

Inglês
7.º ano

Fly
High

Ana Santos
Catarina Pedrosa
Clara Bugalhão

www.flyhigh7.asa.pt

ASA

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● Introduction

- Fly High project presentation
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● Digital Learning

- Educação Digit@l (por Carlos Pinheiro)
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● Planning

- Term plan
- Semester plan
- Lesson plans
- Aprendizagens Essenciais cross-check

● Study help and review

- Review worksheets
 - Vocabulary
 - Grammar
- “Apoio ao Estudo” worksheets
 - Study tips
 - Vocabulary
 - Grammar

Teacher's Resource File

● Focus on skills and language

- Reading (2 levels)
- Writing (2 levels)
- Listening (2 levels)
- Speaking (2 levels)
 - Interaction
 - Production
- Vocabulary (3 levels)
- Grammar (2 levels)

● Games section

- Songs & films that teach
- Mad Libs
- Games to practise grammar and vocabulary

● Assessment

- Get ready for the tests (1 per unit)
- Diagnostic tests
- Progress tests (3 per unit; 3 levels)
- Extensive reading test
- Speaking tests
- Minitests
- Assessment grids/Test correction table

Available in editable format at  auladigital

● Cross-curricular projects

Apresentação do projeto *Fly High 7*



Fly High 7 é um projeto que pretende rever e mobilizar conhecimentos adquiridos nos 1.º e 2.º ciclos, garantindo a consolidação das aprendizagens desenvolvidas ao longo desse percurso. Este projeto tem como objetivo operacionalizar, de forma realista, os conhecimentos, capacidades e atitudes (competências comunicativa, intercultural e estratégica) previstos nas Aprendizagens Essenciais de Inglês para o 7.º ano, que foram definidos tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas (QECRL), nomeadamente o nível A2.1 / A2.2, bem como os descritores do Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO).

Fly High 7 pretende “voar” 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 dos alunos, para que todos possam desenvolver as suas potencialidades. Estes recursos visam ainda dar resposta à **heterogeneidade das turmas** que integram o sistema de ensino português.

Fly High 7 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). Esta diversidade de recursos ao dispor de professores e alunos procura também promover um maior envolvimento de todos no processo de desenvolvimento das diversas competências previstas nas AE e inerentes ao ensino e aprendizagem de uma língua estrangeira.

Componentes do projeto

∴ Para o aluno

Student's Book

O manual está organizado em seis unidades.

- **Unit 0** – Getting started
- **Unit 1** – Just the way you are
- **Unit 2** – No place like home!
- **Unit 3** – School mood
- **Unit 4** – City lights
- **Unit 5** – On the move!

Todas as unidades se iniciam com uma dupla página que contempla um índice das subunidades. Na componente multimédia do projeto, as imagens destas duplas páginas apresentam pontos clicáveis, que visam explorar e conhecer melhor os conteúdos que serão abordados nas unidades. Ainda nestas páginas surge a rubrica “What's the page number?” que pretende motivar o aluno para o trabalho que se vai realizar na unidade e os leva a explorar algumas páginas à procura da resposta às questões.

No início das **subunidades** surge a indicação de **What's in this subunit?**, onde estão elencados os conteúdos lexicais, gramaticais e culturais que serão ali trabalhados. Em banda lateral exclusiva do professor, surge também a indicação das competências previstas nas Aprendizagens Essenciais (AE), incluindo referência a tópicos de anos anteriores, que serão retomados e que aparecem identificados como *Recycled language*, bem como as áreas de competência do Perfil dos Alunos.

As subunidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação de vocabulário com o apoio de imagens, acompanhada por exercícios contextualizados de *matching*, *gap filling*, *multiple choice*, ordenação de sequências, entre outros, que visam facilitar a apreensão dos conteúdos trabalhados e alargar o repertório linguístico dos alunos.
- **Reading** – Os textos apresentam, com regularidade, personagens conhecidas dos alunos – cantores, atores, desportistas ou *cartoons* –, com o intuito de os motivar e despertar a sua curiosidade e o seu interesse. Outros textos têm uma forte componente cultural, levando também os alunos a alargar horizontes. Através deles, os alunos poderão aprofundar os conhecimentos acerca da cultura dos *English-speaking countries* relacionados com as situações temáticas em estudo. Na componente multimédia, todos os textos estão locucionados por falantes nativos, e as faixas áudio estão disponíveis em duas velocidades – *standard* e *slow*. Todos os textos dispõem ainda de uma animação na componente multimédia do projeto. Como *warming up*, antes de cada texto, surge a rubrica  **BREAK THE ICE**, cujo objetivo é introduzir as temáticas que serão trabalhadas nos textos e antecipar sentidos. Após os exercícios de compreensão sobre o texto, propõe-se aos alunos pequenas atividades de escrita e/ou de oralidade, em trabalho individual ou a pares, para alargamento de sentido.
- **Listening** – 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 e incluem também canções, permitindo assim aprofundar a consciência fonológica e linguística.
- **Watching** – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes ou de excertos de vídeos adequados à faixa etária e do interesse dos alunos, seguido de propostas de atividades de compreensão do oral de tipologia variada.
- **Speaking** – Atividades de produção/interação oral orientadas: em primeiro lugar apresentam-se modelos dos textos orais, que os alunos poderão, depois, usar como referência, mediante as instruções indicadas em  **NOW YOU!**. Algumas atividades de *spoken production e interaction* dispõem, na versão multimédia, de um vídeo com dramatização da situação feita por personagens reais em cenários autênticos. Estes vídeos têm associados diferentes *play modes*, que possibilitam trabalhar o vídeo de formas interativas distintas.
- **Writing** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um modelo *step-by-step*, para que o aluno possa depois redigir o seu texto, usando as suas ideias, com o apoio de caixas, diagramas e expressões úteis em  **NOW YOU!**.

Nota: De destacar que, em alguns momentos, se associam rubricas, apresentando-se atividades que visam desenvolver diferentes *skills*: “Listening/Watching” ou “Listening/Speaking” ou ainda “Writing/Speaking”.
- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Esta rubrica é complementada, na versão multimédia, por animações com explicações a par e passo e exemplos ilustrativos, atividades interativas, apresentações PowerPoint® e *quizzes*. Após a explicação de cada conteúdo, surgem exercícios de aplicação de tipologia diversificada organizados por grau de dificuldade. Incluem-se nesta rubrica canções *pop* (com versão *karaoke*) e a subrubrica  **GRAMMAR**, que resulta da adaptação da letra de músicas do interesse dos alunos para os ajudar a memorizar as regras gramaticais.
-  **SAVE** – Caixas com **chamadas de atenção** para determinadas **estruturas gramaticais ou linguísticas** que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
-  **Instafly** (remissão) – Apontamento acerca do **domínio intercultural** trabalhado que remete para a componente do projeto com o mesmo título, que integra aspetos culturais e geográficos dos *English-speaking countries*.

-  **DID YOU KNOW...?** – **Curiosidades e fun facts** que representam um momento mais lúdico relacionado com as temáticas trabalhadas.
-  **LOOK AROUND YOU!** – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais.
- **Project** – Todas as unidades apresentam um projeto que visa atividades de natureza **interdisciplinar**, de acordo com o previsto no PASEO e na **flexibilidade curricular**, permitindo desse modo **articular domínios** que englobam diversas disciplinas.
- **Checkpoint** – **Teste de autoavaliação**. No final, o aluno poderá preencher uma grelha de verificação das aprendizagens para sua autorregulação.
-  **FAST & CURIOUS** – Esta é uma secção para **fast finishers**, para a qual vão sendo feitas remissões ao longo das unidades. Esta secção, de página única, apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. As soluções estão disponíveis no final do manual, o que permite um trabalho autónomo.

O Manual inclui ainda os seguintes anexos:

- **Let's celebrate...** – Nesta secção abordam-se algumas **festividades típicas dos English-speaking countries**, com proposta de exercícios lúdicos de alargamento lexical. Apresenta, também, uma página com **Days worth noticing!**, para que os alunos se divirtam com algumas efemérides celebradas um pouco por todo o mundo. Associadas a esta secção surgem atividades em PowerPoint®.
- **Extensive Reading** – Adaptação da obra **Around the World in Eighty Days**, de Jules Verne, acompanhada de exercícios de análise textual organizados em **Before you read** e **After you read**. Poderá ser também trabalhada através do **jogo Around the World in much less than 80 days**, que integra o **Fun pack** do projeto.
-  **VOCABULARY NOTES** – **Glossário** (com apresentação dos termos em inglês/português) organizado por unidades/subunidades. Este material é complementado, na componente multimédia, pelo **Interactive vocabulary bank**, que apresenta as imagens legendadas, acompanhadas de áudio, para que os alunos possam treinar a pronúncia de forma autónoma e associar os termos aos seus referentes.
-  **GRAMMAR NOTES** – Secção que apresenta a explicação das **regras gramaticais em português**, seguida de um conjunto de **exercícios de aplicação** dos conteúdos trabalhados. Constitui-se como um **instrumento de estudo autónomo** e de preparação para os momentos de avaliação.
- **Badanas da capa** – Nesta secção inclui-se a **lista de verbos irregulares** e, no verso, exemplos de **Classroom language** (do aluno e do professor), que os alunos poderão consultar para relembrarem e utilizarem sempre que necessitarem.



Este pequeno *booklet* em formato semelhante ao de uma rede social propõe ao aluno uma viagem, através de *posts* e de curiosidades culturais, por alguns *English-speaking countries*. Esta “viagem” permite ao aluno conhecer mais sobre a cultura, a geografia, a gastronomia e algumas das personalidades desses países. Em seguida, surgem atividades lúdicas, com atividades personalizadas, nas quais o aluno pode dar a sua opinião e partilhar as suas experiências sob a forma de *posts*. É feita remissão para este caderno ao longo das unidades do manual.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e fora da sala de aula, e apresenta um conjunto diversificado de exercícios de reforço de vocabulário e de gramática e exercícios simplificados de escrita orientada ( **Write it right!**).

Tendo sido concebido em direta articulação com o Manual, o *Workbook* está igualmente estruturado em seis unidades. No final de cada uma delas, surge um *Progress test* que, além de exercícios de vocabulário e gramática, inclui também um grupo de compreensão escrita e outro de expressão escrita.

O Workbook inclui, ainda, uma secção de ***Fun activities***, que abordam os conteúdos lexicais e gramaticais de cada unidade de forma lúdica, e outra secção – ***Top Speaker*** –, para a qual vai sendo feita remissão ao longo do manual, e que visa auxiliar os alunos a melhorar a expressão oral (produção e interação), fornecendo-lhes estratégias e estruturas comunicativas facilitadoras.

Associado ao Workbook está ainda um conjunto de cartolinas destacáveis intituladas ***Last minute***, úteis para o estudo sistematizado dos conteúdos gramaticais e lexicais abordados em cada unidade.

No final do workbook apresentam-se soluções (destacáveis).

∴ Para o professor

Manual (Edição do Professor)

- Indicação das Aprendizagens Essenciais: (T) – Áreas temáticas/situacionais e (C) – Competência comunicativa, intercultural e estratégica.
- Referência aos conteúdos em articulação com anos anteriores (*recycled language*).
- Indicação das áreas de competência do Perfil dos Alunos.
- Listagem dos recursos disponíveis no projeto.
- Soluções dos exercícios.
- Sugestões metodológicas: propostas de exploração de outros recursos; dinamização de jogos que podem ser realizados ao longo das aulas. As sugestões de utilização destes e de outros jogos, bem como a sua descrição, estão disponíveis na Games Section (pp. 312-315) deste *Teacher's Resource File*.

Booklet *English for all* (Edição do professor; Edição do Aluno)

Este componente foi concebido para que os alunos estrangeiros (que por vezes evidenciam falta de pré-requisitos ao nível do domínio e conhecimento linguístico) e/ou os alunos com medidas adicionais (decreto-lei n.º 54/2018) possam acompanhar as atividades propostas no manual, numa lógica de inclusão e de aprendizagem. 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. As soluções deste booklet – versão aluno – estão disponíveis em formato Word® em **aula digital**.

Teacher's Resource File – Totalmente editável em  **auladigital.**

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

- **Planning**
 - Year plan (two/three weekly lessons)
 - Term plan (two/three weekly lessons)
 - Semester plan (two/three weekly lessons)
 - Lesson plans (per sub-unit)
- **Review Worksheets** (Vocabulary/Grammar)
- **Study tips** (1 per skill – listening, speaking, reading, writing)
- **“Apoio ao Estudo” Worksheets** (Vocabulary/Grammar)
- **Focus on skills and language worksheets**
 - 5 Reading (1 per unit – two levels of difficulty)
 - 5 Writing (1 per unit – two levels of difficulty)
 - 5 Listening (1 per unit – two levels of difficulty)
 - 5 Speaking – interaction & production (1 per unit – two levels of difficulty)
 - 10 Vocabulary (three levels of difficulty)
 - 21 Grammar (two levels of difficulty)

- **Songs & Films that teach**
- **Madlibs**
- **Games to practise grammar and vocabulary**
- **Assessment**
 - 5 Get Ready for the Tests Worksheets (1 per unit)
 - 3 Diagnostic tests (two levels of difficulty)
 - 10 Listening tests (two levels of difficulty)
 - 10 Progress tests (two levels of difficulty)
 - 3 Speaking tests (with speaking grids and marking criteria)  auladigital
 - Extensive Reading test
 - 12 Minitests
 - Answer key and audio scripts
 - Assessment grids and correction tables  auladigital
- **3 cross-curricular projects**

Fun pack

- **100 flashcards + 100 wordcards**
- **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.
- **100 speaking cards** que podem ser utilizados para momentos formais de avaliação, ou para prática de *spoken production* e *spoken interaction* noutros contextos, que não apenas os que estão contemplados no manual, de acordo com as situações temáticas trabalhadas em cada subunidade.
- **Motivational stickers/celebrations 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.
- **Party & Fly** – Jogo de tabuleiro em que os alunos poderão testar os seus conhecimentos de vocabulário e de gramática, e poderão explorar também a criatividade e a expressão oral. Este jogo está organizado em sets de cartões por unidade, que permitem a sua utilização para uma ou para várias unidades em simultâneo.
- **Stop!** – Jogo para treino de memória e para consolidação de conteúdos lexicais.
- **Around the world in much less than 80 days** – Jogo de tabuleiro para exploração da ação de **Around the World in Eighty Days – The diary of Phileas Fogg** (*extensive reading*).

5 CD Áudio

Estes CD contêm todos os recursos áudio (textos, canções) de apoio a atividades do Manual e do *Teacher's Resource File*, 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

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

Manual interativo

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



auladigital (ver roteiro na p. 27)

Listagem geral dos recursos multimédia do *Fly High 7*

- **Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura das unidades 1 a 5, com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática.
- **Webquest** – Exploração do tema The United Kingdom and Great Britain.
- **Animações** – Animações dos textos das rubricas *Reading* e da *Extensive Reading – Around the World in Eighty Days – The diary of Phileas Fogg*.
- **Vídeos** – Vídeos de apoio às rubricas *Watching*, *Break the Ice*, *Look around you!* e *Project* com a possibilidade de apresentar legendas em inglês ou português. Destaque para vídeos culturais e *trailers* de filmes.
- **Vídeos para atividades de speaking, com diferentes play modes** – Vídeos protagonizados por adolescentes simulando situações reais, com inclusão de atividades intercaladas.
- **Links** – 29 sugestões de vídeos.
- **Gramáticas Interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso, da forma e respetivos exemplos.
- **Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **Flashcards digitais** – Galeria de imagens por unidade temática, com texto e áudio.
- **Glossários interativos** – Glossário interativo disponível para cada unidade do manual, que apresenta uma listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio.
- **Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **Karaokes** – Vídeos das canções acompanhados das letras; disponíveis para as canções da rubrica *Hip-Hop Grammar* e para canções de exercícios de *grammar/vocabulary*. Permite, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **Apresentações PowerPoint®** – Recursos de apresentação e aplicação de conteúdos de vocabulário e de gramática.
- **Áudios** – disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **Testes interativos** – Testes com 6 itens de resposta fechada e correção automática para revisão de cada subunidade. Os 5 testes exclusivos do professor, disponíveis no final de cada unidade, apresentam 8 itens de resposta fechada.
- **Kahoots** – *Quizzes* com perguntas de revisão, apresentados no final de cada unidade.

Fly High 7

Listening transcripts – Coursebook

• CD1 Tracks 1-2, page 9

Jimmy: Hello, Finn! There are some things I would like to know about you... Can I ask you some questions?

Finn: Sure!!

Jimmy: What's your full name?

Finn: Finn Wolfhard.

Jimmy: When is your birthday?

Finn: It's on 22nd December. It's almost Christmas, so sometimes I only get one gift... I hate it!

Jimmy: Where are you from?

Finn: I'm from Vancouver, in Canada. I love my city and my country!

Jimmy: You are also a musician. Who's your favourite singer?

Finn: It's difficult to choose... But maybe Mac DeMarco.

Jimmy: Which is your favourite season of *Stranger Things*?

Finn: It's difficult... but I think it's the first one!

Jimmy: What is your biggest secret?

Finn: I once cut my chin on a desk while dancing! I'm not a great dancer... ha ha ha!

• CD1 Tracks 7-8, page 19

A.

On a trip to France, I met my best friend Camille Gomes. She lives in Paris with her parents and her brother Luc. Camille is twelve years old and she is in year 7, just like me. She goes to the International School of Paris. Her lessons are in French and English. She loves playing football and running.

Next summer she is coming to the US, so we are very excited about it!

• CD1 Tracks 9-10, page 19

B./C.

Porter: Hi, Camille! Welcome to America. It's your first time here, so let's make it unforgettable. How are you?

Camille: Hello, Porter! I'm fine. And you?

Porter: I'm great! This is my friend Louise. She's from Sydney, a beautiful city in Australia.

Camille: Oh, really? I want to visit Australia one day... I want to see kangaroos. It's one of my dreams. Hi, Louise.

Louise: Hey there! Nice to meet you, Camille. Are you French?

Camille: Yes, I am. I'm from the City of Light, Paris. What year are you in, Louise?

Louise: I'm in year 9.

Camille: Oh, so you're older than us...

Louise: Yes, I'm 14 years old and you're 12, right?

Camille and Porter: That's right!

Porter's mother: Let's go home, kids! You can have some rest or watch films this afternoon. You can make popcorn after lunch, too!

Camille and Louise: Yes! Let's go!

• CD1 Tracks 15-16, page 27

A.

1.

Josh: Hey, Ash. What's up?

Ashley: Hi, Josh. Do you know our new classmate?

Josh: Which one? We have got two in our class. The tall boy with green eyes and blonde hair, or the other one with brown eyes and short red hair?

Ashley: The second one. I think his name is Jim. He's from Ireland.

• CD1 Tracks 17-18, page 27

A.

2.

Josh: Yes, you're right. He's Irish, he's thirteen and his parents have got a café next to our school. He's got two twin sisters.

Ashley: How do you know all that?

Josh: Because he's in my swimming team and we chat all the time.

• CD1 Tracks 19-20, page 27

B.

Josh: Hey, Ash. What's up?

Ashley: Hi, Josh. Do you know our new classmate?

Josh: Which one? We have got two in our class. The tall boy with green eyes and blonde hair, or the other one with brown eyes and short red hair?

Ashley: The second one. I think his name is Jim. He's from Ireland.

Josh: Yes, you're right. He's Irish, he's thirteen and his parents have got a café next to our school. He's got two twin sisters.

Ashley: How do you know all that?

Josh: Because he's in my swimming team and we chat all the time.

• CD1 Tracks 22-23, page 33

C. My friend Martha always gets up a bit late... School starts at nine o'clock and she only gets out of bed at a quarter past eight. She gets dressed and after that she has breakfast at half past eight in the morning. She brushes her teeth

after that, at twenty to nine. Ten minutes later, at ten to nine, she kisses her mother and she takes the bus to school. Her friends usually have lunch at the school canteen at midday, but she likes to have lunch at home on Wednesdays and Fridays, so she has lunch at a quarter past twelve. After a long day of classes, she returns home at half past five and the first thing she does is her homework. She studies at a quarter to six and at half past seven in the evening she always visits her favourite neighbours: her grandparents! She has dinner and goes to bed at 10 p.m.

• **CD1 Tracks 28-29, page 39**

Cooper: Hi, Jason! I need to write a school project about a friend's daily life. Can you tell me about your daily routine, please?

Jason: Sure! What do you want to know?

Cooper: What time do you usually wake up?

Jason: I always wake up really early, at 6 a.m.

Cooper: What do you do before you go to school?

Jason: I have a quick shower, get dressed and have breakfast.

Cooper: Where do you usually have lunch?

Jason: I often have lunch at the canteen with some friends.

Cooper: What do you do after school?

Jason: After school I have dance practice, I go to the gym and then I go home.

Cooper: What time do you go to bed?

Jason: At 10 p.m. I sometimes read or listen to music before I sleep.

Cooper: Oh, I have to go now! Thanks a lot, Jason! By the way, I love your dance routines!

• **CD1 Track 30, page 48**

A/B

1. Make the bed
2. Dust the furniture
3. Sweep the floor
4. Do the ironing
5. Clear the table
6. Load the dishwasher
7. Take the rubbish out

• **CD1 Tracks 37-38, page 56**

A.

Presenter – Hello, good morning! Today we are talking about household chores! It's a tough job, but someone has to do it. The question is: should kids do chores at home? To talk about this, I have two guests, Harold and Lizzy: a father and a teenager. Let's start with Harold. As a parent, what do you think about this?

Harold – I think that helping at home is very important. Kids who do chores learn responsibility and gain important life skills

that will serve them well throughout their lives. It teaches them the importance of contributing to team work. By doing some chores, they feel valued and that's good for their self-esteem, too.

Presenter – The question is: what kind of chores can kids do?

Harold – That depends on their age. For example, by the age of 3, children can pick up their toys or put books back in the right place. But teenagers can do many things, for example: tidying up their bedroom; folding their clothes; vacuuming; sweeping and mopping the floor; feeding the pets...

Presenter – Thank you so much, Harold. But now, let's let the kids have a say. Lizzy, you are 12 years old, do you agree with Harold? Do you think kids your age should do chores?

Lizzy – Yes, I do agree with him, I think kids should do chores because there are always many things to do at home and every member of the family must help and clean. But I don't think parents should make us tidy up our bedrooms. My bedroom is my private space, so I think adults shouldn't decide when I have to clean it or how I should organise it.

Presenter – Do you do chores at home?

Lizzy – Yes, I do. I do all the chores that Harold mentioned and I also set the table, clear the table, and prepare my school snacks.

Host – So, kids at home, sorry for the bad news but you should all do your chores! Thank you so much for listening, check out all our podcasts at teenpodcast.com

• **CD2 Tracks 5-6, page 71**

A.

Alison: Hi, there! What are you doing?

Eric: Look! These are my new TikTok moves... aren't they super cool?

Alison: Oh, you and your TikTok dances... here we go again... but why are you in the garden?

Eric: That's my favourite spot in the house. I can have some privacy... Having privacy in a bedroom you share with your two younger brothers isn't easy, but I really like it that way! It's quite small. We only have space for one bunk bed and another tiny bed which is stuck between a small wardrobe and a bookshelf. However, to be honest, I can't imagine my life without that little, but cosy spot!

Alison: Oh, now I get it! I have a bedroom of my own and it's my favourite place in the whole house. I have everything I need there.

Eric: Yeah, that's cool! But everybody knows your colourful bedroom, well your pinky bedroom,

I mean... we watch your TikTok dances all the time, in your bedroom... so don't tell me you're not a fan of TikTok either! And by the way... that fluffy bed with those big pink pillows? And that big pink rug? It's so you!

Alison: Uhm... Yes, that's true! How about my giant white wardrobe next to the bed? That's also my style! So, you have to see my last TikTok dance... I am on my bed, moving my arms up and down, shaking my head and there's a crazy hip-hop song playing at the same time. It's so, so funny...

Eric: It sounds like it! Hey! Hold my phone, please! Check this out!

Alison: Wow! We have to try that dance together...

• CD2 Tracks 7-8, page 71

B.

Eric: Having privacy in a bedroom you share with your two younger brothers isn't easy, but I really like it that way! It's quite small. We only have space for one bunk bed and another tiny bed which is stuck between a small wardrobe and a bookshelf. However, to be honest, I can't imagine my life without that little, but cosy spot!

• CD2 Tracks 9-10, page 71

C.

Alison: Oh, now I get it! I have a bedroom of my own and it's my favourite place in the whole house. I have everything I need there.

Eric: Yeah, that's cool! But everybody knows your colourful bedroom, well your pinky bedroom, I mean... we watch your TikTok dances all the time, in your bedroom... so don't tell me you're not a fan of TikTok either! And by the way... that fluffy bed with those big pink pillows? And that big pink rug? It's so you!

Alison: Uhm... Yes, that's true! How about my giant white wardrobe next to the bed? That's also my style! So, you have to see my last TikTok dance... I am on my bed, moving my arms up and down, shaking my head and there's a crazy hip-hop song playing at the same time. It's so, so funny...

Eric: It sounds like it! Hey! Hold my phone, please! Check this out!

Alison: Wow! We have to try that dance together...

• CD2 Tracks 11-12, page 80

B.

What do your doodles say about you?

If your notebook is full of several types of geometrical shapes, you have an organised

brain and you are *all* about making plans. So, the correct answer is c) organised.

Stars and moon indicate confidence and optimism! If you often draw them, you are ambitious and success driven. So, the correct answer is a) optimistic.

If you often draw shapes that are not easily recognised, it may mean you have some sort of stress and, because of that, you can't *really* focus. So, the correct answer is d) stressed.

If you often draw tornadoes, something is holding you back. You are scared of the unfamiliar and you prefer not to take risks. So, the correct answer is b) scared.

<https://www.sweettyhigh.com/read/handwriting-doodle-analysis-062216>
(adapted, accessed in July 2020)

• CD2 Tracks 13-14, page 81

B.

Thank you so much for your help! The clubs you are in are incredible! You all seem to have a lot of fun! I think I made my decision. But now you have to guess! Let me give you some clues:

I have two left feet, so I can't dance... I also have two left hands, I'm terrible with arts... I don't like science very much: my favourite subjects are ICT and citizenship. I like photography, but I'm not very good at it... The last time I tried to bake a cake, it was terrible – not even my pets liked it! I always fall asleep when I'm watching films and I like video games, but I think I play enough at home. I usually help a local animal shelter, I always take some food and I help with the baths. I have 3 cats and 2 dogs at home and I love animals... Can you guess which club I'm choosing?

• CD2 Track 17, page 88

Sounds of school

A. 1. Stationer's sound; **2.** Classroom sound; **3.** Playground sound; **4.** Sports fields sound; **5.** Canteen sound; **6.** Music room sound

• CD2 Track 21, page 92

B.

needed
started
baked
shopped
stayed
followed

• CD2 Tracks 22-23, page 94

A./B.

The Manchester City Football Language School in Manchester, England, is a very special school. There, you can learn football and English during the summer. The summer programmes

are for boys from 9 to 17 years old and girls from 14 to 17 years old and they are designed to help players develop their communication skills on and off the field. The sessions last for two weeks and take place in the City Football Academy, where the players of the Manchester City team play every day.

Students start at 9 o'clock with English classes every day. There are great classrooms with sophisticated equipment. Then, at 10:30, they have football classes on one of the many outdoor fields. At 12:00 they have lunch with their teammates in the canteen, which is very bright and modern. After lunch, they have one more English class and at 2:45 they have football practice on the indoor field. They have dinner at 6 o'clock and then some free time. They can watch a film in the cinema room or play games in the games room.

• CD2 Tracks 24-25, page 94

C.

Mateu, how was your experience in The Manchester City Football School?

In football training sessions we worked on football skills and techniques just like professional players. The training sessions were all varied and very motivating. All the training was very good, but personally the one I liked the most was the day we did the competition. In English classes we worked on various projects related to football. We pretended to be professional players who did interviews, analysed football matches and created our own teams. The part that I really liked about classes was when we interacted inside the class with people from another country.

I enjoyed it a lot because I seemed like a professional player.

Rebecca, what about you?

The first year in Manchester City Football Language School was new to me, so I wasn't very confident playing football with other girls and it was very hard to communicate. But over the years I worked a lot and my self-confidence, training and especially my communication improved a lot. Classroom activities were always good and interesting. In the first few days it was challenging to start speaking always in English – it was a bit difficult for me –, but once lessons started it seemed easier for me.

I loved to play with and against girls with different styles from all over the world. Also, activities such as meeting Manchester City women's team were incredible because they allowed me to meet inspiring women football players.

<https://www.cityfootball-language.com/en/>
(accessed in July 2020)

• CD2 Tracks 26-27, page 95

A.

Mateu: This school is really cool! What is your favourite place?

Rebecca: My favourite place is the football **pitch** because I love playing football. I live and breathe football! What about you?

Mateu: I love the football pitch too, of course. But I also like the school cinema because I love watching films. What about the library? Do you usually go there to read books?

Rebecca: Yes, I do. I usually do my homework there. And what about you?

Mateu: I never go to the library because I prefer studying in my bedroom. What about lunch breaks? Where do you usually spend them?

Rebecca: I like having lunch in the school canteen and then I usually go to the games room with my teammates to relax. How about you?

Mateu: I usually have lunch in the cafeteria and then my teammates and I go for a walk before going to the classroom, where I have English lessons. Let's go!

• CD2 Tracks 31-32, page 102

A.

I'm Kristina Dimova, that's D-I-M-O-V-A. I'm 13 and I'm from Bulgaria. I go to Southfields Community College, in south London.

My school is fantastic. Walking around the playground is like a trip around the world: students at my school come from 60 countries and speak a total of 71 languages. All our classes are in English.

• CD2 Tracks 33-34, page 102

B.

My favourite week of the year is in May: the opening week!

Last year we had an event called "Walk around the world" and each student told everyone something about their country of origin. We felt very clever knowing so many different cultures. In the last two years there was also an event called "Swap it out". During the first school month we swapped books, costumes, uniforms, sports equipment, personal objects and all kinds of stuff we find interesting! I swapped with my friend Francesco from Italy: he got a traditional Bulgarian doll from me and I got his Juventus Football Club shirt.

These were the two best events from last year! They were both so rewarding!

• CD2 Tracks 35-36, page 110

A./B.

Hello, Minecraft lovers!

Ah, there's nothing like visiting a big city! Those busy people rushing to work?

I like big cities so much and I guess that's why Vancouver, in Canada, inspired me so much!

The glamorous skyscrapers... yes, the skyscrapers... those very tall buildings! And there's always people getting sick, so there's a modern hospital where sick people are treated. If you want to spend the night there, try the city's hotel!

I'm in charge of this city, so if you want to have a meeting with me, go to the town hall. That's the place where we administrate the city!

If that's not enough, how about a place where you can borrow a book? Yes, that's it! The library! And if you need to get some fresh air or go for a walk, there's no place better than the city park!

Anything you can think of is literally here in Mattupolis. If you want to know more about all the other places of Mattupolis, go to my YouTube channel and find out!

• **CD3 Tracks 4-5, page 115**

D.

