and how people can protect the ocean.

4. Yes, they did.

E. ($5 \times 1\% = 5\%$)

1. bank | **2.** theatre | **3.** police station | **4.** stadium | **5.** park

F. ($6 \times 1\% = 6\%$)

1. d) | **2.** f) | **3.** b) | **4.** a) | **5.** e) | **6.** c)

G. ($8 \times 1\% = 8\%$)

1. was | **2.** weren't; were | **3.** was; was | **4.** were | **5.** wasn't; was

H. ($8 \times 1\% = 8\%$)

1. there was; there wasn't | **2.** Was there; there wasn't | **3.** There weren't; there were | **4.** There were; there wasn't

I. ($8 \times 1\% = 8\%$)

1. played | **2.** watched | **3.** stopped | **4.** travelled | **5.** arrived | **6.** tried | **7.** visited | **8.** walked

J. ($10 \times 1\% = 10\%$)

1. called | **2.** wanted | **3.** organised | **4.** walked | **5.** listened | **6.** Did you visit | **7.** didn't | **8.** didn't visit | **9.** did you return | **10.** returned

K. (15%)

Personal answer

Suggested answer: Last year, I visited Guimarães with my family.

We walked along the streets and visited many historical monuments.

We also visited beautiful museums and churches. I loved that trip.

Progress Test 4B (page 385)

B. ($4 \times 3\% = 12\%$)

1. YouTuber | **2.** Porto | **3.** railway | **4.** food

C. ($2 \times 4\% = 8\%$)

1. b) | **2.** a)

D. ($4 \times 5\% = 20\%$)

1. b) | **2.** a) | **3.** b) | **4.** a)

E. ($5 \times 1\% = 5\%$)

1. bank | **2.** theatre | **3.** police station | **4.** stadium | **5.** park

F. ($6 \times 1\% = 6\%$)

1. d) | **2.** f) | **3.** b) | **4.** a) | **5.** e) | **6.** c)

G. ($8 \times 1\% = 8\%$)

1. was | **2.** weren't; were | **3.** was; was | **4.** were | **5.** wasn't; was

H. ($8 \times 1\% = 8\%$)

1. there was; there wasn't | **2.** Was there; there wasn't |

3. There weren't; there were | **4.** There were; there wasn't

I. ($8 \times 1\% = 8\%$)

1. played | **2.** watched | **3.** stopped | **4.** travelled | **5.** arrived |

6. tried | **7.** visited | **8.** walked

J. ($10 \times 1\% = 10\%$)

1. called | **2.** wanted | **3.** organised | **4.** walked | **5.** listened | **6.** Did; visit | **7.** didn't | **8.** didn't visit | **9.** did; return | **10.** returned

K. ($5 \times 3\% = 15\%$)

1. Guimarães | **2.** family | **3.** streets | **4.** monuments | **5.** museums

Listening Test 5A (page 391) and 5B (page 392)

Listening transcript – Tests 5A and 5B

Hi! I'm Rudolph!

My last holidays were in Serra da Estrela. My parents and I left home by caravan. We had a great time but before getting there it was quite an adventure. When we arrived in Covilhã, our caravan started making strange noises and stopped, so we called the mechanic. He said that we shouldn't take it up to the mountains because it was dangerous but I really wanted to go there and play with the snow. Then my parents decided to leave the caravan with the mechanic and we continued the trip by bus. On our way there, we saw some sheep crossing the street, so the bus stopped and it took us some time to keep moving. We arrived at the hotel at night and we were exhausted!! What a first day!!

Answer key – Test 5A

A. ($5 \times 20\% = 100\%$)

1. b) | **2.** c) | **3.** a) | **4.** b) | **5.** b)

Answer key – Test 5B

A. ($5 \times 20\% = 100\%$)

1. b) | **2.** a) | **3.** a) | **4.** b) | **5.** b)

Progress Test 5A (page 393)**B.** ($4 \times 4\% = 16\%$)

1. Diogo wrote an email to Erin.
2. Diogo and his cousin stayed in a hostel.
3. Diogo and his cousin saw a play at the theatre.
4. They went to a restaurant called Portside.

C. ($5 \times 5\% = 25\%$)

1. They crossed the Skywalk, a platform in the sky.
2. Yes, they did.
3. The Chinese Garden of Friendship is a beautiful place about Chinese history.
4. Before leaving Australia, Diogo and Amanda went to the Royal National Park.
5. They explored the park by bike.