City blackout – What were people doing when the lights went out?

A journalist asked people about it: a young man said that he was washing the dishes. A lady told him that she and her husband were watching TV while their children were doing homework. A teenager didn't realise anything because he was listening to music. The journalist then asked the official from the energy company: "Mr Watts, is it true that you were having a big party last night and nobody was watching the controls?" He said they weren't having fun; they were working. Was he telling the truth? No one knows exactly!

• **CD3 Tracks 6-7, page 116**

A.

Tommy: Hi, Jenny! What's up?

Jenny: Hey! Tommy, you won't believe what happened to me!

Tommy: Wow, slow down, please. What happened?

Jenny: While my mother and I were driving to the shopping centre, there was this huge traffic jam and a man was jumping in the middle of the street, in front of the cars! It was weird and fun at the same time.

Tommy: Really? What happened next?

Jenny: Well, the police were trying to take him out of the road, but he was jumping and singing so loud (screaming, actually) that he couldn't hear what the police officers were

saying. When they finally controlled him, they took him to the police station, I guess.

Tommy: That was pretty hilarious, right?

Jenny: Sort of! It took us two hours to get to the shopping centre. Can you believe it? Anyway, as we arrived there, and after we went to the supermarket, another weird episode happened: a strange lady came up to us while we were buying some clothes and said that she was going to take us to a new planet, because she knew we were aliens... Oh, God, what else happened, you might ask...

Tommy: Yeah! I was about to ask that... Look, my battery is really lo..

Jenny: Hello! Helloo...! Tommy?

• **CD3 Tracks 9-10, page 121**

C./D.

Zoe: OK, we bought new earrings for you at the accessory shop. Now we need to buy some food, but we don't have much time... Let's split up: I'll go to the fishmonger's to buy fresh fish and you buy some meat at the butcher's, OK?

Anna: Right! Don't forget to buy the magazine for mum at the newsagent's and the book for dad.

Zoe: We can't buy the book because the bookshop is closed today...

Anna: Don't worry – let's buy the book online! Check this out, so many options! I love shopping online!

• **CD3 Tracks 13-14, page 129**

A.

Journalist (broadcaster): Good afternoon. Today, maybe one of the biggest events of the year took place: The Town Hall Colour Run. It started next to the stadium and the finish line was near the aquarium. Our reporter Nick Downer is at the scene and he has more details about it.

Reporter: Good afternoon. This was an event that gathered around two and a half thousand people and they had fun for an hour. Mr Thomson, the Mayor, is going to explain it better. Mr Thomson, how was this event? Can you tell us about this?

Mayor: Good afternoon. It was a huge success. This wasn't a common colour run race. Participants had to go along the main streets and find some objects in different spots to know our town better.

Reporter: How did that work? Could you give us an example, Mr Mayor?

Mayor: Sure. For example, participants followed some clues and had to find a

miniature of the Town Hall at the bus stop, or a puzzle on the bridge with a picture of the museum ... Every time they got one, they won some points and they got more ink.

Reporter: Thank you, Mr Thomson and congratulations for the event.

Mayor: Thank YOU. I want to invite you and all our listeners to participate in next year's race. A different event with a different start (the swimming pool) and finish line (the skate park).

- **CD3 Tracks 15-16, page 129**

B.

Mark: Hey, everybody! My family and I had such a great time today. We participated in the Town Hall Colour Run and it was fa-bu-lous! We were wearing white T-shirts and took a colourful bath while we were running around town. This race was a bit different from the usual ones because, besides running and getting painted, we had to win points, too. My father found two objects related to our town: a puzzle and a Town Hall miniature. My mum found a hidden keychain, but she had to walk through a tunnel. She saw it at the top of a zebra crossing traffic light. Me? I found a chocolate skyscraper, but I didn't win the points for that because I ate it right away.

- **CD3 Tracks 22-23, Page 146**

A./B.

Interviewer: Good morning! Welcome to our Oxford School radio show. Yesterday, our football champion was here with us. Today we have our gymnastics school sport champ, Dennis Kimmel. Let's find out more about him. Hey, Dennis.

Dennis: Hi, Rita. Thanks for having me here.

Interviewer: So, how do you feel about going to the national finals?

Dennis: I feel great and honoured to represent our school and region in such an important competition.

Interviewer: You'll continue to practise until the finals, right?

Dennis: Yeah, a hundred per cent. Before this, I spent four hours working out and practising (two in the morning and another two in the afternoon), but my coach said that we'll have three-hour training sessions twice every day from now on. So... It's going to be hard but it will be worth it.

Interviewer: Wow! That's pretty hard... You don't have much time to have fun, besides school and practice...

Dennis: Yeah! Sometimes I can't hang out with my friends, but I listen to music and read comic books. However, I miss riding my bike.

Interviewer: What about watching TV? Do you watch any TV series?

Dennis: Hmm. No, not really. I just spend some time watching YouTube videos.

Interviewer: Do you have a message for our listeners?

Dennis: Just follow your dreams and work hard to make the best of it. And remember: the most important thing isn't the prize you get but the respect you show.

Interviewer: Thanks, Dennis. Good luck for the competition.

- **CD3 Tracks 24-25, Page 146**

C.

[Go Dennis... Go Dennis... Oooooooooooooxford]

Host: Good morning! Welcome to our National School Sport Finals. We're in this wonderful gym in London and we will have a great day. The first to compete today is the Oxford Middle School winner: Dennis Kimmel. A round of applause, everybody. How do you feel, Dennis?

Dennis: A bit nervous and anxious, but I'll make it! I won't disappoint my schoolmates.

Host: I'm sure you won't. Let's start then. Good luck!

Dennis: Thank you!

Host: After these beautiful performances, it's time to announce the winner for gymnastics. Thank you to all the participants. It wasn't easy for the judges to decide because they were all wonderful. I'm going to hand over the prize to... Dennis Kimmel! Come up here, please, Dennis. Congratulations!

- **CD3 Tracks 26-27, page 149**

C.

Hi, everyone!

This summer I'm going to be at a summer camp with some of my friends. We are going to go camping I really like dancing and singing, so I hope to have plenty of time for that!

After the summer camp, I'm going to go to the beach! Swimming and snorkelling are also two of my favourite summer activities.

Hopefully, I will still have time to do some sunbathing and get a tan.

I also like fishing with my father and we often go sightseeing. I love eating strawberry ice creams in a theme park and taking photos of all these moments. Summer, make it the best of times!



Digital Learning

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A crise pandémica obrigou as escolas a transformarem as suas práticas, adaptando-as a um contexto de ensino e aprendizagem a distância, num ambiente totalmente virtual e mediado por tecnologias que a maioria dos docentes e alunos não dominava, mas de que muito rapidamente se apropriaram.

O regresso ao ensino presencial, no início do ano letivo 2020-21, se por um lado ficou marcado pela eventual necessidade de recorrer de novo a modelos de ensino a distância ou misto, tornou também evidente que, mesmo presencialmente, é possível mobilizar recursos e plataformas digitais para a construção de novos cenários de ensino e de aprendizagem, num modelo de ensino híbrido.

O conceito de ensino híbrido, ou *blended learning*, resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

As sugestões que aqui apresentamos visam, assim, não só auxiliar os docentes na eventual transição para modelos de E@D ou mistos, mas também potenciar a inovação sustentada e a flexibilidade no modelo presencial, tirando partido do uso das tecnologias digitais para a melhoria do processo de ensino e aprendizagem, aliando com sucesso as vantagens da sala de aula física aos benefícios da educação digital.

Planificar

O que são ambientes híbridos de aprendizagem e quais as suas vantagens?

Os ambientes híbridos de aprendizagem, muitas vezes designados pela expressão inglesa *blended learning*, são um modelo flexível que combina ambientes físicos e virtuais de aprendizagem no desenvolvimento de projetos ou de outras atividades de ensino-aprendizagem, sem haver necessidade de professores e alunos partilharem o mesmo espaço físico e os mesmos tempos de aprendizagem. Trata-se de um modelo que exige uma cuidadosa planificação pedagógica sobre como e quando usar os diferentes

ambientes, físicos e digitais, para atividades presenciais ou a distância, trabalho autónomo ou colaborativo, interação social e aplicação prática, tendo em vista proporcionar aos alunos contextos de aprendizagem mais ricos, diversificados e adaptados aos ritmos e características de cada aprendente.

Relativamente à sua estrutura, os ambientes híbridos compreendem uma componente humana (professores e alunos, eventualmente especialistas convidados e encarregados de educação), conteúdos pedagógicos (recursos, os tradicionais, mas especialmente os digitais), um ambiente físico (a sala de aula) e digital (as plataformas tecnológicas) e as interações entre eles.

A aprendizagem híbrida apresenta inúmeras vantagens. Por um lado, assenta na ideia de que os alunos deixam de ser recetores passivos de conhecimento e de que o professor já não é a única fonte de informação. Combinar o ensino presencial na escola com atividades realizadas à distância, em ambientes *online*, planificadas e apoiadas pelos professores, desenvolve a capacidade de aprendizagem autónoma e autorregulada, potencia a aprendizagem ao longo da vida e oferece instrumentos que facilitam a personalização e a diferenciação. Ao usar ambientes e recursos *online*, está-se simultaneamente a apoiar o desenvolvimento das competências digitais dos alunos, ferramentas indispensáveis para o exercício de uma cidadania plena, ativa e criativa na sociedade da informação e do conhecimento em que estamos inseridos.

As atividades letivas presenciais são indispensáveis para o desenvolvimento das competências sociais dos alunos, para o bem-estar pessoal, para o sentido de pertença à comunidade e para a relação pedagógica professor/aluno, tão importante para o sucesso da aprendizagem no caso de crianças e jovens. A abordagem híbrida, sem prescindir dessa componente fundamental de interação pedagógica em sala de aula, permite ao professor propor novas soluções de ensino e de aprendizagem, habitualmente baseadas no uso de tecnologias digitais, com processos mais centrados no aluno, no desenvolvimento de competências transversais e na aprendizagem por projetos,

O conceito de ensino híbrido resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

que valorizem o pensamento crítico e criativo, o trabalho colaborativo e as capacidades de comunicação. Neste sentido, é uma abordagem que pode ser implementada de forma eficaz tanto no ensino básico como no secundário, desde que na comunidade escolar haja uma compreensão clara das suas vantagens e seja precedida de organização e planeamento. Na opinião de Moreira, J. A., & Horta,¹ uma das grandes vantagens deste modelo é a sua flexibilidade «na forma como se gere o tempo, como os conteúdos são ministrados, como os alunos interagem com os recursos, com os seus pares e com o professor. Enquanto no ambiente *online* e físico, o formato é escolhido e usado em exclusividade e, portanto, sem os benefícios do outro, o *blended learning* pode oferecer o melhor de ambas as realidades, o melhor desses mundos, numa experiência integrada e única.»

Que plataformas devo privilegiar?

A escolha da plataforma de suporte aos ambientes híbridos de aprendizagem é uma das decisões mais importantes no processo de planificação. Os modelos mais comuns são os sistemas de gestão de aprendizagem (LMS – Learning Management Systems) ou sistemas de gestão de conteúdos de aprendizagem (LCMS – Learning Content Management Systems), podendo também usar-se outro tipo de ferramentas de colaboração e discussão, combinadas com elementos de suporte, orientação e avaliação. A maioria das plataformas mais usadas (Moodle, Google Classroom ou Microsoft Teams) disponibiliza o essencial das atividades relacionadas com a gestão do processo de ensino e aprendizagem em ambientes digitais, nomeadamente ferramentas de comunicação, de gestão de conteúdos e atividades e avaliação.

O ideal será que a própria escola contratualize, organize e disponibilize à comunidade escolar uma plataforma adequada ao modelo de ensino que pretende adotar, e que essa plataforma seja usada por todos os professores. Isso, contudo, não significa que alunos e docentes fiquem limitados aos recursos oferecidos por essa plataforma, sendo pelo contrário

desejável que se diversifique a utilização de conteúdos e ferramentas digitais, se possível integrando-os na própria plataforma, e salvaguardando, naturalmente, as questões de privacidade e segurança dos alunos, no respeito pelo disposto no Regulamento Geral sobre a Proteção de Dados.

Para a implementação de um modelo de ensino híbrido baseado em tecnologias digitais, será essencial que a plataforma, do ponto de vista do docente, permita, de forma fácil, incorporar e gerir atividades de comunicação de um para um e de um para muitos, de forma síncrona e assíncrona, a distribuição e monitorização de atividades e tarefas, a avaliação das aprendizagens e formas rápidas de *feedback*.

Do ponto de vista dos aprendentes, as plataformas deverão favorecer a aprendizagem autorregulada, permitindo que os alunos organizem, processem, analisem e interpretem informação, que planeiem, monitorem e reflitam sobre a sua própria aprendizagem, que forneçam evidências do progresso, que partilhem ideias e encontrem soluções criativas. Deverão ainda oferecer a oportunidade de trabalhar colaborativamente, de apresentar/enviar o trabalho ao docente e de receber rápido *feedback*. É ainda importante que as plataformas contemplem procedimentos de autenticação que comprovem a identidade dos alunos, de forma a evitar-se a existência de dúvidas sobre a autoria das atividades realizadas.

Que modelos de planificação existem e como planificar?

A escola deverá dispor de um Plano de Ação para o Desenvolvimento Digital (PADD), instrumento fundamental para o desenvolvimento digital da escola. Este PAAD implica a identificação das infraestruturas, conectividade e equipamento digitais, um planeamento e desenvolvimento eficazes da capacidade digital, incluindo capacidades organizativas atualizadas, a identificação do nível de proficiência digital e formas de capacitação dos professores e o acesso a conteúdos de aprendizagem de elevada qualidade e a plataformas seguras que respeitem a privacidade e as normas éticas. Desejavelmente, esse plano deverá também incluir a referência a modelos de planificação.

A planificação de modelos híbridos de educação deverá dar preferência a atividades que favoreçam o

¹ Moreira, J. A., & Horta, M. J. (2020). Educação e ambientes híbridos de aprendizagem. Um processo de inovação sustentada. *Revista UFG*, 20(26). Online. Disponível em <https://doi.org/10.5216/revufg.v20.66027>. Consultado em 29-11-2020

desenvolvimento de competências transversais e interdisciplinares de forma integrada e articulada, incluindo a Educação para a Cidadania, pelo que desejavelmente realizar-se-á no contexto do Conselho de Turma, em articulação com o Plano de Trabalho de Turma e antes do início das atividades letivas. O trabalho colaborativo dos docentes será importante não só nesta fase de planificação, como ao longo de todo o processo.

Sugere-se uma diversificação das modalidades de trabalho, privilegiando, contudo, as modalidades de trabalho colaborativo, em pares ou em grupos mais alargados, usando as tecnologias digitais para promover o envolvimento ativo e criativo dos alunos na construção do seu próprio conhecimento. Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar (por exemplo, no âmbito de um DAC²), conduzem habitualmente à realização de aprendizagens mais significativas. Abrir a aprendizagem a problemáticas da vida atual, envolvendo os alunos em atividades práticas, na investigação científica ou na resolução de problemas concretos, que se traduzam, por exemplo, na realização de tarefas que permitam aos alunos expressar-se através de meios digitais, modificando e criando conteúdo digital (por exemplo, vídeos, áudios, fotos, apresentações digitais, blogues, páginas *web*, *wikis*, e-portefólios, diários digitais de aprendizagem...) será um fator de motivação adicional e com resultados sempre surpreendentes. É fundamental, nestes casos, trabalhar o tema dos direitos de autor e das licenças que se aplicam aos conteúdos digitais, bem como a forma de referenciar fontes e atribuir licenças, e capacitar os alunos para gerir riscos e usar tecnologias digitais de forma segura e responsável.

Será também importante que a planificação considere oportunidades de aprendizagem personalizada no âmbito da diferenciação pedagógica (por exemplo,

Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar conduzem habitualmente à realização de aprendizagens mais significativas.

dar a diferentes alunos diferentes tarefas digitais para atender a necessidades individuais de aprendizagem, preferências e interesses) e ter em linha de conta que, em particular nas atividades realizadas a distância, poderão surgir dificuldades práticas ou técnicas (por exemplo, acesso a dispositivos e recursos digitais ou falta de competências digitais), devendo por isso prever-se formas de apoio para os alunos que necessitem.

Existem vários modelos de planificação de ambientes híbridos de aprendizagem, como o dos cenários de aprendizagem da

European Schoolnet³ (<https://fcl.eun.org/toolset3>) ou os do Clayton Christensen Institute⁴. Seja qual for o modelo adotado, a planificação deverá prever as aprendizagens a realizar e a sua calendarização, os recursos necessários, a descrição clara das tarefas e da forma como os recursos irão ser usados, a avaliação e o papel dos alunos e do(s) professor(es) em cada uma das etapas. Mais à frente, mostraremos como a conceção de e-atividades se concretiza mediante a aplicação destes modelos.

Selecionar e criar recursos e e-atividades

O que são bons recursos para educação digital e onde encontrá-los?

É essencial que o docente disponha das competências necessárias para usar, criar, partilhar e planificar a utilização de recursos educativos digitais de forma efetiva e responsável. Em ambientes *online*, os recursos digitais são a principal forma de contacto dos alunos com os conteúdos curriculares, pelo que uma cuidadosa seleção é fundamental para o sucesso da aprendizagem esperada. Naturalmente, a avaliação e seleção de recursos deverá estar sempre orientada para o objetivo específico de aprendizagem e ter em conta o contexto, a abordagem pedagógica e o nível de competência dos alunos.

² Os DAC – domínios de autonomia curricular – constituem uma opção curricular de trabalho interdisciplinar e ou articulação curricular, cuja planificação deve identificar as disciplinas envolvidas e a forma de organização. (Decreto-Lei n.º 55/2018 – Artigo 9.º)

³ Ver exemplos em português em https://fcl.eun.org/pt_PT/tool3p1

⁴ <https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

No Quadro Europeu de Competência Digital para Educadores – DigCompEdu⁵, a competência dos professores para avaliar recursos é destacada em diferentes níveis de complexidade: avaliar a qualidade de recursos digitais – em termos gerais e com base em critérios básicos, como por exemplo, local de publicação, autoria, comentários de outros utilizadores. A um nível intermédio, mas de maior exigência, pede-se ao professor que seja capaz de avaliar a fiabilidade de recursos digitais e a sua adequação para o grupo de aprendentes e objetivo de aprendizagem específico. Finalmente a um nível mais elevado de exigência pede-se ao professor para avaliar a fiabilidade e adequação do conteúdo com base numa combinação de critérios, verificando também a sua precisão e neutralidade.

A Internet oferece um manancial imensurável de recursos educativos digitais, desde fotografias, documentação escrita sob a forma de textos, que podem ser combinados com gráficos, fluxogramas, diagramas, tabelas, bases de dados, histórias digitais, animações, vídeos, objetos digitais tridimensionais e representações espaciais, representações de realidade virtual ou aumentada, simulações, manuais digitais, jogos, ambientes virtuais, recursos educativos abertos, *ebooks*, videojogos sérios ou comerciais com finalidades educativas (por exemplo, Minecraft), repositórios de recursos digitais e outras plataformas de conteúdos e recursos. Em Portugal temos excelentes plataformas de recursos livres, como a Casa das Ciências (<https://www.casadas-ciencias.org>), a RTP Ensina (<https://ensina.rtp.pt>), o Portal Pordata (<https://www.pordata.pt>) ou a Khan Academy (<https://pt-pt.khanacademy.org>), e soluções comerciais de muito boa qualidade, de que são exemplo as plataformas das editoras escolares, como a Aula Digital da Leya (<https://auladigital.leya.com>). Sendo produzidos por equipas de profissionais que asseguram o rigor, a diversidade e a consistência dos recursos, os conteúdos da **Aula Digital** oferecem um grau de confiança e valor acrescidos relativamente aos recursos livres da Internet, e estão alinhados com o currículo e orientados para objetivos estritamente pedagógicos. A Aula Digital fornece também suporte e instrumentos de apoio à exploração dos

próprios recursos, facilitando sobremaneira o trabalho do docente.

Mas como selecionar os recursos mais adequados no meio de tanta diversidade?

A BECTA⁶, uma agência governamental britânica para as tecnologias na educação, identifica um conjunto de princípios de qualidade dos recursos educativos digitais:

- o recurso favorece a inclusão e o acesso;
- o recurso é desafiante e motivador e potencia o envolvimento dos alunos na aprendizagem;
- o recurso tem potencial para uma aprendizagem efetiva e eficaz;
- o recurso propicia uma avaliação formativa e orientada para apoiar o progresso na aprendizagem;
- o recurso favorece uma rigorosa avaliação sumativa;
- o recurso é inovador e propicia abordagens pedagógicas inovadoras;
- o recurso é fácil de usar pelos alunos;
- o recurso tem uma elevada convergência curricular.

Evidentemente, este processo exige tempo e experiência, pelo que também aqui o trabalho colaborativo de docentes é fundamental, e existem comunidades *online* muito ativas, onde milhares de professores partilham as suas experiências de sucesso em ambientes digitais e esclarecem as dúvidas mais comuns. Em ensino híbrido, devemos privilegiar a diversidade de recursos, tirando partido do multimédia que os ambientes digitais oferecem, e, sobretudo, evitar a tentação de usar apenas os mesmos materiais usados nas aulas presenciais (o que funciona bem em regime presencial não será necessariamente eficaz quando o aluno não está na presença do professor). Deve-se também verificar se os recursos usam uma linguagem clara e objetiva e que seja entendida pelos alunos numa utilização autónoma. E, finalmente, ponderar possíveis restrições para a utilização ou reutilização de recursos digitais (por exemplo, direitos de autor, tipo de ficheiro, requisitos técnicos, disposições legais, acessibilidade).

⁵ http://area.dge.mec.pt/download/DigCompEdu_2018.pdf

⁶ BECTA (2007) *Quality Principles for digital learning resources. Summary Information*. Online. Disponível em https://laeremiddel.dk/wp-content/uploads/2012/07/Quality_principles.pdf. Consultado em 29-11-2020.

O docente poderá também desenvolver atividades de **curadoria de recursos**, procedendo, de forma sistemática, à identificação, validação, descrição e disponibilização de recursos digitais de forma organizada (por exemplo, de acordo com temas do currículo). Existem ferramentas digitais que facilitam esse processo, como o Wakelet (<https://wakelet.com>), o Flipboard (<https://flipboard.com>), o Symbaloo (<https://www.symbaloo.com>) e o Diigo (<https://www.diigo.com>). Este tipo de atividade assegurará ao docente um banco de recursos quando tiver de selecionar materiais para a conceção das e-atividades e poderá ser igualmente um precioso auxílio nas atividades de investigação dos alunos.

Como criar recursos para ensino digital?

Constituindo uma atividade bastante exigente e complexa, frequentemente a cargo de equipas multidisciplinares (especialistas de conteúdo, especialistas em *design* de materiais, especialistas em *design* gráfico e de interface, programadores, gestor de projeto, etc.), a produção de recursos educativos digitais de elevada complexidade (animações, interatividade, simulações, gamificação, realidade virtual, gestão de bases de dados) não está ao alcance do comum dos docentes. Contudo, a maioria dos professores possui competências que, de forma simples, lhe permitem criar e ou adaptar recursos digitais (por exemplo, apresentações, partilhadas no Slideshare, num serviço na nuvem ou na plataforma da escola), integrando animações, *links*, multimédia ou elementos interativos, que permitem tirar partido das vantagens de um recurso digital. Fazer modificações básicas a recursos educativos abertos, respeitando os termos de licenciamento dos mesmos, para os adequar ao seu contexto de aprendizagem (por exemplo, edição ou exclusão de elementos, adaptação das configurações gerais ou combinação de diferentes recursos) é também uma forma de criar recursos. A simples gravação de um vídeo (com o próprio telemóvel) com o docente a explicar um conteúdo mais complexo ou a demonstrar um procedimento, e a sua publicação numa plataforma de partilha de vídeos ou na plataforma da escola, é outro excelente exemplo fácil de executar.

Estas são ações rotineiras que requerem pouco planeamento e criatividade, mas, cada vez mais, as

plataformas *online* oferecem, mesmo nas suas versões gratuitas, oportunidades de criar recursos educativos digitais de qualidade que constituem excelentes oportunidades de aprendizagem e avaliação em ensino híbrido.

Destacamos aqui algumas:

- criação de páginas *web*: Webnode (<https://www.webnode.pt>), Google Sites (<https://sites.google.com>), Wix (<https://pt.wix.com>);
- criação de uma apresentação: Prezi (<https://prezi.com>), Microsoft Sway (<https://sway.office.com>), Nearpod (<https://nearpod.com>), Slido (<https://www.sli.do>), Adobe Spark (<https://spark.adobe.com/pt-BR>);
- criação de testes de avaliação formativa: Kahoot (<https://kahoot.com/>), Quizizz (<https://quizizz.com>), Socrative (<https://socrative.com>), Google Forms (<https://www.google.com/forms>), Wordwall (<https://wordwall.net/pt>);
- criação de pequenos vídeos sobre temas do currículo: Powtoon (<https://www.powtoon.com>), Biteable (<https://biteable.com>), Kizoa (<https://www.kizoa.com>), Moovly (<https://www.moovly.com>);
- criação de infográficos sobre temas do currículo: Piktochart (<https://piktochart.com>), Genial.ly (<https://www.genial.ly/en>), Infogram (<https://infogram.com/pt>), Canva (https://www.canva.com/pt_pt/criar/infografico), Visme (<https://www.visme.co>);
- criação de um mapa mental ou mural digital para apresentar informação de forma organizada: Mindomo (<https://www.mindomo.com/pt>), Padlet (<https://padlet.com>), Popplet (<https://popplet.com>).

Será aconselhável começar com recursos fáceis de produzir e de disponibilizar *online*, numa linguagem clara e acessível para os alunos, e experimentar diferentes ângulos de abordagem (a Internet está cheia de conteúdos sobre todos os assuntos, pelo que a originalidade é muito valorizada pelos alunos). Se necessário, poderá pedir-se ajuda na escola aos colegas mais experientes.

Seja qual for o tipo de recurso produzido ou adaptado, é essencial o respeito pelos direitos de autor (os direitos de autor têm exceções para finalidades educativas, mas deverão respeitar-se essas

exceções e identificar sempre os autores). No caso de se produzirem conteúdos próprios, deve-se considerar a sua partilha e possibilidade de reutilização, atribuindo-lhes, por exemplo, uma licença Creative Commons⁷.

Como criar atividades para ensino digital?

A operacionalização dos modelos de ensino e aprendizagem híbridos concretiza-se na criação e disponibilização aos alunos de e-atividades, que podem combinar trabalho realizado em sala aula com trabalho a distância em plataformas digitais. A conceção de e-atividades deverá ser articulada em conselho de turma, numa perspetiva interdisciplinar, ponderando a carga de trabalho pedida aos alunos, o tipo de ferramentas a utilizar e a calendarização das atividades, para evitar sobrecarga de trabalho. Deve ter-se em conta que tarefas e exercícios a distância demoram mais tempo a concluir em casa devido a diferentes fatores.

Uma e-atividade deve identificar claramente os objetivos de aprendizagem e dar instruções claras, sucintas e de fácil leitura para a tarefa pedida, a fim de evitar interpretações erradas. Os recursos, tanto os físicos como os digitais, deverão estar corretamente identificados, e devemos assegurar-nos de que os mesmos são facilmente acedidos e entendidos por todos os alunos.

A e-atividade deve também clarificar o tipo de participação esperada dos alunos em cada uma das tarefas e indicar o tempo previsto para a sua realização, bem como a forma de devolução ao professor e a data limite para a conclusão. O equilíbrio entre o tempo atribuído para desenvolver as atividades e a sua complexidade é fundamental para assegurar o sucesso das mesmas. Deverá ser também flexível, isto é, passível de se ir adaptando em função do *feedback* recolhido, e ser acompanhada de uma rubrica de avaliação, de que falaremos adiante.

No desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor.

Como se disse a propósito da planificação, no desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor. As e-atividades, nas modalidades de ensino híbrido, têm como principal objetivo ajudar o aluno a construir o seu próprio conhecimento, a partir da interação com os colegas, com o professor e com os recursos digitais, valorizando por isso a aprendizagem autónoma e autorregulada. Uma e-atividade bem estruturada tem de ser motivadora, envolvente e intencional, promover uma aprendizagem ativa e uma forte interação e comunicação, e estar associada a uma avaliação adequada que verifique se os objetivos estão a ser cumpridos, presumindo por isso um acompanhamento regular da parte do professor.

As tecnologias digitais são excelentes ferramentas no apoio à diferenciação pedagógica e à educação personalizada, algo a ter em conta na conceção de e-atividade, que deverá dar resposta às diferentes expectativas e capacidades de cada aluno. No caso de atividades colaborativas, deverão adotar-se estratégias

inclusivas que promovam a participação de todos os membros do grupo, incentivando, por exemplo, a interajuda entre alunos, quer ao nível da realização das tarefas quer ao nível da regulação interpares. Poderão ser atribuídas funções específicas aos alunos de uma turma, mediante as suas competências, como, por exemplo, tutores digitais, que ajudam os colegas na utilização das tecnologias; delegado de turma, que fomenta a participação dos colegas na execução das tarefas propostas e ajuda a monitorizá-las; moderadores nas atividades de comunicação, entre outros.

Paralelamente, deveremos estar atentos ao bem-estar emocional dos alunos e a situações de cansaço físico ou psicológico, solicitando com frequência *feedback* sobre a carga de trabalho, o estado emocional e as preferências e ritmos de aprendizagem.

⁷ <https://creativecommons.org>.

Gestão da comunicação e das interações

Que regras estabelecer para uma comunicação clara e eficaz?

Os modelos de ensino híbrido e o uso de plataformas digitais incluem frequentemente espaços de interação e o estabelecimento de comunicações regulares entre professores e alunos e entre alunos, usando ferramentas que se regem por códigos e formas de conduta próprias. É por isso importante definir previamente, e de preferência em conjunto com os alunos, regras claras de comunicação e netiqueta entre aluno/professor, entre aluno/aluno e entre professor/pais/encarregados de educação.

Aqui ficam algumas sugestões para a elaboração de um código de conduta:

- ser empático, cordial e construtivo nas interações com os alunos e incentivar a adoção desses princípios na interação entre pares;
- gerir as expectativas de interação (definir o prazo máximo de resposta aos alunos): não se deve responder na hora a qualquer mensagem ou dúvida de aluno, mesmo fora do horário de trabalho (a menos que seja urgente, deve interagir-se apenas durante o horário laboral);
- ter em conta o contexto de comunicação assíncrona (a ausência de linguagem não verbal pode gerar ambiguidade e/ou interpretações erradas: ponderar o uso da crítica demasiado dura, da ironia e do humor);
- em canais geridos por alunos, nomear ou eleger um moderador;
- monitorizar com regularidade as comunicações entre pares em ambiente aberto (por exemplo, nos fóruns) e intervir quando necessário.

Quais as ferramentas de comunicação mais adequadas a cada contexto?

A comunicação pedagógica a distância ocorre em formato síncrono e assíncrono. Exceto em casos de interrupção de ensino presencial, como na recente situação pandémica, deverão privilegiar-se, nas modalidades de ensino híbrido, as ferramentas de comunicação assíncrona.

Em termos de **comunicação síncrona**, as ferramentas disponíveis são o *chat*, a audioconferência e a

videoconferência. Estas ferramentas permitem o contacto direto entre aluno(s) e professor, ou entre alunos, simulando o ambiente de sala de aula e proporcionando um *feedback* imediato; promovem também a espontaneidade, o que pode ser fundamental em determinadas circunstâncias. Em ambientes de ensino híbrido, a sua utilização poderá justificar-se no caso de trabalhos de grupo, permitindo que alunos comuniquem entre si para organização do trabalho, para esclarecimento de dúvidas suscitadas pelas atividades e para sessões de *brainstorming* (por exemplo de preparação para a realização de atividades e planificação de tarefas).

Entre as ferramentas de **comunicação assíncrona**, encontram-se o *email* (que pode ser usado como lista de distribuição) e os fóruns de discussão (que podem assumir formas distintas em diferentes plataformas ou aplicações). Embora as ferramentas de comunicação assíncrona possam ser usadas autonomamente pelos alunos (no respeito pelas regras de comunicação estabelecidas), elas devem ser sempre, sobretudo em ambientes abertos como, por exemplo, no caso de fóruns da turma, supervisionadas pelo docente.

Dependendo do tipo de atividade, a ação do docente pode incidir sobre:

- mensagens ou perguntas para fomentar a discussão;
- elaboração de uma síntese da discussão;
- mensagens relacionadas com o conteúdo das atividades (recursos ou esclarecimentos adicionais sobre o tema da atividade ou a tarefa a realizar);
- mensagens relacionadas com o processo (esclarecimento de dúvidas no uso das tecnologias digitais, clarificação de procedimentos sobre a realização e o envio de trabalhos, discussão sobre as etapas do trabalho);
- orientações sobre etiqueta: código de conduta, decisões sobre plágio, netiqueta, tom das discussões;
- resposta a perguntas ou dúvidas dos alunos e *feedback* aos trabalhos.

Como usar as ferramentas de comunicação ao serviço da aprendizagem e da avaliação?

Enquanto instrumento da ação pedagógica, as ferramentas de comunicação são, *per se*, valiosos recursos ao serviço da aprendizagem e da avaliação.

O perfil dos alunos à saída da escolaridade obrigatória preconiza, nas competências da área de Informação e comunicação, que os alunos sejam capazes de «colaborar em diferentes contextos comunicativos, de forma adequada e segura, utilizando diferentes tipos de ferramentas (analógicas e digitais), com base nas regras de conduta próprias de cada ambiente.»⁸

É por isso importante que o uso das ferramentas de comunicação seja cuidadosamente planificado, associado a objetivos de aprendizagem e objeto de avaliação, seja qual for a área curricular, por exemplo, mediante o uso de uma rubrica de avaliação.

No caso das mensagens em fóruns, as mais ricas do ponto de vista pedagógico, o docente deve informar previamente os alunos de que as suas participações serão objeto de avaliação e divulgar os critérios de avaliação de cada mensagem (que poderão ser, por exemplo, a dimensão, o acrescentar valor ao debate, e serem suportadas em citações criteriosas e/ou terem anexos significativos. Podem, por exemplo, usar-se cinco níveis de avaliação: 0 – sem qualquer interesse; 1 – com algum interesse; 2 – com interesse; 3 – com muito interesse; 4 – com interesse excepcional. No final, o docente deverá sintetizar o conteúdo e as eventuais conclusões da discussão, ou, em alternativa, solicitar a um ou mais alunos que realizem um texto síntese dos contributos dos colegas.

Feedback e avaliação

Que modalidades, instrumentos e técnicas de avaliação devo privilegiar?

A avaliação constitui um processo regulador do ensino e da aprendizagem, que orienta o percurso escolar dos alunos e certifica as aprendizagens desenvolvidas, e que tem por objetivo central a melhoria do ensino e da aprendizagem. Baseia-se num processo contínuo de intervenção pedagógica que compreende as seguintes

É importante que o uso das ferramentas de comunicação seja cuidadosamente planificado, associado a objetivos de aprendizagem e objeto de avaliação, seja qual for a área curricular, por exemplo, mediante o uso de uma rubrica de avaliação.

modalidades de avaliação: diagnóstica, formativa e sumativa.

A **avaliação diagnóstica** realiza-se sempre que seja considerado oportuno, sendo essencial para fundamentar a definição das atividades, para a adequação de metodologias, de conteúdos e objetivos e dos próprios instrumentos de avaliação. É igualmente um instrumento importante para a definição de estratégias de diferenciação pedagógica e poderá também ser útil para a constituição de grupos de trabalho.

Nas modalidades de ensino digital, como em todas as atividades pedagógicas, deve privilegiar-se a **avaliação formativa**, recorrendo a uma variedade de instrumentos de recolha de informação adequados à diversidade das aprendizagens e às circunstâncias em que ocorrem. Este tipo de avaliação, de carácter contínuo e sistemático, permite aos professores, aos alunos e aos encarregados de educação obter informação atualizada sobre o desenvolvimento do ensino e da aprendizagem, com vista ao ajustamento de processos e estratégias (autorregulação do processo e da aprendizagem).

As plataformas e ferramentas digitais oferecem um conjunto de vantagens que ajudam a transformar a avaliação formativa num instrumento ativo e contínuo de melhoria das aprendizagens, tornando os processos mais rápidos, transparentes e eficazes. Janet Looney (2019)⁹ identifica algumas dessas vantagens:

- *feedback* rápido (em tempo real) e de suporte às etapas seguintes de aprendizagem com um nível de dificuldade adequado;
- suporte para as escolhas dos alunos (para personalizar a aprendizagem e como fator de motivação intrínseca);
- ambientes de aprendizagem imersiva para apoiar a aprendizagem contextualizada;
- ferramentas para dispositivos móveis que permitem a avaliação da aprendizagem «a qualquer hora e em qualquer lugar»;

⁸ MINISTÉRIO DA EDUCAÇÃO (2016). *Perfil dos Alunos à Saída da Escolaridade Obrigatória*. Online. Disponível em: https://www.dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf. Consultado em 30-11-2020, pág. 22.

⁹ LOONEY, J. (2019). *Digital Formative Assessment: A review of the literature*. Online. Disponível em: <http://www.eun.org/documents/411753/817341/Assess%40Learning+Literature+Review/be02d527-8c2f-45e3-9f75-2c5cd596261d>. Consultado em 30-11-2020, pp. 8-9.

- oportunidades de autoavaliação e de avaliação por pares;
- acesso a recursos e a exemplos *online*;
- recolha de dados para melhor compreender os processos e contextos de aprendizagem e análise desses dados a fim de prever o progresso dos alunos e adaptar a aprendizagem;
- potencial para uma integração mais consistente das avaliações formativa e sumativa;
- oportunidades para os alunos conceberem os seus próprios objetivos e estratégias de aprendizagem.

Quanto aos **instrumentos e técnicas** de avaliação, eles deverão ser o mais diversificados possíveis, podendo incluir a **observação** (que permite recolher dados no momento em que estão a acontecer, sem criar situações artificiais, proporcionando o retorno imediato do resultado da aprendizagem) e **métodos e técnicas orais** (por exemplo, aquando da apresentação oral de trabalhos ou a sua discussão/defesa), que são os mais fáceis de aplicar.

Nas **apresentações orais** deverá valorizar-se não a reprodução do conhecimento, mas sobretudo o pensamento crítico e o pensamento criativo, a capacidade de pensar de modo abrangente e em profundidade, de forma lógica, analisando informação, experiências ou ideias de forma crítica, argumentando com recurso a critérios implícitos ou explícitos.

Quanto aos **métodos escritos**, além dos tradicionais testes escritos, existem outros instrumentos mais adequados à avaliação em ambientes digitais, de que destacamos os seguintes:

- trabalhos escritos (ensaios, relatórios, análises de textos, fichas de resolução de exercícios, redação de textos originais, apresentações, mapas mentais, infográficos...). Neste tipo de trabalhos, deverão adotar-se estratégias *anti-Google*, isto é, os alunos deverão ser desafiados a analisar e investigar questões (usando a Internet e outras fontes de informação), distinguindo o que sabem do que pretendem descobrir e adotando as estratégias adequadas para investigar e responder às questões iniciais. Deve valorizar-se a análise crítica das conclusões a que chegam, reformulando, se necessário, as estratégias adotadas, e contrariar e condenar

sistematicamente o plágio e apresentação acrítica da informação. Muitos destes trabalhos podem também ser avaliados mediante técnicas orais.

- trabalhos práticos. Estes podem ser realizados presencialmente ou em modalidades híbridas, propondo, neste último caso, atividades cujos resultados possam ser documentados por escrito, áudio ou vídeo, pelo aluno ou por terceiros, e posteriormente enviados ou apresentados ao professor ou à turma;
- participação em fóruns;
- e-portefólios ou diários de aprendizagem. Estes são os instrumentos mais ricos do ponto de vista da aprendizagem, pois permitem desenvolver e avaliar competências de nível elevado (descrever, comentar, relacionar, avaliar, criar). A sua componente digital possibilita o recurso a formas diversas de produção ou organização de conteúdos (fotografia, multimédia) que documentam as fases do trabalho e convocam diferentes tipos de literacias.

A utilização de e-portefólios ou diários de aprendizagem permite aos alunos utilizar e dominar instrumentos diversificados para pesquisar, descrever, avaliar, validar e mobilizar informação, de forma crítica e autónoma, verificando diferentes fontes documentais e a sua credibilidade, e organizar a informação recolhida de acordo com um plano, com vista à elaboração e à apresentação de um novo produto ou experiência de aprendizagem. É também uma excelente forma de desenvolver as competências digitais dos aprendentes.

Exemplos de elementos a avaliar:

- seleção dos materiais e sua relação com as aprendizagens;
- texto descritivo/explicativo;
- análise crítica;
- evidências de aprendizagem;
- navegação, formatação e acessibilidade;
- citações e respeito pelos direitos de autor;
- elementos multimédia.

Outra forma de usar a avaliação ao serviço da aprendizagem é a prática da **autoavaliação**, que pode ser realizada antes, durante ou após as atividades. Esta poderá revestir-se de uma reflexão crítica, com

questões orientadoras, ou de uma discussão num fórum. O resultado deste processo servirá de instrumento autorregulador para o aluno e, para o professor, será um indicador de necessidade de revisão e/ou aprofundamento das atividades propostas.

Importa também referir o uso das tecnologias digitais para **avaliação entre pares**, mediante critérios predefinidos, que contribui para construção colaborativa de conhecimento em ambientes digitais e para a aprendizagem entre pares.

Muitas das plataformas de ensino digital permitem manter os pais informados acerca do percurso dos alunos e dos resultados da sua avaliação, assegurando assim uma participação mais informada na vida escolar do seu educando.

Qual a importância do feedback no ensino digital?

Dar *feedback* formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais. Ainda que muitas ferramentas permitam conceber atividades de *feedback* automático (o caso dos testes de resposta fechada), este muitas vezes não é mais do que a devolução do resultado de uma tarefa/questão e não deverá substituir o *feedback* pessoal, formativo e formador, por parte do docente.

Na criação de atividades de aprendizagem em ambientes híbridos, o professor deverá por isso prever a necessidade de dar um *feedback* regular aos alunos, usando as tecnologias digitais para monitorizar remotamente o seu progresso e intervir quando necessário, permitindo a autorregulação e oferecendo soluções para ultrapassar dificuldades ou para aprofundar conhecimentos. Poder-se-á inclusivamente antecipar as necessidades de orientação dos alunos, criando, por exemplo, uma secção de ajuda ou de perguntas frequentes (FAQ) ou tutoriais em vídeo.

Para ser efetivo, o *feedback* deve evidenciar as competências já adquiridas pelos alunos e oferecer novas possibilidades de aprendizagem e de evidenciação das mesmas. Um *feedback* focado apenas na identificação de erros é pouco útil e só terá verdadeiro impacto se incidir naquilo

que o aluno precisa de fazer para cumprir a tarefa, oferecendo, se necessário, novas estratégias ou novos recursos para atingir os objetivos. Uma forma de fornecer um *feedback* eficaz será estabelecer uma comparação com critérios de avaliação ou rubricas, descrevendo aquilo que o aluno já alcançou e fornecendo sugestões sobre o que ainda pode ser melhorado. O *feedback* deverá por isso ocorrer durante o processo de realização da atividade e não após o seu final.

Além deste *feedback* formativo e avaliativo, em modalidades de ensino digital é também essencial o *feedback* interacional, nomeadamente mensagens de incentivo ou simplesmente a confirmação de recebimento de trabalhos ou execução de tarefas.

Como construir instrumentos de registo de avaliação mais objetivos, transparentes e potenciadores da aprendizagem?

A avaliação das aprendizagens pressupõe a existência de critérios que traduzam claramente o que é desejável que os alunos aprendam e a descrição dos diferentes níveis de desempenho. Estes instrumentos de registo são comumente designados de rubricas (a partir do inglês *rubric*) de avaliação ou descritores de desempenho. Habitualmente, as rubricas apresentam-se sob a forma de uma matriz com indicação de um conjunto de critérios que contemplem todas as aprendizagens que o aluno tem de realizar na execução da tarefa, e, para cada critério, os diferentes níveis de desempenho qualitativo (que variam idealmente entre 3 e 5). Cada nível de desempenho é descrito de forma detalhada e clara para o aluno e pode ser associado a uma escala de valores, permitindo assim ao professor criar registos de avaliação mais transparentes e coerentes com os objetivos de aprendizagem.

As rubricas podem ser usadas para avaliar qualquer tipo de trabalho, como pesquisas, trabalhos em grupo, apresentações, resenhas, portefólios, debates, produção de *podcasts*, vídeos, etc., sendo extremamente úteis em qualquer modalidade e nível de ensino, pois além de facilitarem o trabalho do docente, podem ser usadas pelos alunos como instrumento orientador do seu trabalho, ao serviço da aprendizagem autónoma e autorregulada.

Dar *feedback* formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais.

Entre as vantagens das rubricas de avaliação, salientamos as seguintes:

- permitem o **envolvimento dos alunos no processo de aprendizagem e avaliação** (por exemplo, sugerindo critérios para a elaboração das rubricas pelas quais os seus trabalhos e projetos serão avaliados);
- **reduzem a subjetividade** da avaliação (o processo de avaliação torna-se mais transparente e o aluno compreenderá mais facilmente o desempenho que se espera dele numa tarefa de avaliação, e quais são os aspetos que vão ser o foco da avaliação);
- ajudam o professor a dar melhor **feedback** ao aluno;
- melhoraram a **motivação e a confiança dos alunos**, pelo facto de os ajudar a compreender a forma de alcançar um bom desempenho;
- **encorajam o pensamento crítico** («se discutirmos previamente com os alunos os critérios presentes nas grelhas, estaremos a explicitar alguns elementos importantes no pensamento crítico que, de outro modo, omitiríamos considerando-os implícitos», Stevens & Levi¹⁰);
- facilitam a **compreensão das expectativas com o trabalho**. A rubrica deixa claro quais as características que o trabalho deve possuir para obter a excelência. Permite que o aluno faça uma autoavaliação permanente do seu trabalho e seja mais autónomo no processo de aprendizagem;
- ajudam a **clarificar objetivos de aprendizagem complexos** assegurando avaliações consistentes. Os alunos percebem melhor o que se espera deles, mesmo em tarefas complexas, podendo usar a rubrica como um guia para um bom desempenho e permitindo-lhes perceber porque é que o seu trabalho é bom ou mau;
- **reduzem o trabalho** do professor, pois tornam a avaliação mais rápida e menos subjetiva.

Algumas plataformas de LMS já permitem a **avaliação por rubricas** (por exemplo, a Microsoft Teams,

a Google Classroom e as versões mais recentes do Moodle). Existem diversas ferramentas *online*¹¹ e aplicações para dispositivos móveis que facilitam a criação de rubricas e oferecem exemplos, sugestões e modelos que podem ser adaptados. Estas ferramentas, contudo, são menos vantajosas do que as rubricas disponibilizadas pelas plataformas LMS, pois aí «as rubricas de avaliação são criadas e enviadas ao mesmo tempo que a atividade que o professor pretende realizar, clarificando previamente, numa lógica de *feed up*, o que se espera que cada aluno faça. Além disso, agilizam e potenciam a oportunidade, a especificidade e a personalização do *feedback* do professor, a avaliação pelos pares e a própria autoavaliação, permitindo uma gestão mais eficaz da informação recolhida.»¹²

Uma boa rubrica de avaliação deverá ser:

- **adequada** às tarefas ou produtos que se pretende avaliar;
- **Explícita** quanto aos níveis de desempenho (no seu conjunto, deve descrever qualquer resultado possível sobre o desempenho de um aluno) e quanto ao que se espera do aluno em cada nível;
- **clara e objetiva** quanto à linguagem e terminologia utilizada (devem ser entendidas pelo aluno) – quanto mais objetiva for a sua descrição, mais fácil será para o professor a avaliação do trabalho ou tarefa e, para o aluno, alcançar o resultado esperado e entender a classificação obtida;
- **formativa**. Embora a rubrica possa ser usada como instrumento de classificação, ela deverá estar sobretudo ao serviço da aprendizagem autorregulada, contribuindo para ajudar os alunos a aprender e os professores a ensinar.

Vários exemplos de rubricas de avaliação (da responsabilidade da Direção Regional da Educação dos Açores), para diferentes tipologias de trabalhos, poderão ser encontrados em <https://view.genial.ly/5ebf-2d0e8e243b0d5a32fadb/guide-rubricas>.

¹⁰ Stevens, D. & Levi, A. (2005). Introduction to Rubrics: an assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, Virginia: Stylus Publishing.

¹¹ Algumas ferramentas são, por exemplo, QuickRubric, EssayTagger, RubricMaker, iRubric ou Rubistar.

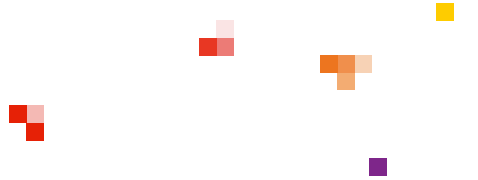
¹² Machado, E. (2020). *Práticas de avaliação formativa em contextos de aprendizagem e ensino a distância*. Online. Disponível em: https://www.researchgate.net/publication/340940505_Praticas_de_avaliacao_formativa_em_contextos_de_aprendizagem_e_ensino_a_distancia. Consultado em 30-11-2020.

Roteiro



aula
digital

Aprender é incrível.



Índice

Antes de começar...

Aceda à Aula Digital

Explore os manuais digitais

Explore os recursos do professor

Explore os recursos do aluno

Comunique e oriente o estudo dos seus alunos

Antes de começar...

Para aceder rapidamente aos manuais e recursos digitais da LeYa Educação (Edições Asa, Gailivro, Texto e Sebenta):

online



Plataforma *web* Aula Digital:
www.auladigital.leya.com



Crie um atalho ou guarde esta página nos Favoritos do navegador que está a usar (*Chrome*, por exemplo).

offline



App Aula Digital



Coloque esta *app* no ecrã inicial do seu *tablet* para aceder aos manuais e recursos digitais sem precisar de ter *internet*.



App Smart Aula Digital



Coloque esta *app* no ecrã inicial do teu *tablet* ou *smartphone* para aceder a vídeos e *quizzes* com explicações imediatas, que ajudam os seus alunos a rever o essencial das matérias. Disponível do 5.º ao 12.º ano.



■ Aceda à Aula Digital

Na Aula Digital encontra os manuais e todos os recursos digitais de que precisa para explorar os temas das suas disciplinas com os seus alunos – vídeos, animações, atividades interativas, materiais de apoio à avaliação e muito, muito mais.

Para usar todos estes recursos, comece por aceder à sua conta em Aula Digital.

1

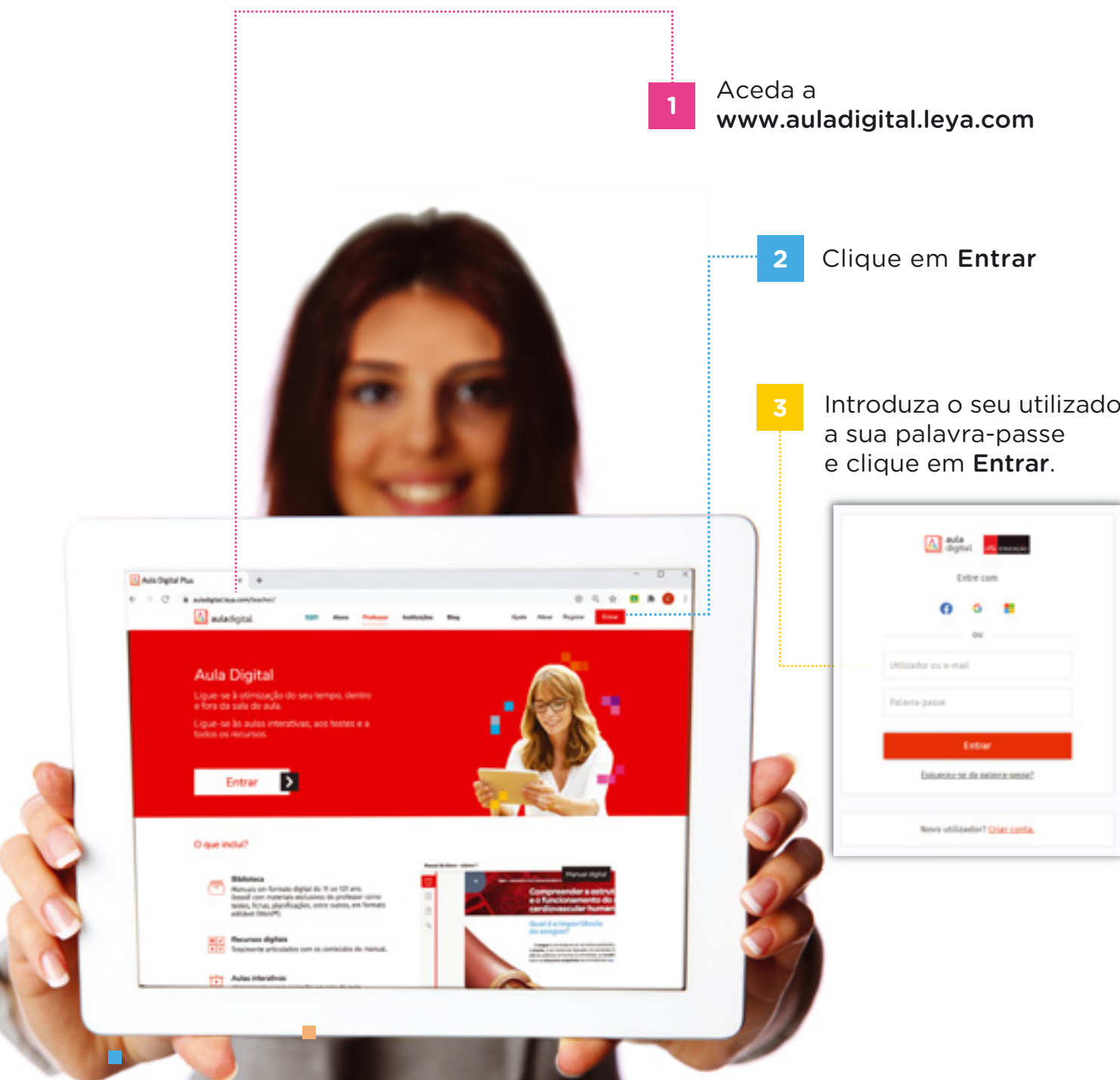
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www.auladigital.leya.com

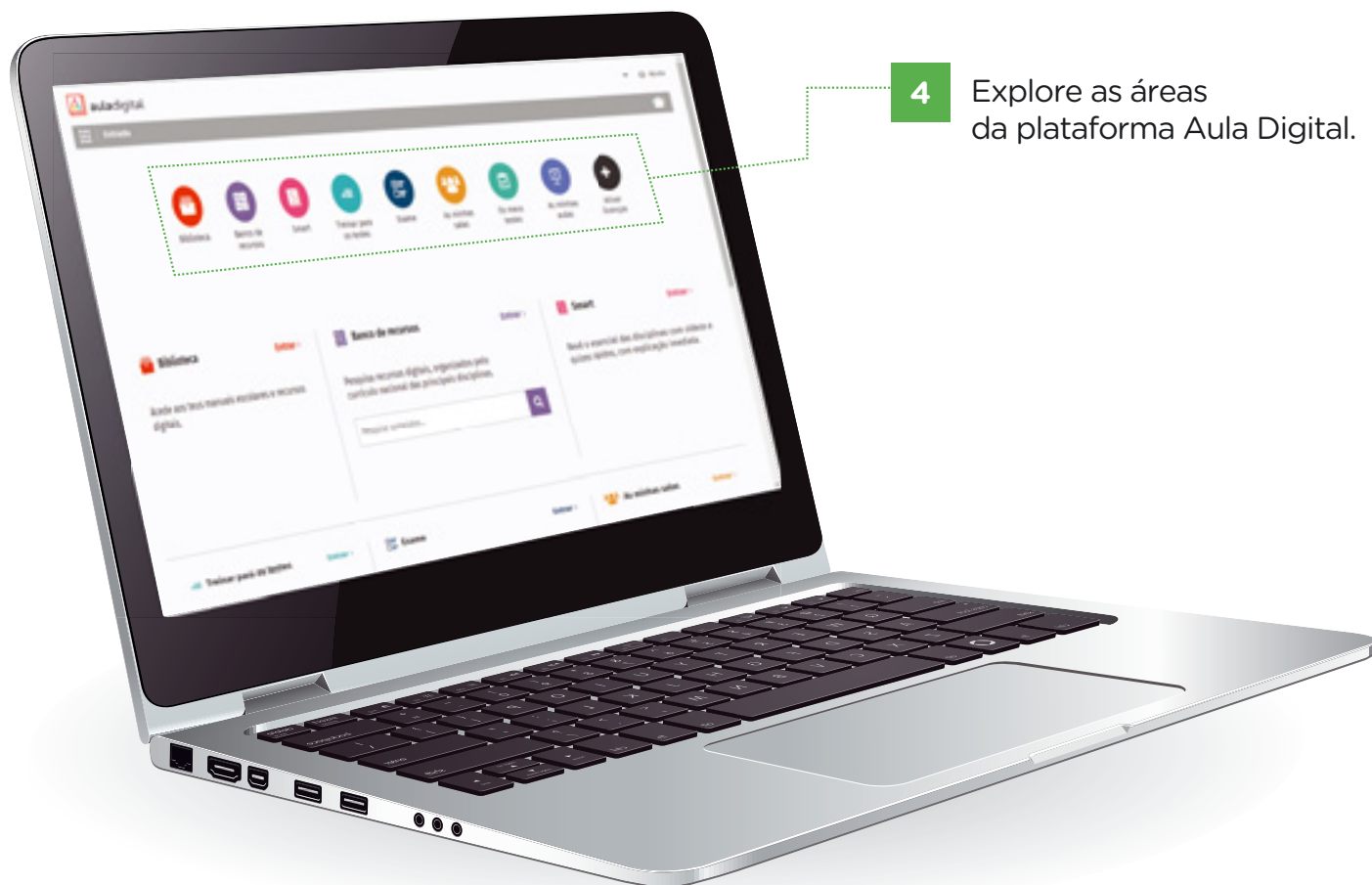
2

Clique em **Entrar**

3

Introduza o seu utilizador,
a sua palavra-passe e
clique em **Entrar**.





4

Explore as áreas da plataforma Aula Digital.



Biblioteca | Área onde pode aceder aos manuais e aos recursos digitais *online*



Banco de Recursos | Área onde encontra uma bateria de recursos das principais disciplinas, do 1.º ao 12.º ano



Smart | Área de acesso a sequências de vídeos, áudios e *quizzes*, com explicações imediatas que ajudam os seus alunos a estudar e a esclarecer dúvidas



As minhas salas | Área a partir da qual pode criar salas para comunicar, esclarecer dúvidas e orientar o estudo dos seus alunos



Os meus testes | Área onde pode editar ou criar testes interativos com correção automática

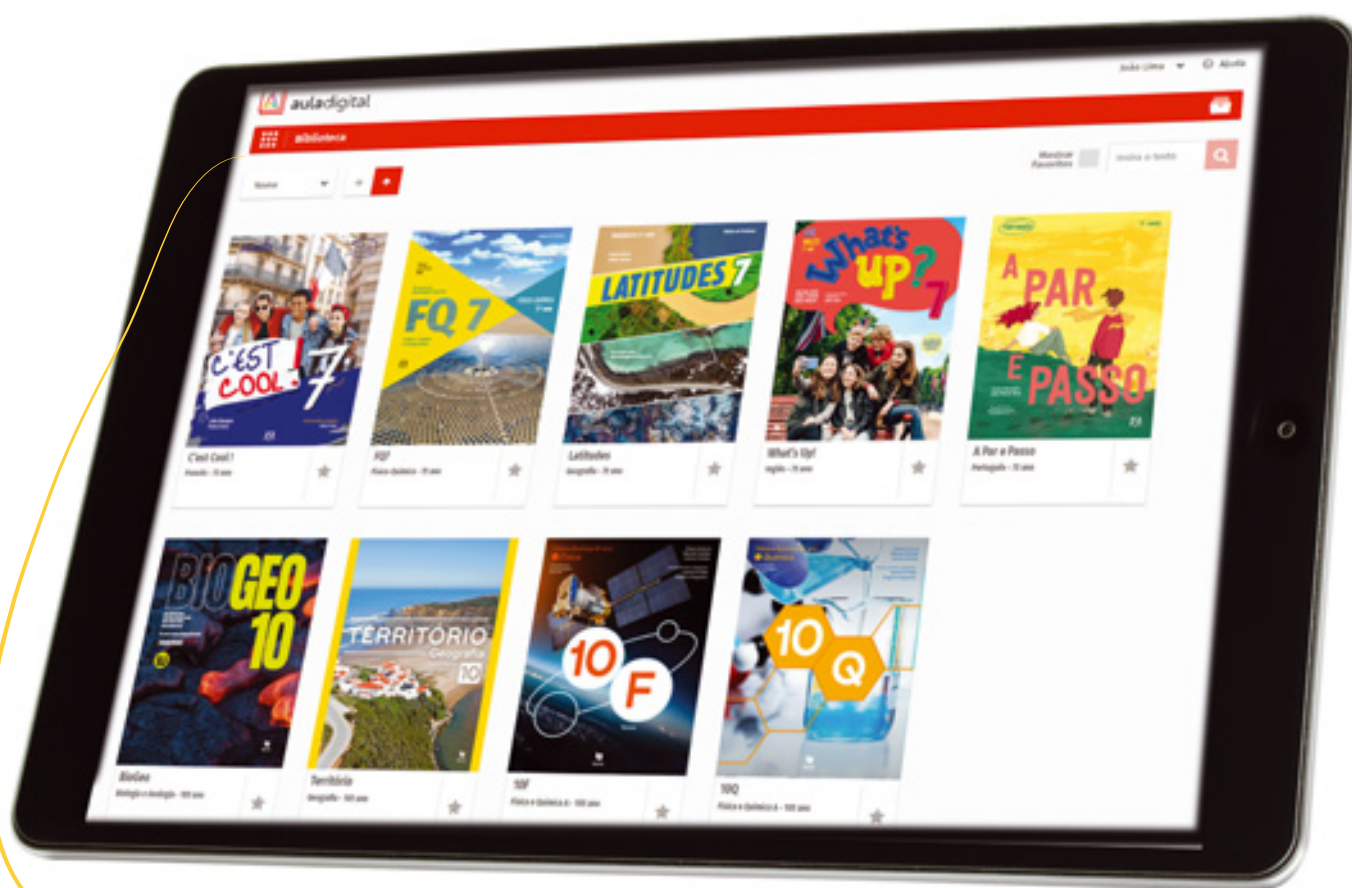


As minhas aulas | Área onde pode editar ou criar aulas interativas para projeção em sala de aula

■ Explore os manuais digitais

online

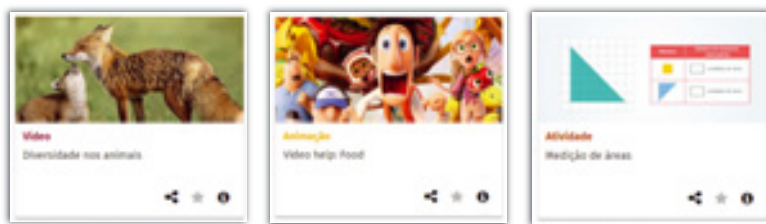
Para explorar os manuais digitais *online*, aceda à plataforma web Aula Digital, entre na Biblioteca e selecione o manual a que pretende aceder.