D. ($5 \times 1\% = 5\%$)

1. underground | 2. train | 3. helicopter | 4. lorry | 5. taxi

E. ($6 \times 1\% = 6\%$)

1. caravan | 2. bungalow | 3. tent | 4. camera | 5. suitcase | 6. rucksack

F. $6 \times 1\% = 6\%$

1. ran | 2. drank | 3. ate | 4. took | 5. had | 6. met

G. ($6 \times 1\% = 6\%$)

1. went; saw | 2. made | 3. sent | 4. swam | 5. bought

H. ($4 \times 2\% = 8\%$)

1. They didn't take their plane tickets to the airport.
2. Yesterday Diogo didn't feel happy.
3. We didn't have breakfast at the shopping centre.
4. I didn't make a delicious cake on Sunday.

I. ($10 \times 1\% = 10\%$)

1. Did they ride; they did | 2. Did Lilly take; she didn't | 3. Did Tom write; he did | 4. Did you have; I didn't | 5. Did Jimmy and Megan buy; they didn't

J. ($3 \times 1\% = 3\%$)

1. across | 2. towards | 3. through

K. (15%)

Personal answer.

Suggested answer:

Last year I went to Spain with my parents. We took our rucksacks and we travelled by train to Madrid. We stayed in a hotel and we had a lot of fun. We went to Plaza Mayor and we saw the Royal Palace. It was a trip to remember!

Progress Test 5B (page 397)**B.** ($4 \times 4\% = 16\%$)

1. False – Diogo wrote an email to Erin.
2. True
3. False – They saw a play at the theatre.
4. False – They went to a restaurant called Portside.

C. ($5 \times 5\% = 25\%$)

1. d) | 2. a) | 3. e) | 4. c) | 5. b)

D. ($5 \times 1\% = 5\%$)

1. underground | 2. train | 3. helicopter | 4. lorry | 5. taxi

E. ($6 \times 1\% = 6\%$)

1. caravan | 2. bungalow | 3. tent | 4. camera | 5. suitcase | 6. rucksack

F. ($6 \times 1\% = 6\%$)

1. ran | 2. drank | 3. ate | 4. took | 5. had | 6. met

G. ($6 \times 1\% = 6\%$)

1. went; saw | 2. made | 3. sent | 4. swam | 5. bought

H. ($4 \times 2\% = 8\%$)

1. didn't take | 2. didn't feel | 3. didn't have | 4. didn't make

I. ($4 \times 2\% = 8\%$)

1. a) | 2. b) | 3. b) | 4. a)

J. ($3 \times 2\% = 6\%$)

1. across | 2. towards | 3. through

K. ($7 \times 2\% = 14\%$)

1. Dear Diogo | 2. Spain | 3. parents | 4. rucksacks | 5. train | 6. hotel | 7. Palace

Listening Tests 6A (page 403) and 6B (page 404)**Listening transcripts – Tests 6A and 6B****Transcript A****Holiday in Paradise**

Hi! I'm Laura and I'm on holiday in Australia. Tomorrow I'm going to try banana boating on Bondi Beach. It's going to be great! After that I'm going to see the Great Barrier Reef and my sister and I are going to go snorkelling.

Hello! My name's Janine. Next summer I'm going to travel to Paris, in France. I'm going to see the Eiffel Tower and the Louvre Museum. I'm going to visit my uncle James and my aunt Theresa. We're going to have a lot of fun!

Hi! I'm Derek and I'm going to spend my holidays in New Zealand. There are amazing beaches there, so my parents and I are going to stay in a beach resort. I hope I can do the Hobbiton movie set tour. I love The Hobbit films!

Hello! I'm Liam and I'm going to travel to New York next summer. I can't wait to visit Times Square and Manhattan. My brother and I are going to spend some time in our grandfather's house. He's going to show us the Statue of Liberty and Central Park.

Hey! My name's Lindsay. I'm going to fly to Canada next summer. I'm going to enjoy myself with my parents at Niagara Falls and we are going to observe the city of Toronto from the top of the famous CN Tower. It's going to be unforgettable!

Transcript B

Bruce is going to watch a film in the cinema with his friends tomorrow night. The film is *How to Train your Dragon 3*. It's about a Viking chief called Hiccup who has got a dragon, Toothless. Hiccup's best friend is Astrid and she helps him train dragons. Together they defend their city. It's a great film, so Bruce and his friends are going to have a lot of fun!

Answer key – Tests 6A and 6B**A.** ($5 \times 10\% = 50\%$)

1. Derek | 2. Janine | 3. Liam | 4. Lindsay | 5. Laura

B. ($5 \times 10\% = 50\%$)

1. False – Bruce is going to watch a film with his friends. | 2. True | 3. True | 4. False – Hiccup has got a dragon called Toothless. | 5. True

Progress Test 6A (page 405)**B.** ($5 \times 1\% = 5\%$)

1. True
2. False – He's going to spend his holidays with his parents and his brother.
3. False – Nina and Beatrice's favourite singer is Charlie Puth.
4. False – She is going to camp in a holiday camp.
5. True

C. ($5 \times 5\% = 25\%$)

1. Ralph is going to travel to South Africa on holiday.
2. He's going to spend some time in a beach resort near Cape Town (and he is going to surf big waves) in the second week.
3. Nina is going to stay at her grandparents' house in July.
4. Nina and Beatrice are going to hang out with some friends and go to a concert by Charlie Puth.
5. No, she isn't. She's going to camp with her sister.