Biblioteca | Área onde os manuais escolares são disponibilizados. Cada manual está identificado com o título, a disciplina e o ano. Clicando nele, pode aceder a todas as publicações e recursos digitais que lhe estão associados.

online

Recursos digitais | Explore os vários temas das suas disciplinas usando os recursos digitais que encontra nas páginas dos manuais: vídeos, animações, atividades, áudios, mapas interativos, jogos e muito, muito mais.



Navegue pelo índice.



Explore todos os recursos digitais do manual.



Acuda rapidamente a páginas importantes, marcadas ou anotadas.



Pesquise um assunto e acuda rapidamente a páginas e recursos que o abordam.



Anote o que é mais importante.



Marque as páginas mais importantes para lhes aceder rapidamente.

■ Explore os manuais digitais

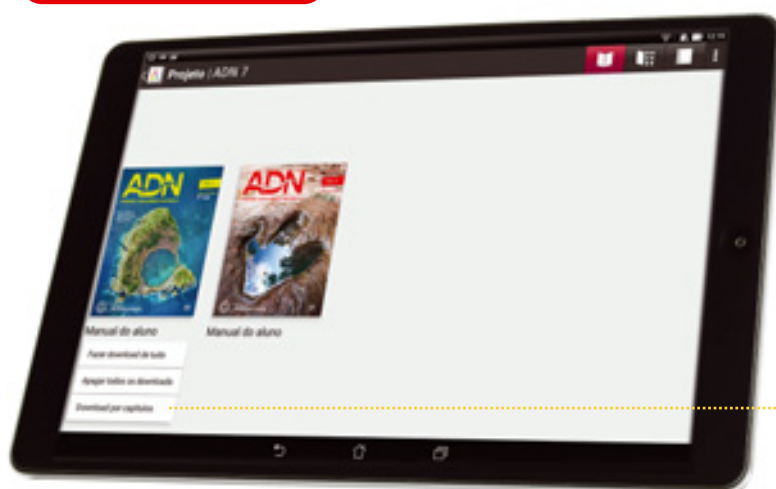
offline

Para explorar os manuais digitais *offline*, descarregue-os da plataforma *web* para o seu computador ou aceda no seu *tablet* à *app* Aula Digital com os mesmos dados de acesso.

No computador

Aceda à área Offline e descarregue os conteúdos seguindo as instruções apresentadas.

Em tablet



Para poder explorar os manuais *offline*, faça o seu *download*. Toque no botão de opções e escolha a opção **Download por capítulos**.



Faça o *download* dos capítulos que está a trabalhar com os seus alunos. Se preferir, pode descarregar todos os capítulos, tocando no botão.



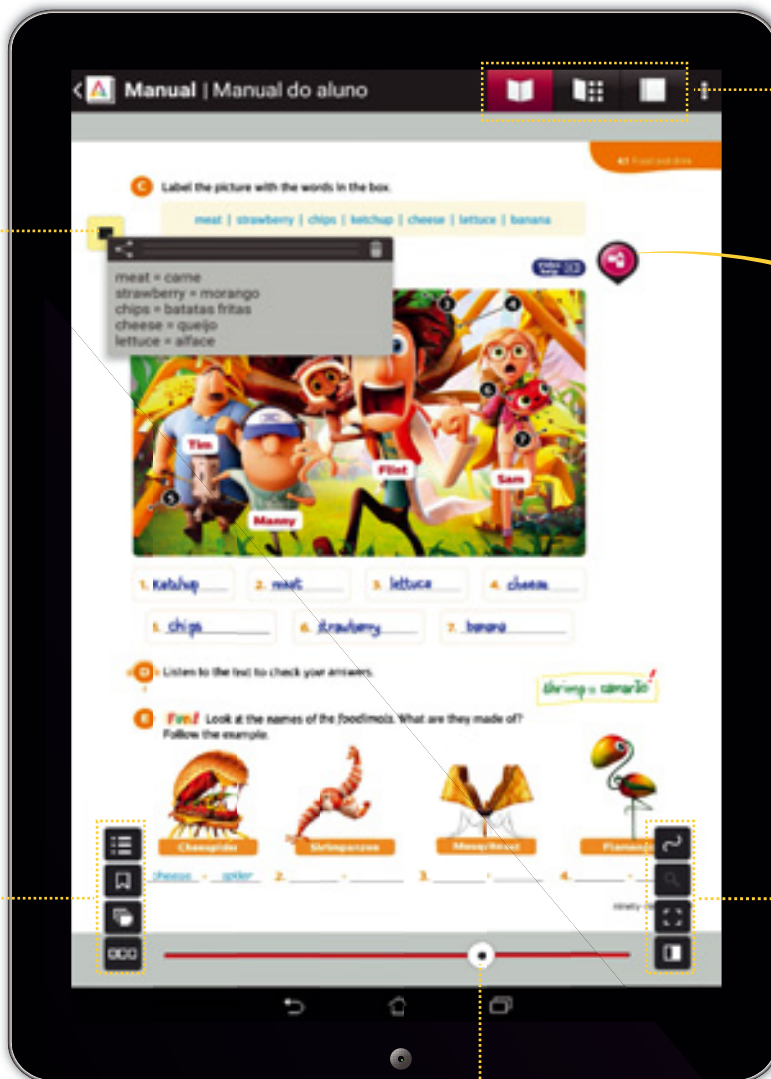
offline

Pressione o ecrã com o dedo ou com uma *pen* e crie notas do que é importante lembrar.

Use o menu superior para navegar pelo manual, pelos recursos e pelo caderno digital.

Recursos digitais

Explore os recursos digitais em qualquer lugar.
Na *app* Aula Digital pode ver vídeos, animações, atividades e muito mais, sem precisar de ter acesso a *internet*.



 Navegue pelo índice do manual.

 Marque as páginas importantes.

 Aceda rapidamente a páginas anotadas.

 Navegue pelas miniaturas das páginas.

Navegue rapidamente pelas páginas usando esta barra.

 Escreva e desenhe no manual, usando o dedo ou uma *pen*.

 Recorte texto ou imagens do manual e partilhe por *e-mail* ou envie para o caderno digital.

■ Explore os recursos do Professor

 Explore os recursos que acompanham os manuais, ao longo das páginas ou diretamente na área **Recursos**.

 Entre também no **Dossiê** para aceder a materiais exclusivos do professor: fichas e grelhas de avaliação, planificações, materiais para os alunos com mais dificuldades, entre muitos outros.

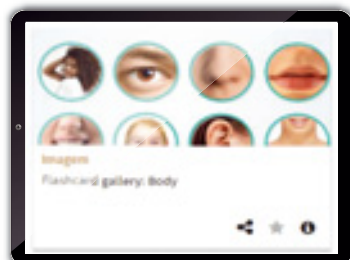
Animações e Vídeos

Aceda a animações ou vídeos que ajudam os seus alunos a perceber melhor a matéria.



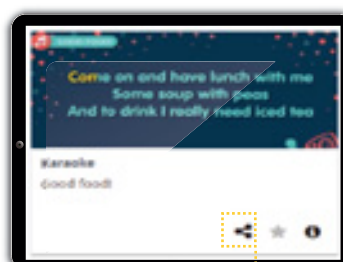
Glossários e Gramáticas

Para esclarecer regras e apresentar vocabulário novo.



Áudios e Imagens

Ajudam a relembrar o que se deu nas aulas e, no caso dos áudios, a ouvir e a treinar a leitura de textos.



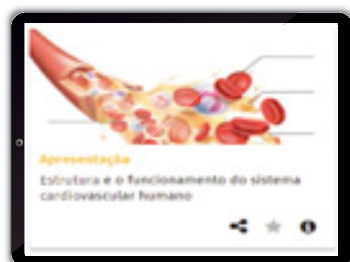
Karokes

Para que os seus alunos se divirtam enquanto reveem a matéria.



Simuladores e Vídeos laboratoriais

Para fazer experiências e tirar conclusões de uma forma virtual.

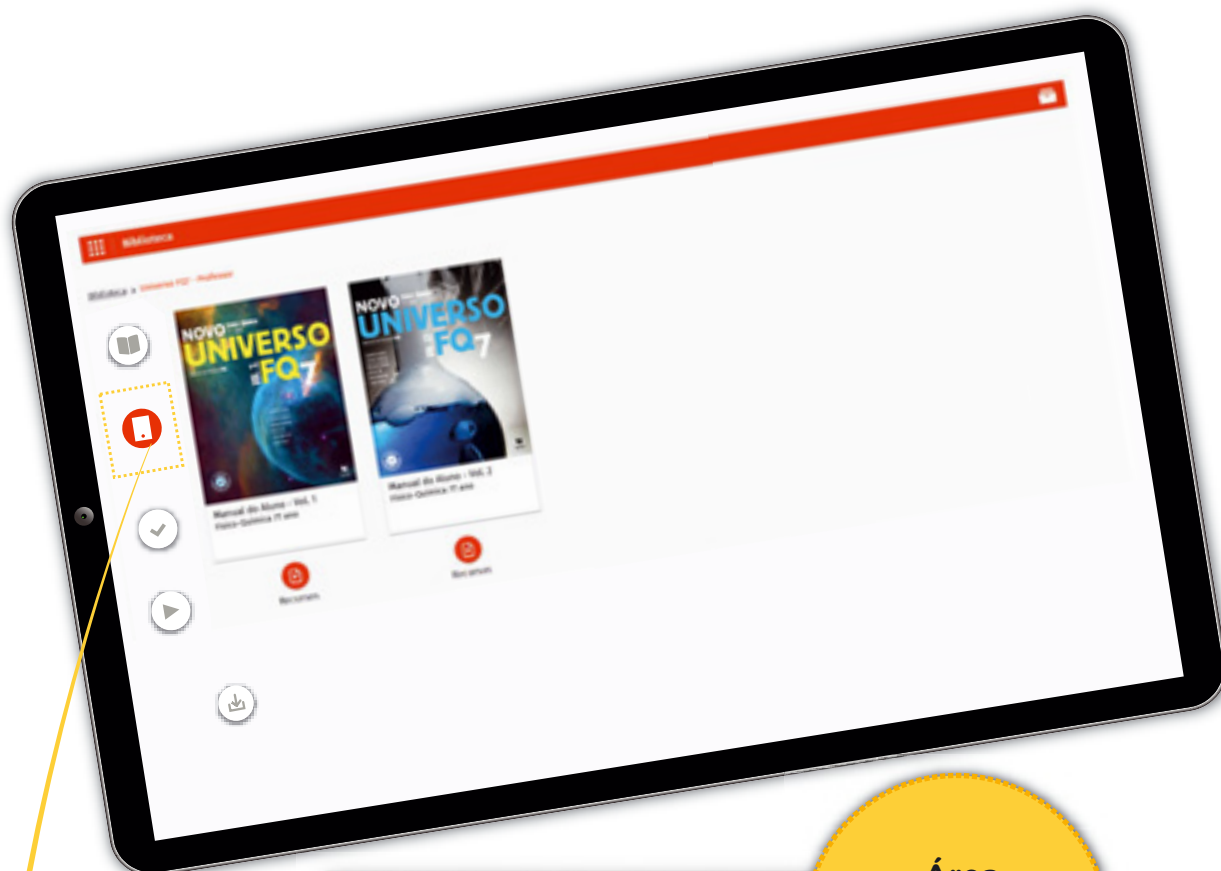


Apresentações

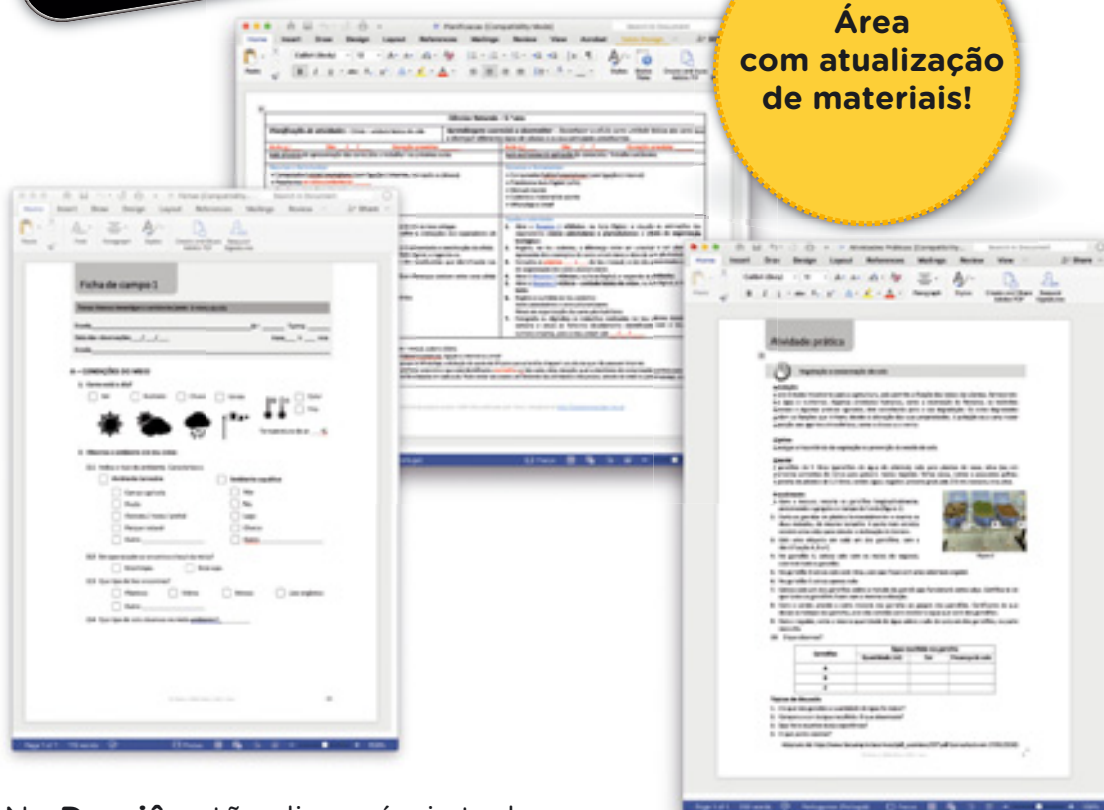
Para acompanhar a apresentação dos conteúdos ou rever a matéria dada.



Partilhe estes recursos com os seus alunos através da área As minhas salas.



Área
com atualização
de materiais!



No **Dossiê** estão disponíveis todos os materiais exclusivos do professor, totalmente editáveis – planificações, apresentações, fichas, testes e muito mais.

Aqui pode aceder também a todos os áudios dos projetos escolares e ao guia de exploração dos recursos digitais.

■ Explore os recursos do Professor

No **Banco de recursos** encontra rapidamente os recursos digitais de que precisa na sala de aula, para orientar o estudo dos seus alunos ou para iniciar um trabalho interdisciplinar.

Pesquise por tema do programa ou de forma livre e encontre rapidamente recursos úteis para desenvolver trabalho interdisciplinar.

- ◆ Recursos digitais organizados e facilmente pesquisáveis pelos temas do programa ou de forma livre, por palavras-chave.
- ◆ Para usar de forma complementar ou independente do manual escolar.
- ◆ Ideal para a realização de pesquisas, trabalhos de projeto ou para o **trabalho interdisciplinar**.

■ Explore os recursos do Aluno



Na *app* Smart Aula Digital os seus alunos podem explorar áudios e vídeos, e rever o essencial da matéria no seu *smartphone*.



Explore estes recursos através da área Smart da plataforma *web* e faça recomendações de estudo.



Vídeos

para compreender melhor a matéria.



Quizzes

rápidos, para testar os conhecimentos.



Explicações

para esclarecer dúvidas.



Avaliação de progresso

e possibilidade de melhorar os resultados.



Recursos organizados pelos temas do manual
e contendo toda a matéria.

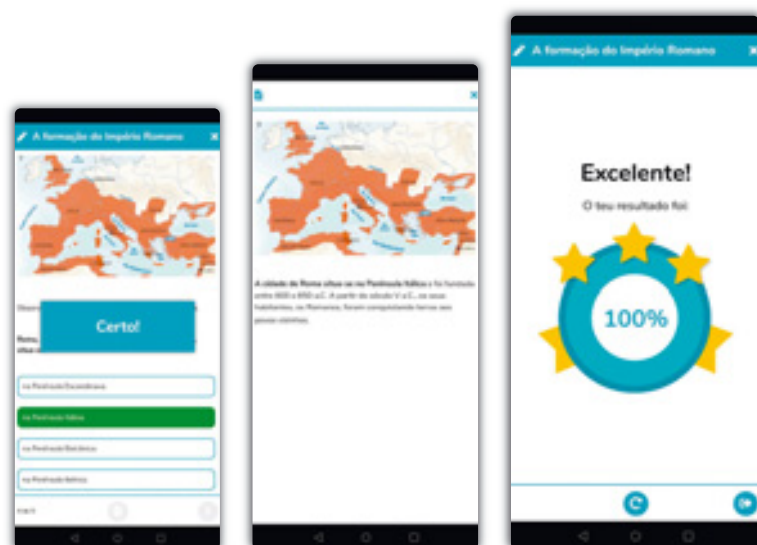
Disponível para as principais disciplinas do 5.º ao 12.º ano.



Google Play



App Store



Os seus alunos podem testar os seus conhecimentos e ver as suas dúvidas esclarecidas em qualquer momento e em qualquer lugar, mesmo sem *internet*.

■ Comunique e oriente o estudo dos seus alunos



A partir da área **As minhas salas** pode comunicar e enviar trabalhos e testes para orientar o estudo dos seus alunos, monitorizando os seus resultados.

Para criar uma sala e associar alunos:

- 1 Clique em **Associar sala**, na área As minhas salas.
- 2 Preencha o **nome da sala**.
- 3 Clique em **Criar sala**.
- 4 Clique em **Associar alunos**.
- 5 Associe os alunos, disponibilizando-lhes o código da sala ou enviando um convite por e-mail.



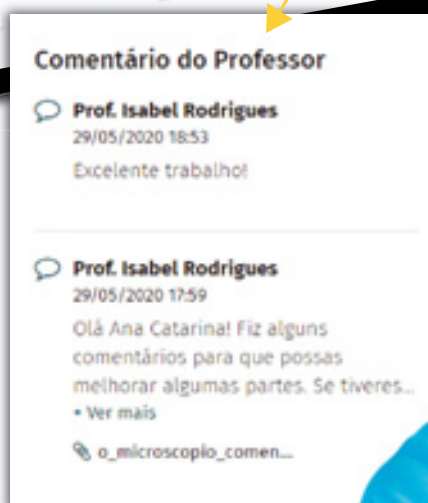
Comunicar facilmente com os seus alunos num ambiente controlado por si!

Pode **responder a questões** colocadas pelos seus alunos, **lançar tópicos de debate** e escrever comentários.

Numa sala, pode publicar informações importantes, partilhar páginas e documentos de estudo, comunicar e esclarecer as dúvidas de todos os alunos da turma, criando um *post* no mural.



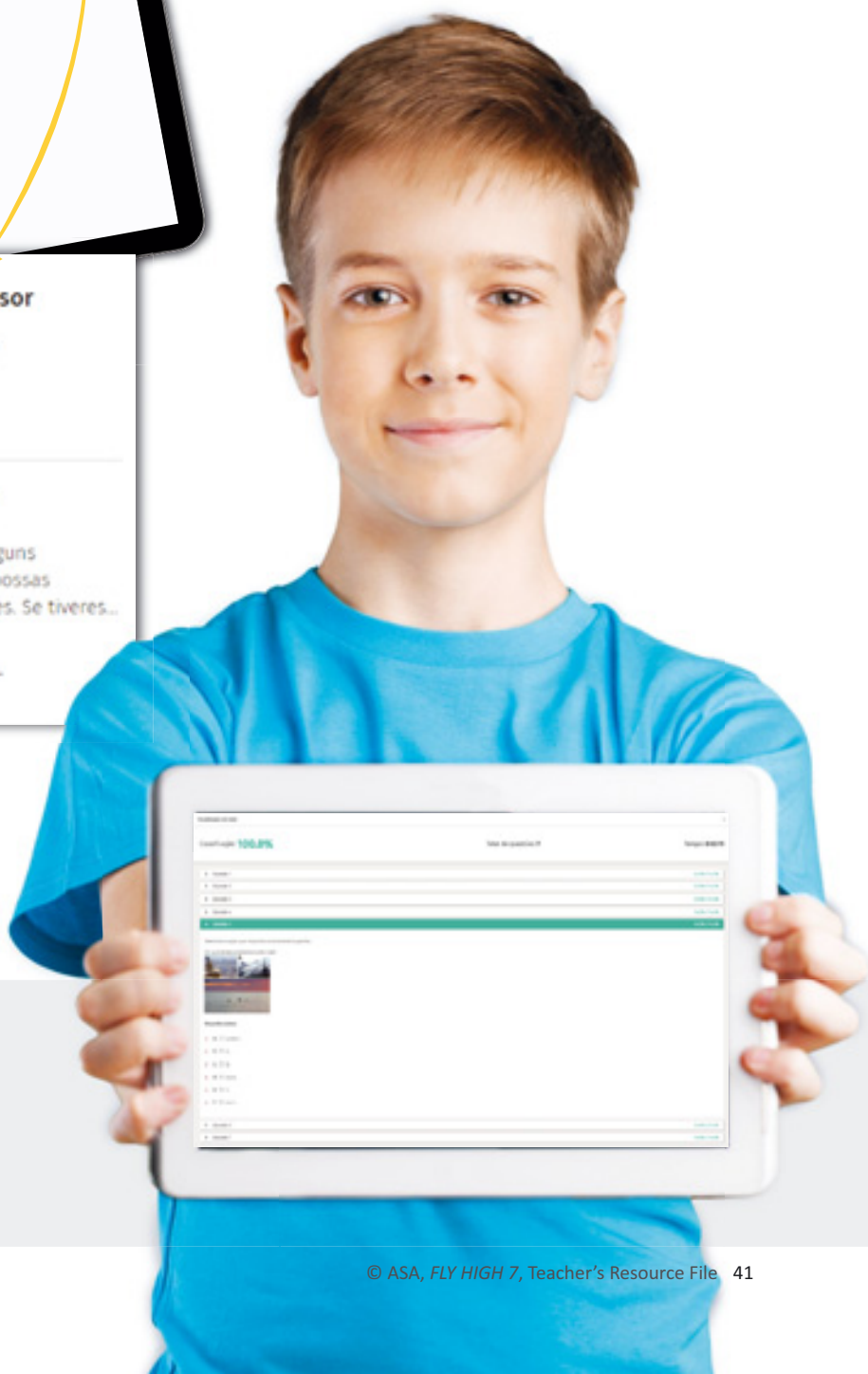
Acompanhe a realização dos trabalhos dos seus alunos e esclareça as dúvidas, escrevendo comentários.



A partir de uma sala, pode ainda enviar trabalhos e testes interativos que os alunos podem realizar de acordo com as suas orientações.



Envie testes interativos e consulte os relatórios automáticos individuais de cada aluno para identificar o que ainda precisa de ser melhorado.





Aprender é incrível.

www.auladigital.leya.com

 www.facebook.com/leyaeducacaoportugal

 www.youtube.com/leyaeducacaoportugal

ASA

 GAILIVRO

 Texto

SEBENTA

 www.leyaeducacao.com

Recursos digitais disponíveis no projeto *Fly High 7*

Getting started	
Apresentação de conteúdos	• Link <i>Stranger Things</i> cast answer the web's most searched questions [Exclusivo para o Professor] Vídeo com entrevista feita aos atores da série <i>Stranger Things</i>.
Aplicação/Consolidação	• Quiz <i>Great Britain and the United Kingdom</i> Quiz composto por 5 questões e respetiva explicação. • Link <i>Webquest UK</i> <i>Webquest</i> de factos interessantes e curiosos sobre o Reino Unido. • Simuladores Talking Avatar Interactive dice [Exclusivo para o Professor] Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor]
Unit 1 – Just the way we are	
1.1 Away we go...	
Apresentação de conteúdos	• Imagem <i>Just the way you are</i> [Exclusivo para o Professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os temas abordados na unidade 1. • Imagem <i>Countries and nationalities</i> Galeria de imagens referentes a países e nacionalidades, onde a cada imagem se associa a legenda e o áudio. • Interactive Vocabulary Bank – <i>Just the way you are</i> Listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio. • Animação <i>Grigg's gone global</i> Animação do texto do manual. • Vídeo <i>The Tillotsons</i> [Exclusivo para o Professor] Vídeo sobre a família Tillotson na sua viagem de um ano por 38 países. • Gramáticas interativas <i>Personal pronouns/Possessive determiners</i> <i>Present simple: verb to be</i> Animações explicativas dos conteúdos gramaticais.
Aplicação/Consolidação	• Quizzes <i>Countries and nationalities</i> <i>Free time activities</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividades <i>Personal pronouns/Possessive determiners</i> <i>Present simple: verb to be</i> Exercícios interativos sobre conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Simuladores Bingo [Exclusivo para o Professor] Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Interactive dice [Exclusivo para o Professor] Recorder Talking Avatar

Avaliação	• Teste interativo <i>Away we go...</i> Teste com 6 itens de resposta fechada e correção automática.
1.2 We are family	
Apresentação de conteúdos	• Imagem <i>Family members</i> Galeria de imagens referentes a membros da família, onde a cada imagem se associa a legenda e o áudio. • Vídeo <i>Instagram vs. Real Life</i> [Exclusivo para o Professor] Vídeo com comparação entre situações retratadas no Instagram por comparação com situações idênticas da vida real. • Animação <i>What do you think about filters on social media?</i> Animação do texto do manual. • Gramática <i>Present simple: verb have got</i> Animação explicativa do conteúdo gramatical. • Vídeo <i>Sierra Burgess is a loser</i> Trailer do filme <i>Sierra Burgess is a Loser</i>. • Karaoke "Sunflower" Vídeo da canção acompanhado da letra. • Link "Sunflower" [Exclusivo para o Professor] Videoclip da música "Sunflower". • Vídeo <i>The story of Henry, the hedgehog</i> [Exclusivo para o Professor] Vídeo de curta-metragem sobre o poder da amizade e o respeito pelas diferenças. • Gramáticas interativas <i>Possessive case</i> <i>Possessive pronouns</i> Animações explicativas dos conteúdos gramaticais. • Apresentação <i>Possessive pronouns/Possessive case</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais.
Aplicação/Consolidação	• Quiz <i>Family ties</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividades <i>Present simple: verb have got</i> <i>Possessive case</i> <i>Possessive pronouns</i> Exercícios interativos sobre conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas).
Avaliação	• Teste interativo <i>We are family</i> Teste com 6 itens de resposta fechada e correção automática.
1.3 My day, my way!	
Apresentação de conteúdos	• Link <i>John Cena's daily routine</i> [Exclusivo para o Professor] Vídeo da rotina diária de John Cena. • Link "We don't talk anymore" [Exclusivo para o Professor] Videoclip da música "We don't talk anymore", de Charlie Puth. • Link <i>Break Dance Battle</i> [Exclusivo para o Professor] Vídeo de <i>break dance</i> de Dinis Pedrosa. • Animação <i>Dinis Pedrosa</i> Animação do texto do manual.

Apresentação de conteúdos	• Vídeo <i>Taylor Hatala: a hip-hop dancer</i> [Exclusivo para o Professor] Trailer do dia-a-dia da hip-hop dancer Taylor Hatala. • Karaokes <i>Hip-Hop Grammar: present simple rules</i> “Love Someone” Vídeos das canções acompanhados da letra. • Link “Love Someone” [Exclusivo para o Professor] Videoclipe da música “Love someone”, de Lukas Graham. • Vídeo <i>High School Musical: The series</i> Trailer de <i>High School Musical: The series</i>. • Vídeo <i>Talking about daily routine</i> Vídeo <i>speaking</i> com <i>play modes</i> protagonizado por adolescentes que dialogam sobre a rotina diária. • Gramática interativa <i>Present simple and adverbs of frequency</i> Animação explicativa do conteúdo gramatical.
Aplicação/Consolidação	• Simulador <i>Interactive Big Ben</i> [Exclusivo para o Professor] Relógio digital que permite manipular os ponteiros exercitar as horas. • Quizzes <i>Present simple</i> <i>Daily routine</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Present simple and adverbs of frequency</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). Kahoot <i>Just the way you are</i> [Exclusivo para o Professor] Quiz com perguntas sobre a Unit 1. • Quiz – <i>Just the way you are</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1.
Avaliação	• Teste interativo <i>My day, my day!</i> Teste com 6 itens de resposta fechada e correção automática. • Teste interativo <i>My day, my day!</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática.
Unit 2 – No place like home!	
2.1 Get it done!	
Apresentação de conteúdos	• Imagem <i>No place like home!</i> [Exclusivo para o Professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os temas abordados na unidade 2. • Imagem <i>Household chores</i> Galeria de imagens referentes a tarefas domésticas, onde cada imagem tem associada a legenda e o áudio. • Interactive Vocabulary Bank – <i>No place like home!</i> Listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio. • Links <i>Robots in action: Foldimate; Self making bed; Robotic kitchen</i> [Exclusivo para o Professor] Vídeos de <i>robots</i> que desempenham tarefas domésticas.