D. ($4 \times 2\% = 8\%$)

1. Hanging out with friends | **2.** Sending text messages | **3.** Going to the cinema | **4.** Surfing the net

E. ($5 \times 2\% = 10\%$)

1. having picnics | **2.** playing beach volleyball | **3.** building sand castles | **4.** running | **5.** walking

F. ($5 \times 2\% = 10\%$)

1. is going to send | **2.** are going to play | **3.** is going to do | **4.** are going to visit | **5.** are going to swim

G. ($4 \times 2.5\% = 10\%$)

1. They aren't going to hang out with friends.
2. They are going to read a book.
3. They are going to listen to music.
4. They aren't going to surf the net.

H. ($5 \times 2\% = 10\%$)

1. No, she isn't. | **2.** Yes, she is. | **3.** Yes, she is. | **4.** No, they aren't. | **5.** No, she isn't.

I. ($6 \times 1\% = 6\%$)

1. ourselves | **2.** herself | **3.** himself | **4.** themselves | **5.** yourself | **6.** myself

J. (16%)

Personal answer.

Suggested answer:

Faro, 1st August

Dear Maggie,

I'm on holiday in Faro with my family.

Tomorrow we are going to have fun at the beach. We are going to swim in the sea and play beach volleyball. Next week we are going to go sightseeing and take photos.

What about your holidays? Are you enjoying yourself?

Love,

Mike

Progress Test 6B (page 409)

B. ($5 \times 1\% = 5\%$)

1. True

2. False – He's going to spend his holidays with his parents and his brother.

3. False – Nina and Beatrice's favourite singer is Charlie Puth.

4. False – She's going to a holiday camp.

5. True

C. ($5 \times 5\% = 25\%$)

1. South Africa | **2.** beach resort | **3.** grandparents' house | **4.** hang out; concert | **5.** mountains

D. ($4 \times 2\% = 8\%$)

1. hanging out with friends | **2.** sending text messages | **3.** going to the cinema | **4.** surfing the net

E. ($5 \times 2\% = 10\%$)

1. having picnics | **2.** playing beach volleyball | **3.** building sand castles | **4.** running | **5.** walking

F. ($5 \times 2\% = 10\%$)

1. is going to send | **2.** are going to play | **3.** is going to do | **4.** are going to visit | **5.** are going to swim

G. ($4 \times 2.5\% = 10\%$)

2. They aren't going to hang out | **3.** They are going to read | **4.** They are going to listen | **5.** They are going to surf

H. ($5 \times 2\% = 10\%$)

1. No, she isn't. | **2.** Yes, she is. | **3.** Yes, she is. | **4.** No, they aren't. | **5.** No, she isn't.

I. ($6 \times 1\% = 6\%$)

1. ourselves | **2.** herself | **3.** himself | **4.** themselves | **5.** yourself | **6.** myself

J. ($8 \times 2\% = 16\%$)

1. Dear Maggie | **2.** Faro | **3.** family | **4.** beach | **5.** swim | **6.** beach volleyball | **7.** sightseeing | **8.** photos

Progress Test – Extensive Reading (page 414)

A. ($20 \times 5\% = 100\%$)

1. c) | **2.** b) | **3.** a) | **4.** c) | **5.** a) | **6.** b) | **7.** a) | **8.** b) | **9.** c) | **10.** c) | **11.** a) | **12.** c) | **13.** b) | **14.** b) | **15.** a) | **16.** c) | **17.** a) | **18.** b) | **19.** b) | **20.** a)

Título
Teacher's Resource File
High Five 6
Inglês

Autores
Ana Santos
Catarina Pedrosa
Clara Bugalhão
Dave Tucker

Com a colaboração de
Emília Silva
Patrícia Santos

Consultor linguístico
Dave Tucker

Ilustração
Diogo Ruas

Imagens
© Shutterstock

Execução Gráfica
EIGAL

Depósito Legal
Nº 437 154/18

ISBN
978-888-89-1198-4

Ano / Edição / Tiragem / Nº de Exemplares
2018 / 1ª Edição / 1ª Tiragem / 4500 Ex.

AMOSTRA
NÃO COMERCIALIZÁVEL

De acordo com o artigo 21.º da
Lei n.º 47/2006, de 28 de agosto,
este exemplar destina-se ao órgão
da escola competente para a
adoção de manuais escolares.

LeYa

www.leya.com

ASA

www.asa.pt

ISBN 978-888-89-1198-4



9 788888 911984