Apresentação de conteúdos	• Animação <i>Bike Washing Machine</i> Animação do texto do manual. • Link <i>Chinese students use bicycle to power washing machine</i> [Exclusivo para o Professor] Vídeo de máquina de lavar a roupa acionada pelo pedalar de uma bicicleta. • Gramática interativa <i>Present continuous</i> Animação explicativa do conteúdo gramatical. • Apresentação <i>Present continuous</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com explicação do conteúdo gramatical. • Karaoke <i>Hip-Hop Grammar: present continuous rules</i> “Radioactive” Vídeos das canções acompanhados da letra. • Link “Radioactive” [Exclusivo para o Professor] Videoclip da música “Radioactive”, dos Imagine Dragons. • Animação <i>Back to the future – The Jetsons</i> Animação do texto do manual. • Vídeo <i>The Jetsons</i> [Exclusivo para o Professor] Trailer da serie <i>The Jetsons</i>. • Link <i>Technology from The Jetsons</i> [Exclusivo para o Professor] Vídeo sobre tecnologias da série de animação <i>The Jetsons</i> existentes nos dias de hoje. • Gramática interativa <i>Present simple and present continuous</i> Animação explicativa do conteúdo gramatical. • Vídeo <i>Japanese students clean their classrooms</i> [Exclusivo para o Professor] Vídeo de alunos japoneses que limpam as salas de aula. • Link <i>Kids doing chores</i> [Exclusivo para o Professor] Compilação de vídeos de crianças a realizar tarefas domésticas.
Aplicação/Consolidação	• Atividade <i>Present continuous</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Present continuous</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Present simple and present continuous</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Interactive dice [Exclusivo para o Professor] Recorder Talking Avatar
Avaliação	• Teste interativo <i>Get it done!</i> Teste com 6 itens de resposta fechada e correção automática para revisão.
2.2 Home alone!	
Apresentação de conteúdos	• Vídeo <i>Types of houses (Films and TV series set tour)</i> Vídeo cultural sobre casas de filmes e séries de televisão.

Apresentação de conteúdos	• Imagem <i>Types of houses</i> Galeria de imagens referentes a tipos de casas, onde cada imagem tem associada a legenda e o áudio. • Vídeo <i>On my block: behind the scenes</i> [Exclusivo para o Professor] Vídeo dos bastidores da série de TV <i>On my block</i>. • Imagem <i>Rooms and parts of the house</i> Galeria de imagens referentes às partes da casa, onde cada imagem tem associada a legenda e o áudio. • Vídeo <i>Celebrity Houses</i> [Exclusivo para o Professor] Vídeo de casas de famosos. • Animação <i>Suzy from the block!</i> Animação do texto do manual. • Gramática interativa <i>Plural of nouns</i> Animação explicativa do conteúdo gramatical. • Vídeos “Sheeranville” (part 1) “Sheeranville” (part 2) Vídeos culturais sobre “Sheeranville”, a aldeia do músico Ed Sheeran. • Gramática <i>Personal pronouns (object)</i> Animação explicativa do conteúdo gramatical. • Vídeo <i>Comparing houses</i> Vídeo <i>speaking</i> com <i>play modes</i> protagonizado por adolescentes dialogando sobre a casa onde habitam.
Aplicação/Consolidação	• Quizzes <i>Types of houses</i> <i>Parts of the house</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividades <i>Plural of nouns</i> <i>Personal pronouns (object)</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas).
Avaliação	• Teste interativo <i>Home alone!</i> Teste com 6 itens de resposta fechada e correção automática.
2.3 Zoom in your room!	
Apresentação de conteúdos	• Link <i>IKEA Hooray!</i> [Exclusivo para o Professor] Vídeo de anúncio da loja IKEA. • Imagem <i>Furniture</i> Galeria de imagens referentes a objetos e mobiliário da casa, onde cada imagem tem associada a legenda e o áudio. • Vídeos [Exclusivo para o Professor] <i>Dream house with a zip line and slide</i> (part 1) <i>Dream house with a zip line and slide</i> (part 2) Vídeos sobre um apartamento com características peculiares. • Vídeo <i>Do not enter diaries: Luke C</i> [Exclusivo para o Professor] Vídeo do interior do quarto de um adolescente.

Apresentação de conteúdos	• Animação <i>What does your bedroom say about you?</i> Animação do texto do manual. • Gramática <i>Prepositions of place</i> Animação explicativa do conteúdo gramatical. • Link <i>Hand challenge (TikTok)</i> [Exclusivo para o Professor] Vídeo de adolescentes a fazerem um <i>Hand challenge</i>. • Gramática interativa <i>Word formation</i> Animação explicativa do conteúdo gramatical. • Link <i>How to build a DIY bird house using a PVC pipe</i> [Exclusivo para o Professor] Vídeo de como construir uma casa para pássaros. • Link <i>How to make a feeder from a plastic bottle</i> [Exclusivo para o Professor] Vídeo de como construir um alimentador de pássaros a partir de uma garrafa de plástico.
Aplicação/Consolidação	• Quiz <i>Furniture</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividades <i>Prepositions of place</i> <i>Word formation</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Word formation</i> Questões de resposta automática com <i>feedback</i> imediato. • Kahoot <i>No place like home!</i> [Exclusivo para o Professor] Quiz com perguntas sobre a Unit 2. • Jogo <i>Quiz – No place like home!</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2.
Avaliação	• Teste interativo <i>Zoom in your room!</i> Teste com 6 itens de resposta fechada e correção automática. • Teste interativo <i>Zoom in your room!</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática.
Unit 3 – School mood	
3.1 My school rocks!	
Apresentação de conteúdos	• Imagem <i>School mood</i> [Exclusivo para o Professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os temas abordados na unidade 3. • Imagem <i>School subjects</i> Galeria de imagens referentes às disciplinas escolares, onde cada imagem tem associada a legenda e o áudio. • Interactive Vocabulary Bank – School mood Listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio. • Imagem <i>After-school clubs</i> Galeria de imagens referentes aos clubes de atividades extracurricular, onde cada imagem tem associada a legenda e o áudio. • Animação <i>Before the fame...</i> Animação do texto do manual.

Apresentação de conteúdos	• Apresentação <i>Famous people at their proms</i> [Exclusivo para o Professor] Apresentação em PowerPoint®, estilo jogo de adivinhação, de celebridades, através de fotos do baile de finalistas. • Apresentação <i>Types of schools</i> [Exclusivo para o Professor] Apresentação em PowerPoint® de comparação dos diferentes tipos de escolas entre os Estados Unidos da América e o Reino Unido. • Gramática interativa <i>Past simple: verb to be</i> Animação explicativa do conteúdo gramatical. • Apresentação <i>Past simple: verb to be</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com explicação do conteúdo gramatical. • Vídeos <i>Gifted</i> <i>Gifted: First day clip</i> <i>Trailer</i> e cena do filme <i>Gifted</i>. • Link <i>Clint's story</i> [Exclusivo para o Professor] Vídeo da história inspiradora de Clint e como conseguiu fazer de um problema a solução. • Apresentação <i>Look around you! – They made it! (so can you)</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com exemplos de celebridades e mentes criativas que vingaram no mundo contra todas as expectativas. • Gramática <i>Connectors: however, so, therefore</i> Animação explicativa do conteúdo gramatical.
Aplicação/Consolidação	• Quiz <i>School subjects</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividades <i>Past simple: verb to be</i> <i>Connectors: however, so, therefore</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Connectors</i> Questões de resposta automática com <i>feedback</i> imediato. • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Interactive dice [Exclusivo para o Professor] Recorder Talking Avatar
Avaliação	• Teste interativo <i>My school rocks!</i> Teste com 6 itens de resposta fechada e correção automática.
3.2 School: the Chamber of Secrets!	
Apresentação de conteúdos	• Imagem <i>School objects and school facilities</i> Galeria de imagens referentes ao material escolar e aos espaços na escola, onde cada imagem tem associada a legenda e o áudio. • Link <i>Sounds of the school</i> [Exclusivo para o Professor] Vídeo de sons típicos da escola.

Apresentação de conteúdos	• Link Millbrook Boarding School Vídeo de depoimentos de estudantes da escola de Millbrook e o papel desta no seu percurso académico. • Apresentação Millbrook Boarding School [Exclusivo para o Professor] Apresentação em PowerPoint® da resolução do exercício D, da página 89. • Vídeo Big Top Academy: The Best Circus School Trailer da série Big Top Academy: The Best Circus School. • Link Big Top Academy: Celeste [Exclusivo para o Professor] Vídeo de apresentação da personagem Celeste, da série Big Top Academy. • Animação My diary Animação do texto do manual. • Gramática Past simple: regular verbs Animação explicativa do conteúdo gramatical. • Karaoke Hip-Hop Grammar: past simple rules Vídeo da canção acompanhado da letra. • Link Manchester City Football school [Exclusivo para o Professor] Vídeo de apresentação da escola de futebol em Manchester City. • Vídeo Talking about school places Vídeo <i>speaking</i> com <i>play modes</i> protagonizado por adolescentes dialogando sobre a escola que frequentam.
Aplicação/Consolidação	• Atividade Past simple: irregular verbs Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quizzes <i>Past simple (1)</i> <i>School facilities</i> Questões de resposta automática com <i>feedback</i> imediato.
Avaliação	• Teste interativo School: the Chamber of Secrets! Teste com 6 itens de resposta fechada e correção automática.
3.3 What happens at school...	
Apresentação de conteúdos	• Imagem School events Galeria de imagens referentes a eventos escolares, onde cada imagem tem associada a legenda e o áudio. • Vídeo Spider-Man: Science Fair Videoclipe do filme <i>Spider-Man – Science Fair</i>. • Animação Fly Foam Party Animação do texto do manual. • Gramática Past simple: irregular verbs Animação explicativa do conteúdo gramatical. • Apresentação To better memorise past forms [Exclusivo para o Professor] Apresentação em PowerPoint® com exploração de truques para melhor memorizar as formas irregulares dos verbos no <i>past simple</i>. • Karaoke “High Hopes” Vídeo da canção acompanhado da letra. • Link “High Hopes” [Exclusivo para o Professor] Videoclipe da música “High Hopes”, dos Panic! At The Disco.

Aplicação/ Consolidação	• Apresentação <i>The blank space challenge</i> [Exclusivo para o Professor] Apresentação em PowerPoint® da página do Instagram de Nuno Markl e Marisa Silva, "O Maldito espaço em branco". • Atividade <i>Past simple: irregular verbs</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Past simple (2) e Past simple (3)</i> Questões de resposta automática com <i>feedback</i> imediato. • Simulador <i>Bingo</i> [Exclusivo para o Professor] Ferramenta de seleção aleatória de verbos no infinitivo. • Kahoot <i>School mood</i> [Exclusivo para o Professor] Quiz com perguntas sobre a Unit 3. • Quiz – School mood Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3.
Avaliação	• Teste interativo <i>What happens at school...</i> Teste com 6 itens de resposta fechada e correção automática. • Teste interativo <i>What happens at school...</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática.
Unit 4 – City lights	
4.1 Rolling on the city!	
Apresentação de conteúdos	• Imagem <i>City lights</i> [Exclusivo para o Professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os temas abordados na unidade 4. • Imagem <i>City places</i> Galeria de imagens referentes aos locais na cidade, onde cada imagem tem associada a legenda e o áudio. • Link <i>Mattupolis</i> [Exclusivo para o Professor] Vídeo de apresentação da cidade virtual Mattupolis, criada no jogo Minecraft e inspirada na cidade de Vancouver, Canadá. • Interactive Vocabulary Bank – City lights Listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio. • Vídeo <i>Things to do in Vancouver</i> [Exclusivo para o Professor] Vídeo de apresentação da cidade de Vancouver, Canadá. • Animação <i>Vancouver</i> Animação do texto do manual. • Gramática <i>Past continuous</i> Animação explicativa do conteúdo gramatical. • Karaokes <i>Hip-Hop Grammar: past continuous rules</i> "History" Vídeo das canções acompanhados da letra. • Link "History" [Exclusivo para o Professor] Videoclip da música "History", dos One Direction.

Apresentação de conteúdos	• Vídeo <i>James Bond escorts the Queen</i> [Exclusivo para o Professor] Excerto da Cerimónia da Abertura dos Jogos Olímpicos de Londres com a Rainha Isabel II e o Agente secreto James Bond. • Apresentação <i>World's most amazing selfies</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com exemplos das <i>selfies</i> mais impressionantes do mundo, com sugestão de exercício de construção de texto descritivo.
Aplicação/Consolidação	• Quiz <i>Public buildings and facilities</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Past continuous</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quizzes <i>Past continuous</i> <i>Past simple and past continuous</i> Questões de resposta automática com <i>feedback</i> imediato. • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Interactive dice [Exclusivo para o Professor] Recorder Talking Avatar Bingo
Avaliação	• Teste interativo <i>Rolling on the city!</i> Teste com 6 itens de resposta fechada e correção automática.
4.2 Check the price tag!	
Apresentação de conteúdos	• Imagem <i>Shops</i> Galeria de imagens referentes a lojas, onde cada imagem tem associada a legenda e o áudio. • Apresentação <i>Online shopping fails</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com exemplos de compras feitas na internet que correram mal. • Vídeo <i>West Edmonton Mall</i> [Exclusivo para o Professor] Vídeo de apresentação do West Edmonton Mall, no Canadá. • Animação <i>A weekend at the West Edmonton Mall</i> Animação do texto do manual. • Gramática <i>Modal verbs</i> Animação explicativa do conteúdo gramatical.
Aplicação/Consolidação	• Quiz <i>Shops</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Modal verbs</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Modal verbs</i> Questões de resposta automática com <i>feedback</i> imediato.
Avaliação	• Teste interativo <i>Check the price tag!</i> Teste com 6 itens de resposta fechada e correção automática.

4.3 Where to next?	
Apresentação de conteúdos	• Imagem <i>City features</i> Galeria de imagens de características da cidade, onde cada imagem tem associada a legenda e o áudio. • Link <i>Mr Bean: 25th anniversary</i> [Exclusivo para o Professor] Vídeo da personagem Mr Bean a passear por parques e locais históricos de Londres. • Gramática <i>The imperative</i> Animação explicativa do conteúdo gramatical. • Gramática <i>Prepositions of movement</i> Animação explicativa do conteúdo gramatical. • Apresentação <i>Asking for and giving directions</i> [Exclusivo para o Professor] Apresentação em PowerPoint® com exercício de pedir e dar indicações. • Vídeo <i>Asking for and giving directions</i> Vídeo <i>speaking</i> com <i>play modes</i> protagonizado por adolescente pedindo ajuda a um polícia sobre indicações para chegar a um local. • Vídeo <i>Creative outdoor billboards</i> Vídeo cultural de publicidade criativa.
Aplicação/Consolidação	• Atividades <i>The imperative</i> <i>Prepositions of movement</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Prepositions of place and movement</i> Questões de resposta automática com <i>feedback</i> imediato. • Kahoot <i>City lights</i> [Exclusivo para o Professor] Quiz com perguntas sobre a Unit 4. • Quiz – <i>City lights</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 4.
Avaliação	• Teste interativo <i>Where to next?</i> Teste com 6 itens de resposta fechada e correção automática. • Teste interativo <i>Where to next?</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática.
Unit 5 – On the move!	
5.1 Enjoy the game	
Apresentação de conteúdos	• Imagem <i>On the move!</i> [Exclusivo para o Professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os temas abordados na unidade 5. • Imagem <i>Sports</i> Galeria de imagens ade desportos, onde cada imagem tem associada a legenda e o áudio. • Interactive Vocabulary Bank – <i>On the move!</i> Listagem de palavras e/ou expressões acompanhada da respetiva definição, tradução e áudio. • Vídeos [Exclusivo para o Professor] <i>American Ninja Warrior Junior I</i> <i>American Ninja Warrior Junior II</i> Vídeos da apresentação e de desafios do programa <i>American Ninja Warrior Junior</i>.

Apresentação de conteúdos	• Animação <i>A week in the life of a junior Ninja Warrior</i> Animação em vídeo do texto do manual. • Vídeo <i>Look around you! American Ninja Warrior Junior: Tiny but mighty</i> [Exclusivo para o Professor] Vídeo da competição entre dois Ninja Warriors de estatura baixa. • Gramática <i>If-clauses: zero and first conditionals</i> Animação explicativa do conteúdo gramatical. • Karaoke <i>Hip-Hop Grammar: learn the if-clauses</i> Vídeo da canção acompanhado da letra. • Gramática <i>Phrasal verbs</i> Animação explicativa do conteúdo gramatical.
Aplicação/Consolidação	• Quiz <i>Future (1)</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>If-clauses: zero and first conditionals</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Conditionals</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Phrasal verbs</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Interactive dice [Exclusivo para o Professor] Recorder Talking Avatar
Avaliação	• Teste interativo <i>Enjoy the game</i> Teste com 6 itens de resposta fechada e correção automática para revisão.
5.2 The best summer ever	
Apresentação de conteúdos	• Imagem <i>Summer activities</i> Galeria de imagens referentes a atividades de verão, onde cada imagem tem associada a legenda e o áudio. • Karaoke “We own the summer” Vídeo da canção acompanhado da letra. • Link “We own the summer” [Exclusivo para o Professor] Videoclip da música “We own the summer”, de Milo Manheim. • Vídeo <i>Enjoy the sun, Irish summer</i> [Exclusivo para o Professor] Vídeo da E-Dublin TV sobre o verão de 2013 em Dublin. • Animação <i>New message: summer holidays</i> Animação do texto do manual. • Gramática <i>Future: will, be going to and present continuous</i> Animação explicativa do conteúdo gramatical. • Vídeo <i>Malibu Rescue</i> Trailer do filme <i>Malibu Rescue</i>. • Vídeo <i>Talking about my plans for the summer</i> Vídeo <i>speaking</i> com <i>play modes</i> protagonizado por adolescente sobre os planos para o verão.

Apresentação de conteúdos	• Gramática <i>Indefinite pronouns</i> Animação explicativa do conteúdo gramatical. • Karaoke “I don’t care” Vídeo da canção acompanhado da letra. • Link <i>“I don’t care”</i> [Exclusivo para o Professor] Videoclip da música “I don’t care”, de Ed Sheeran & Justin Bieber. • Vídeo <i>Village camps</i> [Exclusivo para o Professor] Vídeo de apresentação dos programas de Village Camps. • Link <i>10 Classic Summer Camp Craft Projects</i> [Exclusivo para o Professor] Vídeo de apresentação de projetos artesanais em acampamentos de verão.
Aplicação/Consolidação	• Atividade <i>Future: will, be going to and present continuous</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Future (2)</i> Questões de resposta automática com <i>feedback</i> imediato. • Atividade <i>Indefinite pronouns</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz <i>Indefinite pronouns</i> Questões de resposta automática com <i>feedback</i> imediato. • Simulador <i>Bingo</i> Ferramenta de seleção aleatória de verbos no infinitivo. • Kahoot <i>On the move!</i> [Exclusivo para o Professor] Quiz com perguntas sobre a Unit 5. • Quiz – <i>On the move!</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 5.
Avaliação	• Teste interativo <i>The best summer ever</i> Teste com 6 itens de resposta fechada e correção automática. • Teste interativo <i>The best summer ever</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática.
Let’s celebrate...	
Apresentação de conteúdos	• Link <i>Halloween activities</i> [Exclusivo para o Professor] Vídeo sobre atividades de <i>Halloween</i>. • Apresentação <i>Halloween</i> [Exclusivo para o Professor] Apresentação em PowerPoint® de exploração alusiva ao <i>Halloween</i>. • Apresentação <i>Thanksgiving</i> [Exclusivo para o Professor] Apresentação em PowerPoint® de exploração alusiva ao <i>Thanksgiving</i>. • Vídeo <i>Last Christmas</i> Trailer do filme <i>Last Christmas</i>. • Apresentação [Exclusivo para o Professor] <i>Christmas Santa Claus Parade</i> Apresentação em PowerPoint® de resolução do exercício A da p. 164. • Apresentação <i>Christmas</i> [Exclusivo para o Professor] Apresentação em PowerPoint® sobre o Natal. • Vídeo <i>Free Rein Valentine’s Day</i> Trailer do filme <i>Free Rein Valentine’s Day</i>. • Apresentação <i>Valentine’s day</i> [Exclusivo para o Professor] Apresentação em PowerPoint® sobre o <i>Valentine’s day</i>.

Apresentação de conteúdos	• Karaoke “Conversations in the Dark” Vídeo da canção acompanhado da letra. • Link “Conversations in the dark” [Exclusivo para o Professor] Videoclipe da música “Conversations in the Dark”, de John Legend.
Extensive reading – <i>Around the World in Eighty Days</i> – <i>The diary of Phileas Fogg</i>	
Apresentação de conteúdos	• Vídeo <i>Around the World in 80 days</i> <i>Trailer do filme Around the World in 80 Days.</i> • Animação <i>October 2nd, 1872</i> Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação <i>November 14th, 1872</i> Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação <i>December 21st, 1872</i> Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado.



Planning

- Term plan
- Semester plan
- Lesson plans*
- Aprendizagens Essenciais cross-check

* SAMPLE
complete version available at



Available in editable format at

Planning

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*SAMPLE (units 0-1.1)

All units available in September 2021 at

Planning available in editable format at



auladigital

Escola _____		Disciplina: Inglês										
YEAR/TERM PLAN – 3 WEEKLY LESSONS		Ano: 7.º (Nível A2.1/A2.2)										
Ano letivo: _____		Ano letivo: _____										
Aprendizagens Essenciais Domínios		Ano letivo: _____										
Áreas temáticas/situacionais		Ano letivo: _____										
Grammar		Ano letivo: _____										
Ações estratégicas de ensino orientadas para o Perfil dos Alunos		Ano letivo: _____										
Descritores do Perfil dos Alunos		Ano letivo: _____										
Recursos		Ano letivo: _____										
Avaliação		Ano letivo: _____										
Competência comunicativa	Compreensão oral	– Seguir instruções detalhadas dadas pelo professor; – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso assim como informações específicas.	Unit 0 – Getting started Getting to know the British Isles – The UK vs. Great Britain Situações quotidianas Getting to know you – Vocabulary (revision)	Diversos itens gramaticais abordados no 2.º Ciclo (revisão)	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: o rigor, articulação e uso consistente de conhecimentos; o seleção de informação pertinente; o organização sistematizada da leitura e do estudo progressivamente autónomo; o análise de factos e situações, identificando os seus elementos ou dados; o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade: o formulação de hipóteses face a um fenómeno ou evento; o apresentação de alternativas a uma forma tradicional de abordar uma situação- -problema; o criação de um objeto, texto ou solução face a um desafio;	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/ Analítico (A, B, C, D, G) Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador /Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook o Vocabulary o Grammar o Writing o Tests o Top speaker o Fun activities o Last minute – Instaflly – CD (1-5) – Teacher's Resource File o Review worksheets o Study tips o “Apoio ao estudo” worksheets o Focus on skills worksheets (reading, listening, writing, speaking, vocabulary; grammar) o Games section (Songs and films that teach;	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura				
Competência comunicativa	Compreensão escrita	– Compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas; ler pequenos textos adaptados de leitura extensiva.	Unit 1 – Just the way you are Subunit 1.1 – Away we go... ▪ Situações quotidianas/ atividades de lazer – Countries and nationalities – Personal ID – Australia	Personal pronouns / Possessive determiners – Present simple: verb to be	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: o rigor, articulação e uso consistente de conhecimentos; o seleção de informação pertinente; o organização sistematizada da leitura e do estudo progressivamente autónomo; o análise de factos e situações, identificando os seus elementos ou dados; o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade: o formulação de hipóteses face a um fenómeno ou evento; o apresentação de alternativas a uma forma tradicional de abordar uma situação- -problema; o criação de um objeto, texto ou solução face a um desafio;	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/ Analítico (A, B, C, D, G) Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador /Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook o Vocabulary o Grammar o Writing o Tests o Top speaker o Fun activities o Last minute – Instaflly – CD (1-5) – Teacher's Resource File o Review worksheets o Study tips o “Apoio ao estudo” worksheets o Focus on skills worksheets (reading, listening, writing, speaking, vocabulary; grammar) o Games section (Songs and films that teach;	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura				
Competência comunicativa	Interação oral	– Entender e trocar ideias em situações quotidianas previsíveis; iniciar, manter ou terminar uma conversa breve.	Subunit 1.2 – We are family ▪ Situações quotidianas – Family members – Physical description	Present simple: verb have got – Possessive pronouns – Present simple – Adverbs of frequency	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: o rigor, articulação e uso consistente de conhecimentos; o seleção de informação pertinente; o organização sistematizada da leitura e do estudo progressivamente autónomo; o análise de factos e situações, identificando os seus elementos ou dados; o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade: o formulação de hipóteses face a um fenómeno ou evento; o apresentação de alternativas a uma forma tradicional de abordar uma situação- -problema; o criação de um objeto, texto ou solução face a um desafio;	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/ Analítico (A, B, C, D, G) Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador /Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook o Vocabulary o Grammar o Writing o Tests o Top speaker o Fun activities o Last minute – Instaflly – CD (1-5) – Teacher's Resource File o Review worksheets o Study tips o “Apoio ao estudo” worksheets o Focus on skills worksheets (reading, listening, writing, speaking, vocabulary; grammar) o Games section (Songs and films that teach;	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura				
Competência comunicativa	Produção oral	– Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas; – Comparar tipos de habitação, eventos escolares e festividades;	Subunit 1.3 – My day, my way! ▪ Situações quotidianas – Daily routine activities – Telling the time – Celebrating... Halloween/ Thanksgiving	Present simple – Adverbs of frequency	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: o rigor, articulação e uso consistente de conhecimentos; o seleção de informação pertinente; o organização sistematizada da leitura e do estudo progressivamente autónomo; o análise de factos e situações, identificando os seus elementos ou dados; o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade: o formulação de hipóteses face a um fenómeno ou evento; o apresentação de alternativas a uma forma tradicional de abordar uma situação- -problema; o criação de um objeto, texto ou solução face a um desafio;	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/ Analítico (A, B, C, D, G) Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador /Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook o Vocabulary o Grammar o Writing o Tests o Top speaker o Fun activities o Last minute – Instaflly – CD (1-5) – Teacher's Resource File o Review worksheets o Study tips o “Apoio ao estudo” worksheets o Focus on skills worksheets (reading, listening, writing, speaking, vocabulary; grammar) o Games section (Songs and films that teach;	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
- Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa; - Responder com segurança e certeza a perguntas colocadas; - Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; pedir e dar informações; - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias. Trabalhar e colaborar em pares e pequenos grupos - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro; - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.	Subunit 3.3 – What happens at school... - Eventos escolares / festividades - School events - Celebration Valentine's Day - Celebrating... Days worth noticing! Unit 4 – City lights Subunit 4.1 – Rolling on the city! - Serviços - City places - City activities - Canada Subunit 4.2 – Check the price tag! - Situações quotidianas / Serviços - Shops Subunit 4.3 – Where to next? - Situações quotidianas - City features - Celebrating... Days worth noticing!	- Past simple: irregular verbs - Past continuous - Past simple and past continuous - Modal verbs - The imperative - Prepositions of movement	- recolha de dados e opiniões para análise de temáticas em estudo. - Promover estratégias que requeiram/induzam por parte do aluno: - aceitação de pontos de vista diferentes; - estratégias que induzam respeito por diferenças de características, crenças ou opiniões; - confronto de ideias e sobre a abordagem de um dado problema e/ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. - Promover estratégias que envolvam por parte do aluno: - tarefas de síntese; - tarefas de planificação, de revisão e de monitorização; - registo seletivo; - organização de conteúdos (construção de sumários, registos de observações, relatórios de visitas segundo critérios e objetivos); - promoção do estudo autónomo com o apoio do professor à sua concretização, identificando quais os obstáculos e formas de os ultrapassar.		- Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Timer - Random number generator - Recorder - Interactive dice - Manual interativo - Quadro - Computador - Projetor multimédia	
Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto - Comunicar com outros a uma escala local, nacional e internacional; - Pedir e dar informações por email; - Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; - Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>.						

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Pensar criticamente – Desenvolver a empatia com o outro de forma a adquirir atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes de modo a realizar novas aprendizagens; – Ouvir atentamente, compreender o outro e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões, associando aprendizagens novas a anteriores. Relacionar conhecimentos de forma a desenvolver criatividade em contexto – Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana; – Participar em atividades diferenciadas e de natureza diversa; – Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva; – Desenvolver e participar em projetos e atividades interdisciplinares. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem; – Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando as suas aquisições e dificuldades linguísticas;	3.º período (16 aulas) Unit 5 – On the move! Subunit 5.1 – Enjoy the game ▪ Atividades de lazer – Sports – Free time activities ▪ Situações quotidianas ▪ Planos para o futuro Subunit 5.2 – The best summer ever ▪ Atividades de lazer – Summer activities (Republic of) Ireland ▪ Celebrating... Days worth noticing! Extensive Reading – <i>Around the World in Eighty Days</i> – <i>The Diary of Phileas Fogg</i> (adapted from the book by Jules Verne)	– Future: <i>will</i> + infinitive – <i>If</i>-clauses: zero conditional – <i>If</i>-clauses: first conditional – Phrasal verbs – Future forms: <i>will</i> + <i>infinitive</i>, <i>be going to</i>, present continuous – Indefinite pronouns	– Promover estratégias que impliquem por parte do aluno: - o questionamento de uma situação; - o organização de questões para terceiros, sobre conteúdos estudados ou a estudar; - o autoavaliação. – Promover estratégias que impliquem por parte do aluno: - o ações de comunicação unidirecional e bidirecional; - o ações de resposta, apresentação e iniciativa. – Promover estratégias envolvendo tarefas em que se oriente o aluno para: - o autoanálise; - o identificação de pontos fracos e fortes das suas aprendizagens; - o descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - o melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares; - o reorientação do trabalho, individualmente ou em grupo, a partir do <i>feedback</i> do professor. – Promover estratégias que criem oportunidades para o aluno de: - o colaboração com os outros, apoio a terceiros em tarefas;			

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
– Selecionar, com o apoio do professor, estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens; – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel); – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples; – Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos; – Reconhecer diferentes estratégias de aprendizagem; – Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			- o melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; - o realização de e apoio a trabalhos de grupo. – Promover estratégias e modos de organização das tarefas que impliquem por parte do aluno: - o consciencialização de responsabilidades adequadas ao que lhe for pedido; - o organização e realização tendencialmente autónoma de tarefas; - o cumprimento de compromissos e contratualização de tarefas; - o apresentação de trabalhos com auto e heteroavaliação. – Promover estratégias que induzam: - o ações solidárias para com outros nas tarefas de aprendizagem ou na sua organização; - o posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; - o disponibilidade para o autoaperfeiçoamento.			

Escola _____		Disciplina: Inglês				
YEAR/TERM PLAN – 2 WEEKLY LESSONS		Ano: 7.º (Nível A2.1/A2.2)				
Ano letivo: _____		Ano letivo: _____				
Aprendizagens Essenciais		Ano letivo: _____				
Domínios		Ano letivo: _____				
Áreas temáticas/situacionais		Ano letivo: _____				
1.º período (28 aulas)		Ano letivo: _____				
Unit 0 – Getting started		Ano letivo: _____				
Getting to know the British Isles		Ano letivo: _____				
– The UK vs. Great Britain		Ano letivo: _____				
Situações quotidianas		Ano letivo: _____				
Getting to know you		Ano letivo: _____				
– Vocabulary (revision)		Ano letivo: _____				
Unit 1 – Just the way you are		Ano letivo: _____				
Subunit 1.1 – Away we go...		Ano letivo: _____				
▪ Situações quotidianas / atividades de lazer		Ano letivo: _____				
– Countries and nationalities		Ano letivo: _____				
– Personal ID		Ano letivo: _____				
▪ Australia		Ano letivo: _____				
Subunit 1.2 – We are family		Ano letivo: _____				
▪ Situações quotidianas		Ano letivo: _____				
– Family members		Ano letivo: _____				
– Physical description		Ano letivo: _____				
Subunit 1.3 – My day, my way!		Ano letivo: _____				
▪ Situações quotidianas		Ano letivo: _____				
– Daily routine activities		Ano letivo: _____				
– Telling the time		Ano letivo: _____				
▪ Celebrating... Halloween/ Thanksgiving		Ano letivo: _____				
Competência comunicativa		Ano letivo: _____				
Compreensão oral		Ano letivo: _____				
– Seguir instruções detalhadas dadas pelo professor;		Ano letivo: _____				
– Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas.		Ano letivo: _____				
Compreensão escrita		Ano letivo: _____				
– Compreender textos narrativos sobre temas abordados no domínio intercultural;		Ano letivo: _____				
– Identificar informação essencial em textos adaptados de jornais e revistas;		Ano letivo: _____				
– Ler pequenos textos adaptados de leitura extensiva.		Ano letivo: _____				
Interação oral		Ano letivo: _____				
– Entender e trocar ideias em situações quotidianas previsíveis; iniciar, manter ou terminar uma conversa breve.		Ano letivo: _____				
Interação escrita		Ano letivo: _____				
– Interagir de forma simples, completando formulários, mensagens e textos curtos.		Ano letivo: _____				
Produção oral		Ano letivo: _____				
– Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas;		Ano letivo: _____				
Ações estratégicas de ensino orientadas para o Perfil dos Alunos		Ano letivo: _____				
Grammar		Ano letivo: _____				
1.º período (28 aulas)		Ano letivo: _____				
Diversos itens gramaticais abordados no 2.º Ciclo (revisão)		Ano letivo: _____				
Ações estratégicas de ensino orientadas para o Perfil dos Alunos		Ano letivo: _____				
Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem:		Ano letivo: _____				
o rigor, articulação e uso consistente de conhecimentos;		Ano letivo: _____				
o seleção de informação pertinente;		Ano letivo: _____				
o organização sistematizada da leitura e do estudo autónomo;		Ano letivo: _____				
o análise de factos e situações, identificando os seus elementos ou dados;		Ano letivo: _____				
o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber;		Ano letivo: _____				
o relações de conteúdos intradisciplinares e interdisciplinares;		Ano letivo: _____				
o Promover estratégias que envolvam a criatividade: formulação de hipóteses face a um fenómeno ou evento;		Ano letivo: _____				
o apresentação de alternativas a uma forma tradicional de abordar uma situação-problema;		Ano letivo: _____				
Descritores do Perfil dos Alunos		Ano letivo: _____				
Conhecedor/Sabedor/Culto/Informado (A, B, G, I, J)		Ano letivo: _____				
Criativo (A, C, D, J)		Ano letivo: _____				
Crítico/Analítico (A, B, C, D, G)		Ano letivo: _____				
Indagador/Investigador (C, D, F, H, I)		Ano letivo: _____				
Respeitador da diferença/do outro (A, B, E, F, H)		Ano letivo: _____				
Sistematizador/Organizador (A, B, C, I, J)		Ano letivo: _____				
Recursos		Ano letivo: _____				
Coursebook		Ano letivo: _____				
Vocabulary notes		Ano letivo: _____				
Grammar notes		Ano letivo: _____				
Celebrations		Ano letivo: _____				
Extensive Reading		Ano letivo: _____				
Workbook		Ano letivo: _____				
Vocabulary		Ano letivo: _____				
Grammar		Ano letivo: _____				
Writing		Ano letivo: _____				
Tests		Ano letivo: _____				
Top speaker		Ano letivo: _____				
Fun activities		Ano letivo: _____				
Last minute		Ano letivo: _____				
Instafly		Ano letivo: _____				
CD (1-5)		Ano letivo: _____				
Teacher's Resource File		Ano letivo: _____				
Review		Ano letivo: _____				
worksheets		Ano letivo: _____				
Study tips		Ano letivo: _____				
"Apoio ao estudo"		Ano letivo: _____				
worksheets		Ano letivo: _____				
Focus on skills		Ano letivo: _____				
worksheets (reading, listening, writing, speaking, vocabulary; grammar)		Ano letivo: _____				
Games section		Ano letivo: _____				
Avaliação		Ano letivo: _____				
Avaliação de diagnóstico		Ano letivo: _____				
Observação direta:		Ano letivo: _____				
participação		Ano letivo: _____				
interesse		Ano letivo: _____				
envolvimento nas atividades da aula		Ano letivo: _____				
uso da língua inglesa em contexto de sala de aula		Ano letivo: _____				
trabalho de casa		Ano letivo: _____				
pontualidade		Ano letivo: _____				
assiduidade		Ano letivo: _____				
Avaliação formativa		Ano letivo: _____				
Avaliação sumativa:		Ano letivo: _____				
testes de compreensão oral		Ano letivo: _____				
testes escritos		Ano letivo: _____				
avaliação formal da produção e da interação oral		Ano letivo: _____				
leitura		Ano letivo: _____				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Competência estratégica Comunicar eficazmente em contexto - Reconhecer diferentes estratégias de comunicação nas fases de planificação, realização e avaliação das atividades comunicativas e escolher a mais apropriada; - Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa; - Responder com segurança e certeza a perguntas colocadas; - Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; pedir e dar informações; - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias.	Subunit 3.2 – School: the Chamber of Secrets - Situações quotidianas / hábitos e rotinas - School facilities/rooms - The UK Subunit 3.3 – What happens at school... - Eventos escolares / festividades - School events - Celebrating... Valentine's Day - Celebrating... Days worth noticing!	- Past simple: regular verbs - Past simple: irregular verbs	- incentivo à procura e aprofundamento de informação; - recolha de dados e opiniões para análise de temáticas em estudo. - Promover estratégias que requeiram/induzam por parte do aluno: - aceitação de pontos de vista diferentes; - estratégias que induzam respeito por diferenças de características, crenças ou opiniões; - confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. - Promover estratégias que envolvam por parte do aluno: - tarefas de síntese; - tarefas de planificação, de revisão e de monitorização; - registo seletivo; - organização de conteúdos (por exemplo, construção de sumários, registos de observações, relatórios de visitas segundo critérios e objetivos);		- Animações de textos - Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Timer - Random number generator - Recorder - Interactive dice - Manual interativo - Quadro - Computador - Projetor multimédia	
Trabalhar e colaborar em pares e pequenos grupos Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro; planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.	Unit 4 – City lights Subunit 4.1 – Rolling on the city! - Serviços - City places - City activities - Canada Subunit 4.2 – Check the price tag! - Situações quotidianas / Serviços - Shops Subunit 4.3 – Where to next? - Situações quotidianas - City features - Celebrating... Days worth noticing!	- Past continuous - Past simple and past continuous - Modal verbs - The imperative - Prepositions of movement				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto - Comunicar com outros a uma escala local, nacional e internacional; pedir e dar informações por email; - Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; - Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>.	3.º período (10 aulas) Unit 5 – On the move! Subunit 5.1 – Enjoy the game - Atividades de lazer - Sports - Free time activities - Situações quotidianas - Planos para o futuro Subunit 5.2 – The best summer ever - Atividades de lazer - Summer activities (Republic of) Ireland - Celebrating... Days worth noticing! Extensive Reading <i>Around the World in Eighty Days – The Diary of Phileas Fogg</i> (adapted from the book by Jules Verne)	- Future: <i>will</i> + infinitive <i>If</i>-clauses: zero conditional <i>If</i>-clauses: first conditional - Phrasal verbs - Future forms: <i>will</i> + <i>infinitive</i>, <i>be going to</i>, present continuous - Indefinite pronouns	- o promoção do estudo autónomo com o apoio do professor à sua concretização, identificando quais os obstáculos e formas de os ultrapassar. – Promover estratégias que impliquem por parte do aluno: - o questionamento de uma situação; - o organização de questões para terceiros, sobre conteúdos estudados ou a estudar; - o autoavaliação. – Promover estratégias que impliquem por parte do aluno: - o ações de comunicação unidirecional e bidirecional; - o ações de resposta, apresentação e iniciativa. – Promover estratégias envolvendo tarefas em que se oriente o aluno para: - o autoanálise; - o identificação de pontos fracos e fortes das aprendizagens; - o descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - o melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares; - o reorientação do trabalho, individualmente ou em grupo, a partir do <i>feedback</i> do professor.			
Relacionar conhecimentos de forma a desenvolver criatividade em contexto - Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana; - Participar em atividades diferenciadas e de natureza diversa; - Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva; - Desenvolver e participar em projetos e atividades interdisciplinares.						

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
<u>Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem</u> – Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem; – Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando as suas aquisições e dificuldades linguísticas; – Selecionar, com o apoio do professor, estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens; – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel); – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples; – Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos; – Reconhecer diferentes estratégias de aprendizagem; – Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			– Promover estratégias que criem oportunidades para o aluno de: - o colaboração com os outros; - o apoio a terceiros em tarefas; - o melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; - o realização de e apoio a trabalhos de grupo. – Promover estratégias e modos de organização das tarefas que impliquem por parte do aluno: - o consciencialização de responsabilidades adequadas ao que lhe for pedido; - o organização e realização tendencialmente autónoma de tarefas; - o cumprimento de compromissos e contratualização de tarefas; - o apresentação de trabalhos com auto e heteroavaliação. – Promover estratégias que induzam: - o ações solidárias para com outros nas tarefas de aprendizagem ou na sua organização; - o posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; - o disponibilidade para o autoaperfeiçoamento.			

Escola _____				Disciplina: Inglês		
YEAR/SEMESTER PLAN – 2 WEEKLY LESSONS				Ano: 7.º (Nível A2.1/A2.2)		
Fly High 7				Ano letivo: _____		
Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação	
1.º semestre (33 aulas) Unit 0 – Getting started Getting to know the British Isles – The UK vs. Great Britain Situações quotidianas Getting to know you – Vocabulary (revision)	– Diversos itens gramaticais abordados no 2.º Ciclo (revisão)	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: - o rigor, articulação e uso - o progressivamente consistente de conhecimentos; - o seleção de informação pertinente; - o organização sistematizada da leitura e do estudo - o progressivamente autónomo; análise de factos e situações, identificando os seus elementos ou dados; - o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; - o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade dos alunos: - o formulação de hipóteses face a um fenómeno ou evento; - o apresentação de alternativas a uma forma tradicional de abordar uma situação-problema;	Conhecedor/ Sabedor/Culto Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/ Analítico (A, B, C, D, G) Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/ do outro (A, B, E, F, H) Sistematizador / Organizador (A, B, C, I, J)	– Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook - o Vocabulary - o Grammar - o Writing - o Tests - o Top speaker - o Fun activities - o Last minute – Instaflly – CD (1-5) – Teacher's Resource File - o Review - o worksheets - o Study tips - o “Apoio ao estudo” - o worksheets - o Focus on skills - o worksheets (reading, listening, writing, speaking, vocabulary; grammar)	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura	
Competência comunicativa Compreensão oral – Seguir instruções detalhadas dadas pelo professor; – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso assim como informações específicas. Compreensão escrita – Compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas; ler pequenos textos adaptados de leitura extensiva. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis; iniciar, manter ou terminar uma conversa breve. Interação escrita – Interagir de forma simples, completando formulários, mensagens e textos curtos. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas;	Unit 1 – Just the way you are Subunit 1.1 – Away we go... ▪ Situações quotidianas / atividades de lazer – Countries and nationalities – Personal ID ▪ Australia Subunit 1.2 – We are family ▪ Situações quotidianas – Family members – Physical description Subunit 1.3 – My day, my way! ▪ Situações quotidianas – Daily routine activities – Telling the time ▪ Celebrating... Halloween; Thanksgiving)					

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
- Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; - Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>. Pensar criticamente - Desenvolver a empatia com o outro de forma a adquirir atitudes mais tolerantes, reconhecendo e respetando piniões divergentes de modo a realizar novas aprendizagens; - Ouvir atentamente, compreender o outro e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões, associando aprendizagens novas a anteriores.	Unit 5 – On the move! Subunit 5.1 – Enjoy the game - Atividades de lazer - Sports - Free time activities - Situações quotidianas - Planos para o futuro Subunit 5.2 – The best summer ever - Atividades de lazer - Summer activities (Republic of) Ireland - Celebrating... Days worth noticing! Extensive Reading <i>Around the World in Eighty Days – The Diary of Phileas Fogg</i> (adapted from the book by Jules Verne)	- Future: <i>will</i> + infinitive <i>If</i>-clauses: zero conditional <i>If</i>-clauses: first conditional - Phrasal verbs - Future forms: <i>will</i> + <i>infinitive</i>, <i>be going to</i>, present continuous - Indefinite pronouns	- Promover estratégias que impliquem por parte do aluno: - questionamento de uma situação; - organização de questões para terceiros, sobre conteúdos estudados ou a estudar; - autoavaliação. - Promover estratégias que impliquem por parte do aluno: - ações de comunicação unidirecional e bidirecional; - ações de resposta, apresentação e iniciativa. - Promover estratégias envolvendo tarefas em que se oriente o aluno para: - autoanálise; - identificação de pontos fracos e fortes das suas aprendizagens; - descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares; - reorientação do trabalho, individualmente ou em grupo, a partir do <i>feedback</i> do professor. - Promover estratégias que criem oportunidades para o aluno de: - colaboração com os outros, apoio a terceiros em tarefas;			
Relacionar conhecimentos de forma a desenvolver criatividade em contexto - Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana; - Participar em atividades diferenciadas e de natureza diversa; - Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva; - Desenvolver e participar em projetos e atividades interdisciplinares.						

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
<u>Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem</u> – Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem; – Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando as suas aquisições e dificuldades linguísticas; – Selecionar, com o apoio do professor, estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens; – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel); – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples; – Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos; – Reconhecer diferentes estratégias de aprendizagem; – Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			- o melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; - o realização de e apoio a trabalhos de grupo. – Promover estratégias e modos de organização das tarefas que impliquem por parte do aluno: - o consciencialização de responsabilidades adequadas ao que lhe for pedido; - o organização e realização autónoma de tarefas; - o cumprimento de compromissos e contratualização de tarefas; - o apresentação de trabalhos com auto e heteroavaliação. – Promover estratégias que induzam: - o ações solidárias para com outros nas tarefas de aprendizagem ou na sua organização; - o posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; - o disponibilidade para o autoaperfeiçoamento.			

Fly High 7	Escola _____		YEAR/SEMESTER PLAN – 3 WEEKLY LESSONS					Disciplina: Inglês	
	YEAR/SEMESTER PLAN – 3 WEEKLY LESSONS							Ano: 7.º (Nível A2.1/A2.2)	
								Ano letivo: _____	
Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação			
Competência comunicativa Compreensão oral – Seguir instruções detalhadas dadas pelo professor; – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso assim como informações específicas. Compreensão escrita – Compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas; ler pequenos textos adaptados de leitura extensiva. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis; iniciar, manter ou terminar uma conversa breve. Interação escrita – Interagir de forma simples, completando formulários, mensagens e textos curtos. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas;	1.º semestre (50 aulas) Unit 0 – Getting started Getting to know the British Isles – The UK vs. Great Britain Situações quotidianas Getting to know you – Vocabulary (revision) Unit 1 – Just the way you are Subunit 1.1 – Away we go... ▪ Situações quotidianas / atividades de lazer – Countries and nationalities – Personal ID ▪ Australia Subunit 1.2 – We are family ▪ Situações quotidianas – Family members – Physical description Subunit 1.3 – My day, my way! ▪ Situações quotidianas – Daily routine activities – Telling the time ▪ Celebrating... Halloween/ Thanksgiving	– Diversos itens gramaticais abordados no 2.º Ciclo (revisão) – Personal pronouns / possessive determiners – Present simple: verb <i>to be</i> – Present simple: verb <i>have got</i> – Possessive pronouns – Present simple – Adverbs of frequency	– Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: o rigor, articulação e uso consistente de conhecimentos; o seleção de informação pertinente; o organização sistematizada da leitura e do estudo o progressivamente autónomo; o análise de factos e situações, identificando os seus elementos ou dados; o tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; o relações de conteúdos intradisciplinares e interdisciplinares; – Promover estratégias que envolvam a criatividade dos alunos: o formulação de hipóteses face a um fenómeno ou evento; o apresentação de alternativas a uma forma tradicional de abordar uma situação-problema;	Conhecedor/Sabedor/Culto/Informado (A, B, G, I, J) Criativo (A, C, D, J) Crítico/Analítico (A, B, C, D, G) Indagador/Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador /Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	– Coursebook – Vocabulary notes – Grammar notes – Celebrations – Extensive Reading – Workbook o Vocabulary o Grammar o Writing o Tests o Top speaker o Fun activities o Last minute – Instaflly – CD (1-5) – Teacher’s Resource File o Review worksheets o Study tips o “Apoio ao estudo” o worksheets o Focus on skills o worksheets (reading, listening, writing, speaking, vocabulary; grammar)	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – trabalho de casa – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e de interação oral – leitura			

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Competência estratégica Comunicar eficazmente em contexto - Reconhecer diferentes estratégias de comunicação nas fases de planificação, realização e avaliação das atividades comunicativas e escolher a mais apropriada; - Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa; - Responder com segurança e certeza a perguntas colocadas; - Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; pedir e dar informações; - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias. Trabalhar e colaborar em pares e pequenos grupos - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro; planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto - Comunicar com outros a uma escala local, nacional e internacional; pedir e dar informações por email;	Subunit 3.3 – What happens at school... - Eventos escolares / festividades - School events - Celebrating... Valentine's Day - Celebrating... Days worth noticing! Unit 4 – City lights Subunit 4.1 – Rolling on the city! - Serviços - City places - City activities - Canada Subunit 4.2 – Check the price tag! - Situações quotidianas / Serviços - Shops Subunit 4.3 – Where to next? - Situações quotidianas - City features - Celebrating... Days worth noticing!	Past simple: irregular verbs Past continuous Past simple and past continuous Modal verbs The imperative Prepositions of movement	- recolha de dados e opiniões para análise de temáticas em estudo. - Promover estratégias que requeiram/induzam por parte do aluno: - aceitação de pontos de vista diferentes; - estratégias que induzam respeito por diferenças de características, crenças ou opiniões; - confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. - Promover estratégias que envolvam por parte do aluno: - tarefas de síntese; - tarefas de planificação, de revisão e de monitorização; - registo seletivo; - organização de conteúdos (por exemplo, construção de sumários, registos de observações, relatórios de visitas segundo critérios e objetivos); - promoção do estudo autónomo com o apoio do professor à sua concretização, identificando		- Karaokes - Animações de textos - Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Timer - Random number generator - Recorder - Interactive dice - Manual interativo - Quadro - Computador - Projetor multimédia	

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
- Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; - Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>. Pensar criticamente - Desenvolver a empatia com o outro de forma a adquirir atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes de modo a realizar novas aprendizagens; - Ouvir atentamente, compreender o outro e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões, associando aprendizagens novas a anteriores. Relacionar conhecimentos de forma a desenvolver criatividade em contexto - Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana; - Participar em atividades diferenciadas e de natureza diversa; - Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva; - Desenvolver e participar em projetos e atividades interdisciplinares.	Unit 5 – On the move! Subunit 5.1 – Enjoy the game - Atividades de lazer - Sports - Free time activities - Situações quotidianas - Planos para o futuro Subunit 5.2 – The best summer ever - Atividades de lazer - Summer activities (Republic of) Ireland - Celebrating... Days worth noticing! Extensive Reading <i>Around the World in Eighty Days – The Diary of Phileas Fogg</i> (adapted from the book by Jules Verne)	- Future: <i>will</i> + infinitive - If-clauses: zero conditional - If-clauses: first conditional - Phrasal verbs - Future forms: <i>will</i> + <i>infinitive</i>, <i>be going to</i>, present continuous - Indefinite pronouns	quais os obstáculos e formas de os ultrapassar. - Promover estratégias que impliquem por parte do aluno: - questionamento de uma situação; - organização de questões para terceiros, sobre conteúdos estudados ou a estudar; - autoavaliação. - Promover estratégias que impliquem por parte do aluno: - ações de comunicação unidirecional e bidirecional; - ações de resposta, apresentação e iniciativa. - Promover estratégias envolvendo tarefas em que, com base em critérios, se oriente o aluno para: - autoanálise; - identificação de pontos fracos e fortes das suas aprendizagens; - descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares; - reorientação do trabalho, individualmente ou em grupo, a partir do <i>feedback</i> do professor.			

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
<u>Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem</u> – Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem; – Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando as suas aquisições e dificuldades linguísticas; – Selecionar, com o apoio do professor, estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens; – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel); – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples; – Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos; – Reconhecer diferentes estratégias de aprendizagem; – Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			– Promover estratégias que criem oportunidades para o aluno de: - o colaboração com os outros, apoio a terceiros em tarefas; - o melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; - o realização de e apoio a trabalhos de grupo. – Promover estratégias e modos de organização das tarefas que impliquem por parte do aluno: - o consciencialização de responsabilidades adequadas ao que lhe for pedido; - o organização e realização autónoma de tarefas; - o cumprimento de compromissos e contratualização de tarefas; - o apresentação de trabalhos com auto e heteroavaliação. – Promover estratégias que induzam: - o ações solidárias para com outros nas tarefas de aprendizagem ou na sua organização; - o posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; - o disponibilidade para o autoaperfeiçoamento.			

Lesson Plan | Unit 0

• Unit 0 – Getting started (pp. 8-11)
Vocabulary and grammar review

CLASS: 7th / / SCHOOL YEAR:

LESSONS No. _____
DATE: _____
CLASSES: 6 _____
Summary: English-speaking countries: getting to know the British Isles. WebQuest and quiz – the UK and Great Britain. Question words and personal information: listening, writing and speaking.
Vocabulary quiz: clothes; food; jobs; means of transport; body, sports; free time activities; personality. Grammar quiz: verb *have got*; verb *to be*; comparative and superlative; reflexive pronouns; question words; prepositions of movement.

Contents / Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
Lexis and Grammar – Vocabulary and grammar review	Competência comunicativa <u>Compreensão oral</u> – Identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso, assim como informações específicas. <u>Interação oral</u> – Entender e trocar ideias em situações quotidianas previsíveis. Competência intercultural – Conhecer, com algum pormenor, o seu meio e identidade; – Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido. Competência estratégica – Reconhecer diferentes estratégias de comunicação; – Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i> .	1. English-speaking countries: exercises A and B: label a map with the English-speaking countries (British Isles), their capitals and landmarks. Checking the answers. 2. Doing a WebQuest and a quiz about the United Kingdom and Great Britain. *3. The teacher may use the map on page 8 to show the students other British landmarks and help them do exercise B. 4. Personal information: exercises A, B, C and D; checking the answers. 5. Listening to a dialogue to complete an ID card. *6. Showing a poster with numbers and dates. 7. Watching the video <i>Strangers Things cast answer the web's most searched questions</i> (personal information). 8. Completing sentences with question words (exercise B). Checking the answers. 9. Completing one's ID card (exercise C). 10. Speaking: asking and answering about one's ID (exercise D). 11. Boiling hot (revision game) – grammar quiz. Checking the answers. *12. Asking students to work in pairs and writing more sentences using the wrong options. 13. Freezing cold (revision game) – vocabulary quiz. Checking the answers. *14. Having the students close their books and working in pairs to reconstruct sentences similar to the ones from the exercise.	– Coursebook, page 8  auladigital – WebQuest – <i>The UK and Great Britain</i> – Quiz – <i>The UK and Great Britain</i> – Coursebook, page 9 – Tracks 1-2 (CD 1) – Poster – <i>Numbers and dates</i> – Video – <i>Stranger Things cast answer the web's most searched questions</i> – Coursebook, page 10 – Coursebook, page 11 – Workbook, pages 2-3	– Diagnostic test – Students' involvement; oral participation – Feedback from students' speech

Extra activities: Teacher's Resource File/English for All

Review worksheets – Vocabulary/Grammar (pages 90-113); **Assessment:** Diagnostic Tests (pp. 330-332); **English for all** (pages 2-5)

NOTE: This plan was designed for three weekly lessons.

* These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the Interactive vocabulary bank and the Vocabulary notes and Grammar notes by themselves in order to practise vocabulary, grammar and pronunciation.)

Lesson Plan | Unit 1 | Sub-unit 1.1.

- Unit 1 (Sub-unit 1.1.) – Just the way you are – Away we go... (pp. 14-21)
- Countries and nationalities | Personal ID | Personal pronouns/Possessive determiners | Present simple: verb to be | Australia

CLASS: 7th

/

SCHOOL YEAR:

Contents / Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
– Countries and nationalities – Personal ID Listening – Introducing friends Reading – Countries and nationalities	Competência comunicativa <u>Compreensão oral</u> – Seguir instruções detalhadas dadas pelo professor; – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. <u>Compreensão escrita</u> – Compreender textos narrativos sobre temas abordados no domínio intercultural; – Identificar informação essencial em textos adaptados de jornais e revistas. <u>Produção oral</u> – Falar sobre os temas explorados: situações quotidianas. <u>Interação oral</u> – Entender e trocar ideias em situações quotidianas previsíveis; – Iniciar, manter ou terminar uma conversa breve. <u>Produção escrita</u> – Escrever sobre pessoas; – Escrever sobre rotinas.	1. Interactive vocabulary bank: teacher may use this in class or ask students to do it at home to practise vocabulary and pronunciation. *2. Before doing the exercises on vocabulary, the teacher may show the countries and nationalities flashcards to the students and ask them if they recognize the countries, approaching the corresponding nationalities. 3. Countries and nationalities: reading sentences in context and identifying the missing nationalities – exercise A; checking the answers. 4. Countries and nationalities: finding the countries and nationalities in a word search puzzle to complete a table – exercise B; checking the answers. 5. Personal ID: reading and completing texts with data about celebrities – exercise A; listening to and checking the answers (exercise B). *6. Watching a video to answer questions about it (“Break the ice”: exercises A 1-2). Checking the answers. 7. Reading and listening to information from a family website: “Griggs Gone Global” – exercise B; students listen; teacher clarifies unknown words; students may read it aloud. 8. Labelling pictures with expressions from the text – exercise C; matching to make true sentences about the text – exercise D; correcting mistakes in the sentences – exercise E; answering questions about the text – exercise F. Checking the answers. *9. The teacher can ask students’ opinion on the two families – the Tillotsons and the Griggs – and ask them to vote, according to their preferences. *10. “Did you know...?” – showing students some fun facts about the world’s biggest pizza. *11. Asking students to explore Instafly to get to know more about Australia. *12. Watching an interactive grammar and doing interactive activities with personal pronouns and possessive determiners. 13. Doing some revision on personal pronouns and possessive determiners; solving exercises and checking the answers – exercises A, B, C.	– Coursebook, page 14 – Vocabulary notes, page 178 –  aula digital – Interactive vocabulary bank – Digital flashcards: <i>Countries and nationalities</i> – Quiz – <i>Countries and nationalities</i> – Coursebook, page 15 – Workbook, pages 4-5 – Tracks 3 and 4 (CD 1) –  aula digital – Quiz – <i>Free time activities</i> – Coursebook, pages 16-17 – <i>Instafly</i> – pages 1-4 –  aula digital – Video <i>The Tillotsons</i> – Text animation – <i>Griggs gone global</i> – Tracks 5 and 6 (CD 1) – Coursebook, page 18 – Grammar notes, page 186 – Workbook, page 6 –  aula digital – Interactive grammar/activity	– Students’ involvement; oral participation – Feedback from students’ speech

Contents / Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	Competência intercultural – Reconhecer realidades interculturais distintas; – Conhecer, com algum pormenor, o seu meio e identidade; – Estabelecer comparações entre as suas vivências e as dos outros; – Falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxónica; – Comparar agregados familiares; – Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples; – Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade; – Reconhecer diferentes estratégias de comunicação nas fases de planificação, realização e avaliação das atividades comunicativas e escolher a mais apropriada; – Pedir e dar informações; – Pensar criticamente; – Trabalhar e colaborar em pares e pequenos grupos; – Comunicar eficazmente em contexto; – Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; – Desenvolver e participar em projetos e atividades interdisciplinares;	14. Listening to audio files (conversations) – Introducing friends. Doing listening comprehension exercises. Checking the answers. *15. Playing the audio again and playing <i>What was the last word? or What's the next word?</i> with the students (see Games section). *16. Watching an interactive grammar on the verb <i>to be</i> (affirmative, negative, interrogative and short answers). Doing interactive exercises. 17. Present simple: verb <i>to be</i>: completing a table with the verb forms missing and analysing information on it. Checking the answers. 18. Doing exercises A, B, C, D and E; checking the answers. *19. Playing the <i>Yes/No game</i> with the students (see Games section). 20. Reading and listening to a text, to prepare a speaking activity – exercise A. 21. Completing a table with information about the text students listened to – exercise B. 22. Introducing oneself to class, using information from exercises B and C and the model text in A – spoken production activity. *23. The teacher can use the speaking cards set to allow students to practise different spoken production situations. *24. The teacher can ask students to analyse the <i>Top speaker</i> tips (Workbook) to help them improve their speaking skills. *25. The teacher can ask students to solve an interactive test on the subunit.	– Coursebook, page 19 – Tracks 7-10 (CD1) – Games section (TRF) – Coursebook, page 20 – Grammar notes, page 186 – Workbook, page 7 – Games section (TRF) –  auladigital – Interactive grammar/activity – Coursebook, page 21 – Workbook – Top speaker, pages 88-89 – Tracks 11 and 12 (CD1) – Speaking cards – unit 1 –  auladigital – Recorder – Interactive test – <i>Away we go...</i>	

Contents / Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem.			
Extra activities: Teacher’s Resource File/English for All Review worksheets – Vocabulary: 1 – Countries and nationalities (page 90); Grammar: 6 – Present simple: verb <i>to be</i> ; “ Apoio ao estudo ” worksheets – Vocabulary: 1 – Countries and nationalities; Personal ID (page 118); Grammar: 2 – Present simple: verb <i>to be</i> (page 131); Focus on skills and language – Speaking – Unit 1 (page 202); Assessment: Minitest – subunit 1.1 (page 424); English for All (pages 6-9)				

NOTE: This plan was designed for three weekly lessons.

* These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the Interactive vocabulary bank and the Vocabulary notes and Grammar notes by themselves in order to practise vocabulary, grammar and pronunciation.)

<i>Fly High 7</i>	Aprendizagens Essenciais cross-check						Disciplina: Inglês		Ano: 7.º (Nível A2.1/A2.2)
	Ano letivo:						Unit 5	Extensive Reading	Celebrating...
Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5			
Competência comunicativa Compreensão oral – Seguir instruções detalhadas dadas pelo professor.		1.1 Countries and nationalities/Personal ID (pages 14-15) 1.1 Reading (pages 16-17) 1.2 Watching (page 28) 1.3 Daily routine/telling the time (page 33) Listening and speaking (page 39)	2.1 Listening (page 56) 2.2 Types of house/Rooms and parts of the house (pages 58-59) 2.3 Watching (page 67) Listening (page 71)	3.1 Watching (page 85) 3.3 Watching (page 97)	4.1 Listening/Speaking (page 116) 4.3 Listening (page 129)	5.1 Listening (page 146) 5.2 Summer activities (pages 148-149) Reading (pages 150-151) Watching (page 154)			
– Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso assim como informações específicas.	Getting to know you (page 9)	1.1 Listening (page 19) 1.2 Listening and speaking (page 27) Watching (page 28) Listening (page 29) 1.3 Daily routine/Telling the time (page 33) Reading and watching (page 38) Listening and speaking (page 39) Reading and watching (page 38)	2.1 Reading and watching (page 54) Listening (page 56) 2.2 Watching (page 63) 2.3 Watching (page 67) Reading (pages 68-69) Listening (page 71)	3.1 School subjects/After-school clubs (pages 80-81) Watching (page 85) 3.2 Reading (pages 90-91) Listening (page 94) 3.3 Watching (page 97) Reading (pages 98-99) Listening and speaking (page 102)	4.1 City places/City activities (pages 110-111) Listening/Speaking (page 116) Watching (page 118) 4.3 Listening (page 129)	5.1 Listening (page 146) 5.2 Summer activities (pages 148-149) Reading (pages 150-151) Watching (page 154)			Christmas (page 164) Valentine's Day (page 165)
Compreensão escrita – Compreender textos narrativos sobre temas abordados no domínio intercultural.		1.1 Reading (pages 16-17) 1.2 Reading (pages 24-25) 1.3 Reading (pages 34-35)	2.1 Reading (pages 50-51) 2.2 Reading (pages 60-61) 2.3 Reading (pages 68-69)	3.1 Reading (pages 82-83) 3.2 Reading (pages 90-91) 3.3 Reading (pages 98-99)	4.1 Reading (pages 112-113) 4.2 Reading (pages 122-123) 4.3 Reading (page 127)	5.1 Reading (pages 140-141) 5.2 Reading (pages 150-151)			
– Identificar informação essencial em textos adaptados de jornais e revistas.		1.1 Reading (pages 16-17) 1.3 Reading (pages 34-35) Reading and watching (page 38)	2.1 Reading (pages 50-51) Reading and watching (page 54) 2.2 Reading (pages 60-61)	3.1 Reading (pages 82-83) 3.2 Reading (pages 90-91)	4.1 Reading (pages 112-113) 4.2 Reading (pages 122-123) 4.3 Reading (page 127)	5.1 Reading (pages 140-141)			

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
– Ler pequenos textos adaptados de leitura extensiva.							Extensive Reading (pages 168-175)	
<u>Interação oral</u> – Entender e trocar ideias em situações quotidianas previsíveis.	Getting to know you (page 9)	1.2 Listening (page 29) 1.3 Reading and watching (page 38) Listening and speaking (page 39)	2.1 Listening (page 56) 2.2 Watching (page 63) 2.3 Furniture (page 66) Watching (page 67) 2.2 Types of houses/ Rooms and parts of the house (pages 58-59) 2.2 Watching (page 63)	3.1 Watching (page 85) 3.2 Speaking (page 95) 3.3 Watching (page 97)	4.1 City places/City activities (pages 110-111) 4.2 Shops (page 120) 4.3 Speaking (page 131)	5.1 Sports/Free time activities (pages 138-139) Speaking and writing (page 143)	Extensive Reading (pages 168-175)	Thanksgiving (page 163) Christmas (page 164) Valentine's Day (page 165)
– Iniciar, manter ou terminar uma conversa breve.		1.2 Listening and speaking (page 27) 1.3 Daily routine/Telling the time (page 33)		3.2 Speaking (page 95)	4.2 Shops (page 120) 4.3 Speaking (page 131)	5.1 Speaking and writing (page 143)	Extensive reading (pages 168-175)	
<u>Interação escrita</u> – Interagir de forma simples, completando formulários, mensagens e textos curtos.			2.1 Writing (page 57)	3.1 Writing (page 87)		5.1 Speaking and writing (page 143)		
<u>Produção oral</u> – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas.		1.3 Daily routine/Telling the time (page 33)	2.1 Household chores (pages 48-49) 2.3 Watching (page 67) Reading (page 69)	3.1 School subjects/ After-school clubs (pages 80-81) Speaking (page 82) 3.3 Listening and speaking (page 102)		5.2 Speaking (page 155)		
– Comparar tipos de habitação, eventos escolares e festividades.			2.2 Reading (pages 60-61) Speaking (page 65)	3.3 Listening and speaking (page 102)			Halloween (page 162)	
– Descrever imagens, locais, atividades e acontecimentos.					4.1 City places/City activities (pages 110-111) Listening/Speaking (page 116)			
<u>Produção escrita</u> – Escrever sobre pessoas, objetos e rotinas.		1.2 Writing (page 31) 1.3 Writing (page 41)	2.3 Writing (page 73)	3.3 Writing (page 103)	4.1 Writing (page 119)			
– Escrever diálogos com encadeamento lógico.					4.2 Writing (page 125)			
– Descrever planos para o futuro.						5.2 Writing (page 157)		

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
Competência intercultural Reconhecer realidades interculturais distintas – Conhecer, com algum pormenor, o seu meio e identidade.	1.1 Countries and nationalities/ personal ID (pages 14-15) 1.1 Reading (pages 16-17) Getting to know you (page 9)	2.1 Household chores (pages 48-49) 2.2 Types of houses /Rooms and parts of the house (pages 58-59)	3.1 School subjects / After-school clubs (pages 80-81) 3.2 School facilities / rooms (page 88) Reading (pages 90-91) Speaking (page 95) 3.3 School events (page 86)	4.1 City places/City activities (pages 110-111) 4.2 .Shops (page 120) 4.3 City features (page 126)	5.1 Sports/Free time activities (pages 138-139) 5.2 Summer activities (pages 148-149)	Extensive reading (pages 168-175)		
– Estabelecer comparações entre as suas vivências e as dos outros.	1.1 Countries and nationalities/ personal ID (pages 14-15) 1.1 Reading (pages 16-17)	2.1 Household chores (pages 48-49) 2.2 Types of houses/Rooms and parts of the house (pages 58-59) 2.3 Watching (page 67)	3.1 School subjects/ After-school clubs (pages 80-81) 3.2 School facilities/ rooms (page 88) Reading (pages 90-91) Speaking (page 95)	4.1 City places/City activities (pages 110-111) Reading (pages 112-113) 4.3 City features (page 126)	5.1 Sports/ Free time activities (pages 138-139) Speaking and writing (page 143) 5.2 Summer activities (pages 148-149)			
– Falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxónica.	1.1 Reading (pages 16-17)	2.3 Watching (page 67)	3.2 Reading (pages 90-91)	4.1 Reading (pages 112-113)	5.2 Reading (pages 150-151)			
– Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural.	1.1 Reading (pages 16-17)							
– Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido.	Getting to know the British Isles (page 8)		3.2 Reading/Instafly (pages 90-91)					
– Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia.	1.1 Countries and nationalities (page 14)	2.3 Watching/Instafly (page 67)				5.2 Reading Instafly (pages 150-151)		
– Comparar agregados familiares, tipos de habitação e festividades em diferentes países.	1.1 Reading (pages 16-17) 1.2 Reading (pages 24-25)	2.2 Speaking (page 65) 2.3 Watching (page 67)	3.2 Reading/Instafly (pages 90-91)					

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
Competência estratégica Comunicar eficazmente em contexto – Reconhecer diferentes estratégias de comunicação nas fases de planificação, realização e avaliação das atividades comunicativas e escolher a mais apropriada. – Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. – Responder com segurança e certeza a perguntas colocadas.	Getting to know you (page 9)	1.2 Listening and speaking (page 27) Writing (page 31) 1.3 Listening and speaking (page 39)	2.2 Speaking (page 65)	3.2 Speaking (page 95) 3.3 Listening and speaking (page 102)	4.1 Listening/Speaking (page 116)	5.1 Speaking and writing (page 143) 5.2 Speaking (page 155)		
		1.3 Listening and speaking (page 39)	2.2 Speaking (page 65)	3.1 Seaking (page 82) 3.3 Listening and speaking (page 102)	4.3 Speaking (page 131)	5.2 Speaking (page 155)		
		1.1 Reading (pages 16-17) 1.2 Reading (pages 24-25) 1.3 Reading (pages 34-35)	2.1 Reading (pages 50-51) 2.2 Reading (pages 60-61) 2.3 Reading (pages 68-69)	3.1 Reading (pages 82-83) 3.2 Reading (pages 90-91) 3.3 Reading (pages 98-99)	4.1 Reading (pages 112-113) 4.2 Reading (pages 122-123) 4.3 Reading (page 127)	5.1 Reading (pages 140-141) 5.2 Reading (pages 150-151)		
– Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; pedir e dar informações. – Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias.		1.2 Listening and speaking (page 27) 1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.1 Look around you! (page 141) 5.2 Project (page 158)		
		1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.2 Project (page 158)		
Trabalhar e colaborar em pares e pequenos grupos – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. – Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.		1.3 Project (page 42)	2.3 Project (page 74)	3.1 Look around you! (page 85) 3.3 Project (page 104)	4.3 Project (page 132)	5.1 Look around you! (page 141) 5.2 Project (page 158)		
		1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.2 Project (page 158)		

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto – Comunicar com outros a uma escala local, nacional e internacional. – Pedir e dar informações por email. – Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno. – Participar num WebQuest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>.		1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.2 Project (page 158)		
		1.3 Project (page 42)	2.3 Project (page 74)	3.1 Writing (page 87) 3.3 Project (page 104)		5.2 Project (page 158)		
	Getting to know the British Isles (page 8)							
– Pensar criticamente – Desenvolver a empatia com o outro de forma a adquirir atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes de modo a realizar novas aprendizagens.		1.2 Look around you! (page 29) 1.3 Look around you! (page 35) Reading and watching (page 38) 1.3 Project (page 42)	2.1 Look around you! (page 56) 2.2 Watching (page 63) 2.3 Furniture (page 66) 2.3 Project (page 74)	3.1 Watching (page 85) Look around you! (page 85) 3.3 Project (page 104)	4.2 Look around you! (page 125) 4.3 Project (page 132)	5.1 Look around you! (page 141) 5.2 Watching (page 154)		Thanksgiving (page 163) Christmas (page 164) Valentine's Day (page 165)
		1.2 Look around you! (page 29) 1.3 Look around you! (page 35) Reading and watching (page 38) 1.3 Project (page 42)	2.1 Look around you! (page 56) 2.3 Listening (page 71)	3.1 Look around you! (page 85)	4.2 Look around you! (page 125) 4.3 Project (page 132)	5.1 Look around you! (page 141)		
Relacionar conhecimentos de forma a desenvolver criatividade em contexto – Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana. – Participar em atividades diferenciadas e de natureza diversa. – Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva.		1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.2 Project (page 158)		
		1.1 Reading (pages 16-17) 1.2 Reading (pages 24-25) 1.3 Reading (pages 34-35)	2.1 Reading (pages 50-51) 2.2 Reading (pages 60-61) 2.3 Reading (pages 68-69)	3.1 Reading (pages 82-83) 3.2 Reading (pages 90-91) 3.3 Reading (pages 98-99)	4.1 Reading (pages 112-113) 4.2 Reading (pages 122-123) 4.3 Reading (page 127)	5.1 Reading (pages 140-141) 5.2 Reading (pages 150-151)		

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
Desenvolver e participar em projetos e atividades interdisciplinares.		1.3 Project (page 42)	2.3 Project (page 74)	3.3 Project (page 104)	4.3 Project (page 132)	5.2 Project (page 158)		
Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			
Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando as suas aquisições e dificuldades linguísticas.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			
Selecionar, com o apoio do professor, estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			
Utilizar dicionários bilíngues e monolíngues (online e em suporte de papel).						5.1 Grammar (page 147)		
Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	1.1 Countries and nationalities (page 14) Grammar (pages 18, 20) 1.2 Family members/physical description (pages 22-23) 1.2 Reading (pages 24-25) Grammar (pages 26; 30) 1.3 Daily routine/Telling the time (page 33) Reading (pages 34-35) Grammar (pages 36-37; 40)	2.1 Household chores (page 48) Reading (pages 50-51) Grammar (pages 52-53; 55) 2.2 Types of houses / Rooms and parts of the house (pages 58-59) Reading (pages 60-61) Grammar (pages 62; 64) 2.3 Furniture (page 66) Reading (pages 68-69) Grammar (page 70)	3.1 School subjects/ After-school clubs (pages 80-81) Reading (pages 82-83) Grammar (pages 84; 86) 3.2 School facilities/ rooms (page 88) Reading (pages 90-91) Grammar (pages 92-93) 3.3 School events (page 96) Reading (pages 98-99) Grammar (pages 100-101)	4.1 City places/City activities (pages 110-111) Reading (pages 112-113) Grammar (pages 114-115; 117) 4.2 Shops (pages 120-121) Reading (pages 122-123) Grammar (page 124) 4.3 City features (page 126) Reading (page 127) Grammar (pages 128; 130)	5.1 Sports/Free time activities (pages 138-139) Reading (pages 140-141) 5.2 Summer activities (pages 148-149) Reading (pages 150-151) Grammar (page 152)			

Aprendizagens Essenciais	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Extensive Reading	Celebrating...
Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			
Reconhecer diferentes estratégias de aprendizagem.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			
Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.	Checkpoint (pages 43-44)	Checkpoint (pages 75-76)	Checkpoint (pages 105-106)	Checkpoint (pages 133-134)	Checkpoint (pages 159-160)			



Study help and review

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 - Vocabulary
 - Grammar
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 - Study tips
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 - Grammar
- Answer key

Study Help and Review

Review worksheets

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

A. Look at the pictures and write the country or the nationality.

(Observe as imagens e escreva o país ou a nacionalidade.)



The USA

American



England

1. _____



China

2. _____



Japanese

3. _____



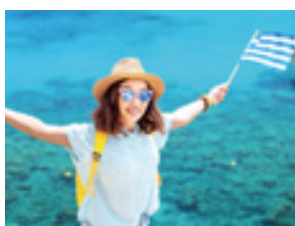
Scottish

4. _____



India

5. _____



Greece

6. _____



Angolan

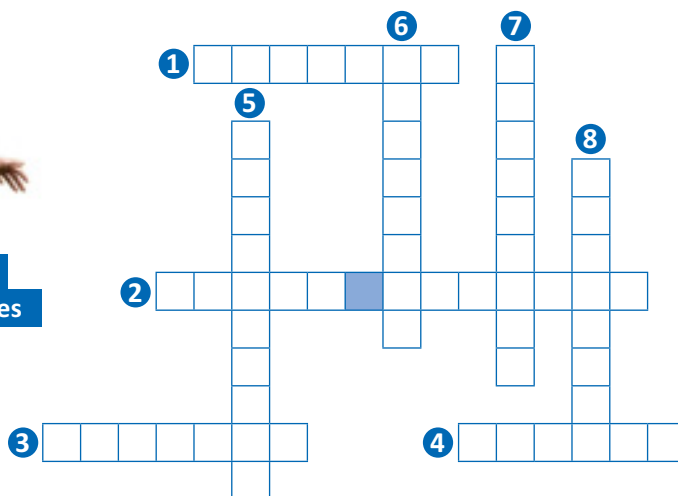
7. _____

B. Complete the crossword puzzle with the correct nationalities.

(Completa as palavras cruzadas com as nacionalidades corretas.)



Ferrán
Torres



ACROSS

1. Luca Pellegrini is from Rome. He's an _____ football player.

2. Charlize Theron is a _____ actress. She was born in South Africa.

3. Ferrán Torres is a _____ football player. He's from Spain.

4. David Guetta is _____. He was born in France.

DOWN

5. Sara Sampaio is from Portugal. She's _____.

6. Taylor Swift is from the USA, so she's _____.

7. Vitor Kley is a _____ singer. He's from Brazil.

8. Shawn Mendes was born in Canada. He's _____.



Charlize
Theron

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

A. Fill in the table with the family members. There is one example.

(Preenche a tabela com os membros da família. Segue o exemplo.)

Male	Female	Male	Female
• father	mother	5	sister
uncle	1	nephew	6
son	2	stepfather	7
3	grandmother	husband	8
cousin	4	9	granddaughter

B. Look at the picture of Ava's family and complete the text with the family members.

Use the words from the box.

(Observa a fotografia da família da Ava e completa o texto com os membros da família.)

Usa as palavras da caixa.)



grandmother

wife

mother

grandfather

brother

grandchildren

father

grandparents

I'm Ava and this is my family. Aren't we gorgeous? Mimi is my ¹ _____ and Mike is my ² _____. I've got one ³ _____, Luke. Helen and Timothy are married – she's his ⁴ _____ and my aunt. James and Olivia are my ⁵ _____ and I love them very much. My ⁶ _____ James is very funny and he's always there for me. My ⁷ _____ Olivia is a wonderful cook. Her apple pie is... DELICIOUS. She says that my siblings and I, her ⁸ _____, are her best guinea pigs because we taste several slices, not only one! We totally agree!

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

- A. Look at the word cloud and find five jobs.**

(Observa a nuvem de palavras e descobre cinco profissões.)



- B. Label the pictures with the correct jobs and occupations.**

(Legenda as imagens com as profissões e ocupações corretas.)



1. t



2. f



3. P



4. m



5. *a*



6. n



7. C



8. 5

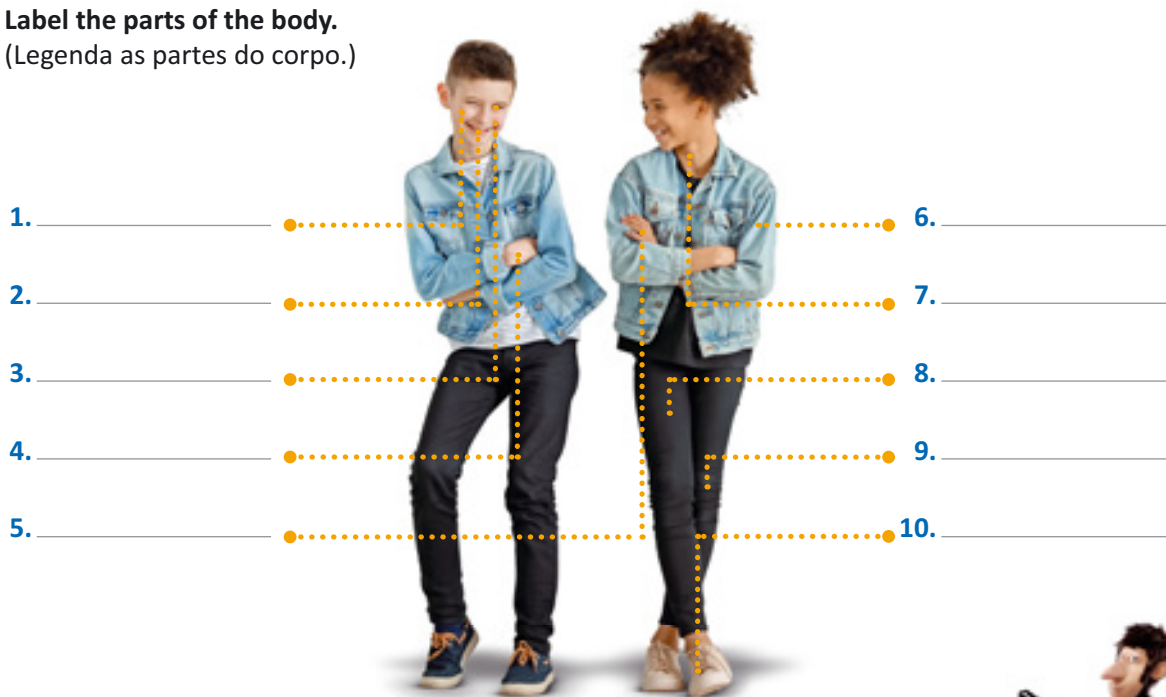
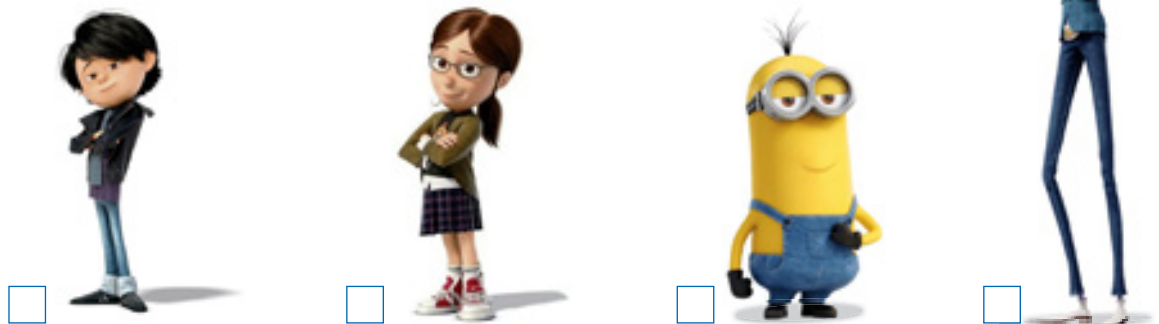


9. v



10. §

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

A. Label the parts of the body.
(Legenda as partes do corpo.)**B. Match the descriptions with the pictures. Write 1-4.**
(Associa as descrições às imagens. Escreve 1-4.)

1. He/She is tall and thin. His/Her hair is short and he/she has got a big nose.
2. He/She is short and thin. His/Her hair is long, his/her nose is small and he/she wears glasses.
3. He/She is short and fat. He/She has got very short hair and wears glasses.
4. He/She is short and slim. He/She has got straight black hair and a round face.

C. Read the sentences and complete them with the words from the box.
(Lê as frases e completa-as com as palavras da caixa.)

1. Stuart loves talking to everyone and meeting new people. He's very _____.
2. Belle doesn't like talking in public because she's _____.
3. Wild Knuckles isn't nice. He treats people badly. He's very _____.
4. Marlena hates waiting for her turn in the canteen. She's so _____.

shy
impatient
sociable
rude

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

A. Unscramble the letters and label the clothes and footwear.

(Ordena as letras e legenda as peças de vestuário e calçado.)



A S J N E



A J C T K E



C S O K S



E S A E W R T

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



Y P S J M A A



N R A T I E S R



T K R T A C I S U



S O B T O

5. _____ 6. _____ 7. _____ 8. _____

B. Look at the pictures and fill in the gaps with the words from the box. There are two extra options.

(Observa as imagens e preenche os espaços com as palavras da caixa. Há duas opções a mais.)

shoes

shirt

dress

T-shirt

jeans

watch

skirt

Diogo
MorgadoIn this picture, Sara Matos is wearing a black ¹_____.We can't see her ²_____ because her outfit is too long and it touches the floor.Diogo Morgado is wearing a pair of black ³_____ and a dark casual ⁴_____.He's also wearing a ⁵_____ on his left wrist because he likes being on time.Sara
Matos

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

- A. Write the names of the food and drinks you see in the picture.
(Escreve os nomes dos alimentos e bebidas que vês na imagem.)



1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

- B. Complete the dialogue at a restaurant with the names of the food and drinks.
The pictures will help you.

(Completa o diálogo num restaurante com o nome da comida e bebida. As imagens irão ajudar-te.)

Waiter: Good morning. May I help you?

Jenny: Good morning. Yes, please. I'd like to have lunch: ¹ _____

and ² _____. Can you bring some ³ _____, too, please?

Waiter: Of course, miss. Anything to drink?

Jenny: Yes, please. I'd like a bottle of ⁴ _____.

[After lunch...]

Waiter: Anything else, miss?

Jenny: Could you bring me a cup of ⁵ _____, please?

Waiter: Right away.

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

A. Label the daily routine activities with the expressions from the box.

(Legenda as atividades da rotina diária com as expressões da caixa.)

have lunch

catch the bus

wake up

watch TV

have a shower

brush her teeth

get dressed

do her homework

go to bed

have breakfast

have football practice

play video games



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

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

A. Find ten sports in the word search puzzle (⇒⇧).

(Encontra dez desportos na sopa de letras.)

**B. Complete the blanks with these celebrities' favourite free time activities. Use the expressions from the box.**

(Completa os espaços em branco com as atividades de tempos livres destas celebridades.)

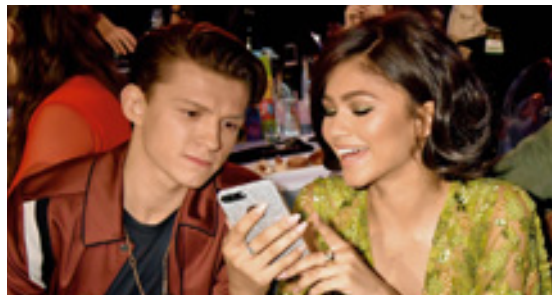
Usa as expressões da caixa.)

texting

going shopping

doing sports

watching films

Kevin Hart loves ¹ _____
at the cinema.Zendaya likes ² _____
her friends.Chris Hemsworth enjoys
³ _____ in his free time.⁴ _____ is one of Margot
Robbie's favourite hobby.

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

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

we you his they mine its ours is I she us it he

- B. Complete the table with the personal pronouns – subject and object.
(Completa a tabela com os pronomes pessoais – função de sujeito e de complemento.)

Subject	Singular
	1 _____ you he she 2 _____
	Plural
	we 3 _____ 4 _____
Object	Singular
	me 5 _____ 6 _____ her it
	Plural
	7 _____ you 8 _____

- C. Fill in the blanks with the correct personal pronouns.

(Preenche os espaços com os pronomes pessoais corretos.)

- Jason Derulo is a great singer. _____ is my favourite artist.
- "And you? Do _____ like his songs, too?"
"Yes, _____ do."
- He's got a lot of fans. _____ are from all over the world.
- My mother is a fan too. _____ loves his music.
- My sister and I like hip-hop, but _____ prefer listening to The Weeknd and Drake.



- D. Complete the sentences with the correct personal pronouns – object. There is one example.

(Completa as frases com os pronomes pessoais – função de complemento – corretos.
Segue o exemplo.)

- I love watching America's Got Talent. Do you like it, too?
- It's the Jason Derulo concert tonight. We're going to see _____ for the first time.
 - Our grandmother is also a fan. Let's invite _____ to go with _____.
 - "Have you got the tickets?" "Yes, I've got _____ in my bag."
 - Lisa, I'm watching a new dance show. Do you want to watch it with _____?
 - I know you're going to the JD concert. Can I go with _____?

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

A. Complete the table with the missing possessive determiners and possessive pronouns.

(Completa a tabela com os determinantes e pronomes possessivos em falta.)

Possessive determiners	Possessive pronouns
1 _____	6 _____
your	yours
2 _____	7 _____
her	8 _____
3 _____	-----
4 _____	ours
your	yours
5 _____	9 _____

B. Tick (✓) the correct option to complete the sentences.

(Escolhe a opção correta para completar as frases.)

1. "What's _____ favourite food, Jessie?" " _____ favourite food is lasagne."

a) my... Your ☐b) your... My ☐c) their... My ☐

2. Julia has got a new house. _____ last one was very small.

a) Our ☐b) His ☐c) Her ☐3. We are twins and _____ birthday is on 5th June.a) Our ☐b) My ☐c) His ☐

4. Jackie and Selma are police officers, but _____ sister is a vet.

a) your ☐b) their ☐c) its ☐**C. Complete the sentences with the possessive determiners or possessive pronouns from the box.**

(Completa as frases com os determinantes ou os pronomes possessivos da caixa.)

theirs

our

yours

his

my

hers

mine

1. I love Mike's new smartphone. _____ is so old... I want a new one too!

2. There are three lunchboxes on the table. The green one is Leila's. Which one is _____, Sarah? The yellow or the grey one?

3. John and I are doing a school project together. _____ work is the best for sure!

4. Rita loves Sarah's fancy clothes, but she likes _____, too.

5. Sam is Paul's friend, but _____ BFF is Danny.

6. They wear glasses like mine, but _____ are more modern.

7. It's almost Christmas. I'm so happy! _____ grandparents are coming from Paris.

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

A. Write *a* or *an*.(Escreve *a* ou *an*.)

1. _____ doctor 2. _____ architect 3. _____ engineer 4. _____ cook 5. _____ firefighter

B. Fill in the gaps with *a*, *an* or *the*.(Preenche os espaços em branco com *a*, *an* ou *the*.)

1. My mother is _____ vet and my father is _____ swimming teacher.
2. Ricky and Carly live in _____ UK. They think it's _____ wonderful place to live.
3. _____ apple a day keeps _____ doctor away.
4. Is your brother _____ singer or _____ actor?
5. Josh isn't _____ waiter, but he sometimes helps his father in _____ restaurant.

C. Complete the sentences with *the* or Ø.(Completa as frases com *the* ou Ø.)

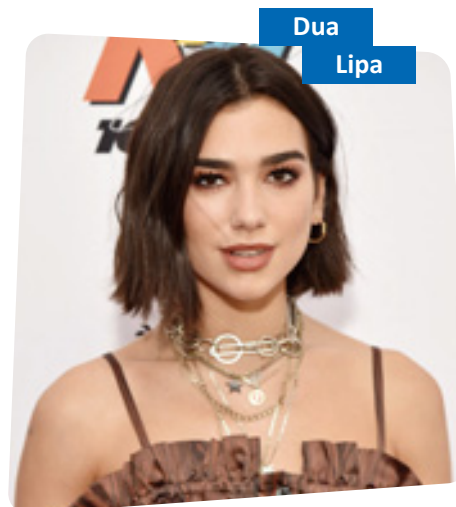
1. _____ Canada is one of the largest countries in _____ world.
2. _____ Joana and Lorenzo are _____ engineers.
3. We have dance lessons on _____ Monday.
4. _____ dance teacher is _____ French. She's from _____ Paris.
5. _____ Ted's father works in _____ hospital near my house.

D. Complete the text with *a*, *an*, *the* or Ø.(Completa o texto com *a*, *an*, *the* ou Ø.)

1 _____ Dua Lipa is 2 _____ English singer. She is also 3 _____ songwriter and 4 _____ model. She was born in 5 _____ London on 22nd August 1995. Her parents are not from 6 _____ UK. They are 7 _____ Albanian. Her father is 8 _____ singer, too, and her mother works in tourism. She has got 9 _____ younger brother and 10 _____ younger sister.

Before becoming famous, Dua Lipa was 11 _____ waitress at the age of 15, to pay for her music lessons.

Nowadays, she lives in 12 _____ flat, in 13 _____ New York, in 14 _____ USA. She loves living in 15 _____ America.



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

A. Match the questions and answers about Emilia Clarke. Write the letters a-h.

(Liga as questões e as respostas sobre Emilia Clarke. Escreve as letras a-h.)

- | | |
|--|--------------------------------------|
| 1. Where is she from? ☐ | a) She's an actress. |
| 2. When was she born? ☐ | b) She lives in California. |
| 3. How does she go to work? ☐ | c) She's English. |
| 4. Where does she live? ☐ | d) She prefers black. |
| 5. What's her job? ☐ | e) She's from London, England. |
| 6. What nationality is she? ☐ | f) She has one brother. |
| 7. How many siblings does she have? ☐ | g) On 23 rd October 1986. |
| 8. Which is her favourite colour: black or white? ☐ | h) She drives her car. |

Emilia
Clarke**B. Read the answers and choose a question word from the box to complete the questions.**(Lê as respostas e escolhe uma *question word* da caixa para completar as questões.)

Who Whose Where When How tall How old What (2x)

- "_____ is his name?" "His name's **Tom Holland**."
- "_____ is he?" "He's **25 years old**."
- "_____ is he?" "He's **1.73m tall**!"
- "_____ are his parents from?" "They are from **England**."
- "_____ nationality is he?" "He's **British**."
- "_____ was he in the film *Spider-Man: Far from Home*?" "In **2019**."
- "_____ does he live with?" "He lives with **his three best friends**."
- "_____ house is it?" "It's **Tom's house**."

Tom
Holland**C. Let's learn more about Tom Holland. Complete the interview with the correct question words.**(Vamos saber mais sobre Tom Holland. Completa a entrevista com as *question words* corretas.)**Luke:** Hey, Tom. ¹_____ are you? Can I ask you some questions?**Tom:** Hi, Luke. I'm fine, thanks. Sure, go ahead.**Luke:** You live in London, but you also have a house in Los Angeles. ²_____ one do you prefer?**Tom:** Well, I love California, but my favourite city is definitely London.**Luke:** ³_____ do you miss the most when you're not in England?**Tom:** I miss my family and my friends. It's hard being away for a long period of time.**Luke:** I know your family is big and you have great fun together... ⁴_____ siblings have you got?**Tom:** Yeah, that's true. We're always playing pranks. I've got three brothers: Paddy, Sam and Harry.

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

- A. Write the plurals of the words from the box in the correct column, according to their forms.
(Escreve o plural das palavras da caixa na coluna correta, de acordo com a sua forma.)

blueberry potato year box wolf brother boy ~~baby~~

1. Noun + -s	2. Noun + -es	3. Noun + -ies	4. Noun + -ves
		babies	

- B. Write the plural of the nouns.
(Escreve o plural dos nomes.)

- | | |
|--------------------|---------------------|
| 1. book _____ | 6. fish _____ |
| 2. shelf _____ | 7. strawberry _____ |
| 3. teacher _____ | 8. person _____ |
| 4. policeman _____ | 9. schoolbag _____ |
| 5. child _____ | 10. student _____ |



- C. Find the plural of the nouns from the box in the word search puzzle (⇒⇧).
(Encontra o plural dos nomes da caixa na sopa de letras.)

cherry hamburger firefighter partner wife orange tomato
sheep book mouse woman party



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

A. Circle the correct verb form in each sentence.

(Rodeia em cada frase a forma correta do verbo.)

1. Mariska is / are American, but her parents is / are from Russia.
2. I am / are very busy, so I am not / are not going to the cinema today.
3. Are / Is you from London or from Liverpool?
4. She isn't / aren't a firefighter. She 's / 'm a nurse.
5. Paul and Trisha isn't / aren't in New York. They is / are in Orlando.



B. These sentences are wrong. Correct the underlined words. There is one example.

(Estas frases estão erradas. Corrige as palavras sublinhadas. Segue o exemplo.)

- Lucy and Millie is Australian. Lucy and Millie are Australian.
1. Melinda am the new English teacher. _____
 2. Noah aren't a student. He's a baker. _____
 3. Is you twelve years old? _____
 4. We isn't Brazilian. _____
 5. Harry are my goldfish. I love him very much. _____

C. Make sentences. Use the verb to be: affirmative (✓), negative (✗) or interrogative (?).

(Constrói frases. Usa o verbo to be: afirmativa, negativa ou interrogativa.)

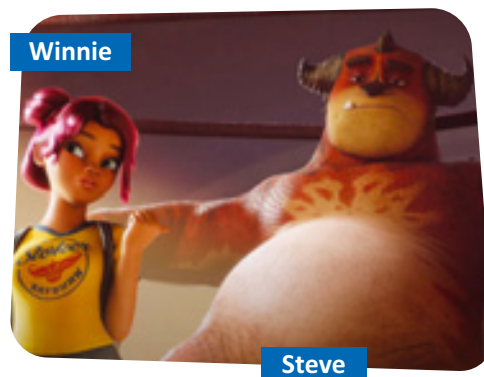
1. John / British (✓) _____
2. my parents / at home (✗) _____
3. what / that girl's name (?) _____
4. you / Canadian (?) _____
5. Sarah / at school (✗) _____
6. I / from Miami (✓) _____

D. Complete the text with the correct forms of the verb to be.

(Completa o texto com as formas corretas do verbo to be.)

Winnie ¹ _____ a monster wrestling trainer in the film *Rumble*. She ² _____ a young girl with a dream: training a monster, Steve, to win the championship. At first it ³ _____ (not) easy to train him. He ⁴ _____ stubborn and feels tired all the time, but she doesn't give up.

Steve often tells Winnie he ⁵ _____ afraid of Tentacular, because he ⁶ _____ strong and he always wins the competition. "Really, Steve? ⁷ _____ you a winner or a loser? You ⁸ _____ both fighters, of course," Winnie says.



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

A. Complete the sentences with the verb forms from the boxes.

(Completa as frases com as formas verbais das caixas.)

1. Molly _____ two brothers and one baby sister.
2. Walter and I _____ a new pair of boots.
3. Richard and Lenny _____ brown hair and blue eyes.
4. I _____ short blonde hair.
5. John _____ a nice family.
6. My hamster _____ a very modern cage.

has got**have got****B. Write the sentences in the negative (short form).**

(Escreve as frases na negativa – forma abreviada.)

- Serena has got blue gloves. *Serena hasn't got blue gloves.*
1. Matt and Vivian have got black hair. _____
 2. Marcel has got a new watch. _____
 3. Suzy has got lovely earrings. _____
 4. Her dog has got a modern kennel. _____
 5. I have got a moustache. _____
 6. Fatima and you have got a twin brother. _____

C. Look at the picture. Write questions and answers with the verb *have got*. There is one example.(Observa a imagem. Escreve perguntas e respostas com o verbo *have got*. Segue o exemplo.)

- Maitreyi / long hair

" *Has Maitreyi got curly hair* ?" " *Yes, she has* ."

1. Lee and Ramona / white boots

" _____ ?" " _____ ."

2. Lee / a short skirt

" _____ ?" " _____ ."

3. they / a modern look

" _____ ?" " _____ ."

4. Maitreyi / a long dress

" _____ ?" " _____ ."

5. the three girls / a bag in their hand

" _____ ?" " _____ ."

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

A. Write the 3rd person singular of the verbs. There is one example.(Escreve a 3.^a pessoa do singular os verbos. Segue o exemplo)

Verb	he/she/it
play	• plays
run	1
cook	2
clean	3

Verb	he/she/it
watch	4
study	5
read	6
write	7

B. Fill in the gaps with the present simple of the verbs in brackets.(Preenche os espaços com o *present simple* dos verbos entre parêntesis.)

- Max always _____ (**have**) breakfast at 7:30 a.m.
- Juliet and Alice _____ (**go**) to school by bus. They _____ (**catch**) it at 8 o'clock.
- Matilda usually _____ (**make**) her bed in the morning.
- Jeremy and I _____ (**not prepare**) our lunchboxes every day.
- My mother _____ (**not drive**) me to school on Wednesdays.

C. What do they do at the weekend? Look at the pictures and write sentences in the present simple. There is one example.(O que é que eles fazem ao fim de semana? Observa as imagens e escreve frases no *present simple*. Segue o exemplo.)

- Nelly / clean the bathroom / tidy the bedroom

“ Does Nelly clean the bathroom at the weekend ?”

“ No , she doesn't . She tidies her bedroom .”

- Byron / cook dinner

“ _____ ?”

“ _____ .”

- Val and Poh / wash their car / walk the dog

“ _____ ?”

“ _____ .”

- Thomas / take the rubbish out

“ _____ ?”

“ _____ .”



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

A. Look at the pictures and label them with the adverbs of frequency from the box.(Observe as imagens e legenda-as com os *adverbs of frequency* da caixa.)

never
sometimes
usually
often
always

MON	TUE	WED	THU	FRI	SAT	SUN
	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	31			

MON	TUE	WED	THU	FRI	SAT	SUN
	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	31			

1. _____ 2. _____

MON	TUE	WED	THU	FRI	SAT	SUN
	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	31			

MON	TUE	WED	THU	FRI	SAT	SUN
	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	31			

MON	TUE	WED	THU	FRI	SAT	SUN
	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	31			

3. _____ 4. _____ 5. _____

B. Mark the sentences R (right) or W (wrong). Pay attention to the position of the adverbs of frequency.

(Assinala as frases como certas ou erradas. Presta atenção à posição dos advérbios de frequência.)

- | | R | W |
|--|--------------------------|--------------------------|
| 1. I go to the library never. | ☐ | ☐ |
| 2. Pete and you have piano lessons twice a week. | ☐ | ☐ |
| 3. We eat always cereal and drink milk at breakfast. | ☐ | ☐ |
| 4. Tony and Mike walk to school once a week. | ☐ | ☐ |
| 5. My sister sometimes is alone in the lab. | ☐ | ☐ |

C. Put the words in order and make correct sentences.

(Ordena as palavras e constrói frases corretas.)

1. washes / usually / his car / on Saturdays / Marcus / .

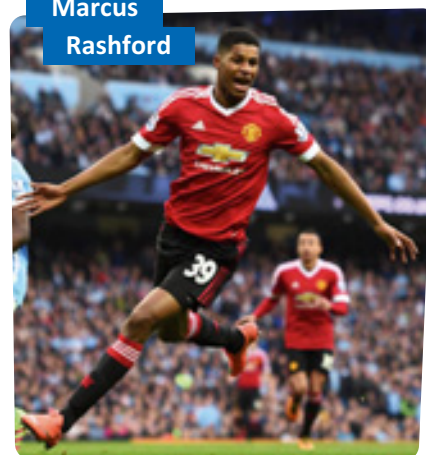
2. he / hardly ever / to the cinema / goes / .

3. in the evening / do / always / I / my homework / .

4. often / make / they / their beds / .

5. never / late for school / is / Jane / .

Marcus
Rashford



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

A. Write the *-ing* form of the verbs. There is one example.(Escreva a *-ing* form dos verbos. Segue o exemplo.)

Infinitive	<i>-ing</i> form	Infinitive	<i>-ing</i> form
play	• playing	run	5
study	1	watch	6
wash	2	do	7
prepare	3	sit	8
mix	4	walk	9

B. Read the sentences and circle the correct option.

(Lê as frases e rodeia a opção correta.)

- Lucy and Elsa **is cleaning** / **are cleaning** the bathroom.
- I **are setting** / **am setting** the table while my mother **is cooking** / **are cooking** dinner.
- Ella and I **am having fun** / **are having** dinner together.
- James **is fixing** / **are fixing** his computer.
- Fred and his siblings **is taking** / **are taking** the rubbish out.

C. Complete the sentences with the present continuous of the verbs in brackets.(Completa as frases com o *present continuous* dos verbos entre parêntesis.)

Today is Saturday and Jenny, Susan and Teddy ¹ _____ (**help**) their parents, Vivian and Bart, with the household chores. They ² _____ (**not do**) anything special, but they ³ _____ (**have**) a lot of fun together. The two sisters ⁴ _____ (**tidy**) their bedrooms while their brother ⁵ _____ (**vacuum**) the living room. Vivian ⁶ _____ (**iron**) their clothes and she ⁷ _____ (**listen**) to music too. Bart ⁸ _____ (**do**) the laundry.

D. Write questions and short answers in the present continuous. There is one example.(Pergunta e escreve respostas curtas no *present continuous*. Segue o exemplo.)

- you / write / an email / (x) **"Are you writing an email?" "No, I'm not."**
- Jenny / watch TV / (✓) _____
 - Teddy and Susan / walk / the dogs / (x) _____
 - Bart / read / the newspaper / (x) _____
 - the dogs / play / in the backyard / (✓) _____
 - you and Vivian / prepare / lunch / (✓) _____

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

A. Read the sentences and tick (✓) the correct option.

(Lê as frases e escolhe a opção correta.)

- The Weeknd _____ in Dublin last month.
a) was ☐ b) were ☐
- The Weeknd and his band _____ in a show with 20,000 fans.
a) was ☐ b) were ☐
- His Irish fans _____ very happy to see him.
a) was ☐ b) were ☐
- They _____ anxious to sing "In your eyes" with him at the end of the concert.
a) was ☐ b) were ☐

The
Weeknd**B. Fill in the gaps with the past simple of the verb *to be*.**(Completa os espaços com o *past simple* do verbo *to be*.)

- The Weeknd _____ in my hometown last week.
- My friends and I _____ at the concert.
- My parents _____ at the concert, too.
- The singer _____ very nice to the fans.
- My friends Joe and Paul _____ with the artist backstage.
- They _____ excited and nervous about meeting him.

C. Rewrite the sentences in the affirmative, negative or interrogative.

(Escreve as frases na afirmativa, negativa ou na interrogativa.)

- You were at home yesterday.
Neg.: _____ Int.: _____
- Ted wasn't with his schoolmates this morning.
Aff.: _____ Int.: _____
- Were Minnie and Mark at the gym?
Aff.: _____ Neg.: _____
- Bruno's dog was in the park.
Neg.: _____ Int.: _____

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

A. Write the past simple of the verbs in the boxes, according to the spelling rules.(Escreve o *past simple* dos verbos das caixas, de acordo com as regras ortográficas.)

love

travel

visit

try

change

watch

stop

park

cook

plan

tidy

decide

1. verb + <i>-ed</i>	2. verb + <i>-d</i>	3. verb + <i>-ied</i>	4. verb + double consonant + <i>-ed</i>

B. Complete the sentences with the past simple of the verbs in brackets.(Completa as frases com o *past simple* dos verbos entre parêntesis.)

- Yesterday, I _____ (**arrive**) late at the airport.
- Jeff and Sean _____ (**plan**) their dream trip last year.
- Molly _____ (**not study**) for the English test.
- We _____ (**walk**) our dog in the park this morning.
- You _____ (**not play**) video games last night.

C. Write questions and short answers in the past simple. There is one example.(Escreve perguntas e respostas curtas no *past simple*. Segue o exemplo.)

- Ruth / try / different food / (✓)

"Did Ruth try different food?" "Yes, she did."

- Helen / visit / the Eiffel Tower / (✗)

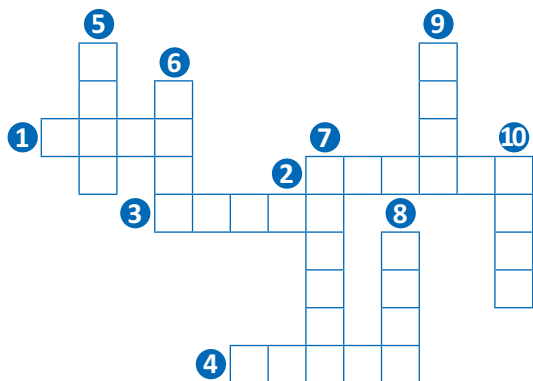
- Mary and Charles / listen to music / (✓)

- you / photograph / the Empire State Building / (✗)

- Lucy / pack her bags / this morning / (✓)



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

A. Complete the crossword puzzle with the past simple of the verbs.(Encontra o *past simple* dos verbos no cruzadex e escreve-o.)**ACROSS**

1. make
2. buy
3. drive
4. spend

DOWN

5. swim
6. read
7. become
8. go
9. sing
10. take

B. Complete the sentences with the past simple of the verbs in brackets.(Completa as frases com o *past simple* dos verbos entre parêntesis.)

1. Last month we _____ (**go**) on holiday to London.
2. Donald _____ (**have**) fun with his family.
3. I _____ (**take**) lots of photos on my last summer holidays.
4. Luke _____ (**not feel**) very well during the trip.
5. Joan and Susan _____ (**not run**) in the park.
6. They _____ (**swim**) in the river.

C. Rewrite the sentences in the negative and in the interrogative.

(Reescreve as frases na negativa e na interrogativa.)

1. Sylvie forgot her ticket at home.

Neg.: _____

Int.: _____

2. Serena and Liam sent a postcard to their cousins.

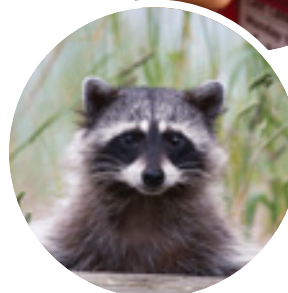
Neg.: _____

Int.: _____

3. I saw a racoon on the city tour.

Neg.: _____

Int.: _____



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

- A. Read Kesha's to-do list and put the verbs in the future – *be going to*. There is one example.
(Lê a lista de afazeres da Kesha e coloca os verbos no *future – be going to*. Segue o exemplo.)

TO-DO LIST

- call mum
- 1. go to the beach
- 2. finish new song with producer
- 3. do sports
- 4. teach piano lessons
- 5. hang out with Adele



Kesha

Next week...

- Kesha is going to call her mum.
- 1. She _____ to the beach.
- 2. Kesha and her producer _____ her new song.
- 3. The singer _____ some sports.
- 4. She _____ piano lessons.
- 5. Adele and she _____ together.

- B. Complete the sentences with the future – *be going to* and the verbs in brackets.
(Completa as frases com o *future – be going to* e os verbos entre parêntesis.)

1. Kesha _____ (have) a picnic in her private garden.
2. Her nephew Rio _____ (not build) any sandcastles.
3. Rio and other children _____ (drink) orange juice and eat strawberries.
4. She _____ (write) a song with Billie Eilish. They're great friends.
5. _____ they _____ (play) the guitar and give a concert?

- C. Write questions and short answers. There is one example.
(Escreve perguntas e respostas curtas. Segue o exemplo.)

- Kesha / surf / tomorrow / ✗

" Is Kesha going to surf tomorrow ?" " No , she isn't ."

1. her guests / listen to / her songs / ✓

" _____ ?" " _____ , _____ ."

2. she / swim / in the lake / ✓

" _____ ?" " _____ , _____ ."

3. the singer and her brother / spend / their holidays / together / ✗

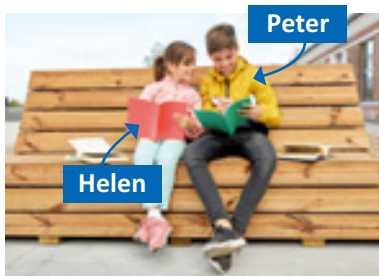
" _____ ?" " _____ , _____ ."

4. they / play / beach volleyball / ✓

" _____ ?" " _____ , _____ ."

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

- A. Look at the pictures and **circle** the best option.
(Observe as imagens e rodeia a melhor opção.)



- Helen is **older than** / **younger than** Peter.
 - The green shirt is **cheaper than** / **more expensive than** the pink one.
 - Tom is **taller than** / **shorter than** Jack.
- B. Fill in the gaps with the comparative of superiority of the adjectives in brackets.
(Preenche os espaços com o *comparative of superiority* dos adjetivos entre parêntesis.)

- John is _____ (**strong**) Miles.
- Violet and Maya are _____ (**generous**) Trudy.
- Janine and I are _____ (**heavy**) our siblings.
- You are _____ (**good**) Rita at maths.

- C. Read the sentences and **circle** the correct superlative of the adjectives.
(Lê as frases e rodeia o *superlative* dos adjetivos correto.)

- Lisa is **the smartest** / **the most smart** in the family and she is **the most kind** / **the kindest** too.
- Ruth and her brother are **the most funny** / **the funniest** teens I know.
- Victor is **the most sociable** / **the sociablest** boy in class.
- Julie thinks she's fat, but she's **the most slim** / **the slimmest** of all her friends.
- That sofa is **the most comfortable** / **the comfortablest** in my house.

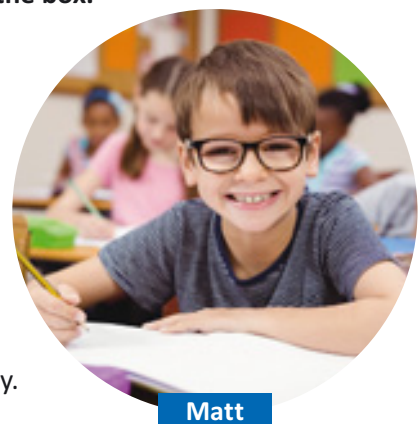
- D. Complete the sentences with the superlative of the adjectives in the box.
(Completa as frases com o *superlative* dos adjetivos da caixa.)

bad

beautiful

happy

- Matt is _____ boy in the class. He's always smiling.
- His classmate Mario is _____ boy he knows because he hurts the other kids.
- Sarah, Matt's sister, is _____ girl in their family. She's really pretty.



Matt

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

- A. Write the correct preposition from the box next to each adjective. Use each preposition only once.
(Coloca a preposição correta junto a cada adjetivo. Usa cada preposição apenas uma vez.)

of at in with for about

- interested _____ football
- fond _____ music
- brilliant _____ maths
- angry _____ his brother
- worried _____ the tests
- ready _____ the party

- B. Read the sentences and tick (✓) the correct prepositions.
(Lê as frases e assinala as preposições corretas.)

- | | | | |
|---|-----------------------------------|----------------------------------|-----------------------------------|
| 1. Cathy is afraid _____ storms. | a) in ☐ | b) of ☐ | c) about ☐ |
| 2. Drake is famous _____ his songs. | a) for ☐ | b) at ☐ | c) about ☐ |
| 3. Ben and Zoe are good _____ video games. | a) about ☐ | b) for ☐ | c) at ☐ |
| 4. Hurry up, Jay! You're late _____ school. | a) with ☐ | b) in ☐ | c) for ☐ |
| 5. Tom is angry _____ Rita. | a) of ☐ | b) with ☐ | c) in ☐ |

- C. Fill in the gaps with the correct adjectives from the box. Pay attention to the prepositions in bold.
(Preenche os espaços com os adjetivos da caixa corretos. Atenta nas preposições a negrito.)

afraid late happy fond brilliant

- Mike is _____ **at** English and Spanish. He loves learning foreign languages.
- Oh, I'm so _____ **about** my history marks. I am the best in the class.
- Mark and I love snakes and other reptiles. We're not _____ **of** them.
- Julian is very _____ **of** music. She's learning how to play the piano.
- Carson and Roger shouldn't be _____ **for** school. They must be there on time.

- D. Complete the sentences with the correct adjective + preposition.
(Completa as frases com o adjetivo + preposição corretos.)

tired of

worried about

ready for

good at

interested in

- Get _____ the competition, please. It's about to start.
- Leo is _____ working so hard and not getting the best marks.
- Janine is _____ cooking. She wants to be a cook.
- Noah and Mary are _____ their best friend, Mel. She's not feeling well today.
- Victoria is very _____ dancing. She even won the school contest this year.

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

Para melhorares a tua capacidade de compreensão oral em inglês:

- **antes de iniciares a audição, lê cuidadosamente cada pergunta/enunciado**, bem como eventuais opções de resposta;
- **identifica as palavras-chave** e o seu **significado**;
- como, habitualmente, ouves cada texto duas vezes:
 - **durante a primeira audição**, tenta entender **o sentido global do texto**;
 - **durante a segunda audição**, certifica-te de que a resposta que estás a dar é a correta.

Não te esqueças de que a resposta correta poderá estar **no início, no meio ou no final do texto que estás a escutar**. Presta agora atenção a estas dicas para diferentes tipos de exercícios.

Escolha múltipla

- Quando tens de selecionar imagens, observa bem todas as opções e tenta prever o vocabulário de que irás precisar. Não te esqueças de que **todas as imagens podem ser mencionadas**, mas apenas **uma está correta**.
- Habitualmente, as questões **respeitam a ordem da informação do texto**.

Fazer associações de palavras ou imagens

- Poderás ter de ouvir uma conversa mais longa e **fazer correspondências entre duas colunas** (exemplo: fazer corresponder nomes próprios, na coluna A, a ações/descrições ou imagens, na coluna B). Nestes casos, pode haver mais termos na coluna B do que aqueles de que irás necessitar, por isso, **não escolhas uma palavra ou imagem da coluna B só porque ela é mencionada no texto**. Pode não ser a resposta certa!

Verdadeiro/Falso (Correto/Incorreto)

- Os verbos que **exprimem opinião**, como *prefer, like, hate, think*, são muito importantes, pois indicam-te qual é o ponto de vista de alguém. Presta atenção à **forma negativa** dos verbos (exemplo: *I like that flat, but she **doesn't like** it.*) porque ela é indicadora do sentido da frase.

Preenchimento de espaços

- Lê e ouve com atenção a **instrução do exercício** para perceberes o **tipo de texto** e a **situação** a que dizem respeito.
- A leitura atenta da instrução antes da audição permite-te reter o que é importante, pois é provável que consigas **prever o tipo de vocabulário** a usar, mesmo antes de ouvires o texto.



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

Segue as dicas para mais facilmente conseguires ler e interpretar um texto, respondendo às questões que te forem apresentadas.

- **Faz uma primeira leitura** e tenta entender a **ideia global** do texto.
- Caso não conheças todas as palavras, **tenta entendê-las através do contexto**. Não te esqueças de que nem todas as palavras serão essenciais para a compreensão do texto.
- Podes consultar a secção *Vocabulary notes* do manual, onde se encontra o vocabulário essencial dos vários temas abordados ou consultar dicionários (em papel ou *online*).
- Lê o texto novamente e **destaca as ideias-chave**.
- **Lê muito bem o enunciado das questões** antes de começares a resolver os exercícios.

Presta agora atenção a estas dicas para diferentes tipos de exercícios.

Questões sobre o texto

- Para responderes às perguntas, deves conhecer o **significado das question words** (*who* = quem; *what* = o quê; *where* = onde; *when* = quando; *why* = porquê; *how* = como...).
- **Sublinha**, no texto, **as frases/expressões que constituem a resposta às perguntas**. Podes usar palavras do texto para responderes, mas não deves fazer cópia do texto, a não ser que tal seja solicitado na questão.

Associação de palavras, definições, sinónimos

- **Lê sempre todas as opções antes de começares a responder**.
- Caso tenhas dúvidas em alguma, passa à seguinte e, no final, tenta perceber se a palavra e a definição que sobraram coincidem, de facto.

Escolha múltipla

- **Lê bem as opções antes de seleccionares a resposta**, pois pode haver opções semelhantes.
- **Confirma sempre a informação no texto**, antes de assinalares a tua resposta.

Verdadeiro ou Falso (True/False)

- **Presta atenção a todas as palavras das frases**. Por vezes alguns pormenores das frases (como verbos na negativa ou a utilização de sinónimos/antónimos) podem induzir em erro! Toda a frase tem de ser verdadeira para ser classificada dessa forma.

Completamento de espaços ou frases

- **Lê sempre todo o texto ou frase antes de começares a preencher os espaços**.
- Caso haja opções para preenchimento dos espaços, **lê-as todas antes de dares a resposta**.

Ordenação

- Lê cada alínea ou observa cada imagem atentamente; depois **escreve o número da alínea no local do texto onde a informação correspondente se encontra**. Assim consegues identificar facilmente a ordem das alíneas.

Legendar figuras

- Usa, quando possível, as palavras do texto para legendar as imagens, mas presta atenção: **não cometas erros em palavras que estão no texto ou no enunciado!**



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

Para melhorares a escrita dos vários tipos de texto, presta atenção a estas dicas.

- Faz sempre **um plano do texto** antes de começares a escrever.
- **Escreve o texto com cuidado para evitares erros.** Se necessário, usa o dicionário.
- **Relê sempre o texto** depois de o escreveres e **faz as alterações necessárias.**
- Poderás ter de escrever textos na 1ª pessoa (*I; we*) ou na 3ª pessoa (*he/she; they*). Atenção aos verbos e determinantes/pronomes, pois são diferentes consoante estejas a falar de ti ou de outra pessoa (*My name is.../Her name is...*).
- **Utiliza pronomes e sinónimos de palavras que usaste anteriormente**, de modo a evitares repetições desnecessárias.
- **Usa connectors para ligares as frases/orações** (*first, then, after that, finally, because, and, or, therefore, so, but, however...*).

Texto narrativo

Podes ter de escrever textos narrativos sobre vários temas (identificação pessoal, descrição física, rotina diária, eventos passados...). Toma atenção para que o teu texto esteja dividido em três partes:

1. **introdução** – pequena frase de introdução ao tema (podes começar por referir o assunto sobre o qual vais escrever, dependendo do que te for pedido na instrução; por exemplo, *Hi! My name is Diana and I'm going to talk about a school trip I went to last year.*);
2. **desenvolvimento** – corpo ou parte mais longa do texto, onde desenvolves o tema;
3. **conclusão** – pequena frase para terminar o texto (podes exprimir gostos e preferências, por exemplo, *I loved the school trip because I learnt new things about that city.*).

Email

- Inicia o teu texto com uma **saudação**. Não te esqueças de que deverás adequar a linguagem à pessoa a quem estás a escrever e ao contexto apresentado.
- Organiza o texto em introdução, desenvolvimento e conclusão. **Deves abordar todos os assuntos que te forem pedidos na instrução.**
- No final, termina com uma **fórmula de despedida**.

Descrição de imagens/objetos

- **Observa muito bem a imagem antes de começares a escrever.** Podes descrever a imagem de cima para baixo ou podes começar a partir do centro, por exemplo, respondendo às perguntas *Who?, Where?, When?, What?*.
- Para descreveres o que está na imagem, **deves usar o verbo *there + to be* e preposições de lugar** (por exemplo, *There is a bed and there are two bedside tables, but there aren't any chairs.*).
- Se houver pessoas e não objetos, terás de dizer o que é que eles/elas estão a fazer, **usando o *present continuous* para te referires a ações que estejam a acontecer** na situação identificada na imagem.

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

Repara nas várias dicas que te poderão ajudar a melhorar a produção/interação oral em inglês.

- Escuta cuidadosamente as instruções do/a professor/a.
- Presta atenção ao modelo e às *guidelines* fornecidas.
- Fala num **tom audível** e de **forma pausada**.
- **Constrói frases curtas e simples** e evita traduzir diretamente de português para inglês.
- Se não entenderes a instrução, diz ***I don't understand.***, ou ***Could you repeat, please?***, para teres a certeza do que te é pedido.
- Quando falares, olha para o teu interlocutor, pois as **expressões faciais/corporais melhoram a comunicação**.

Produção oral	Expressões úteis
Falar sobre si/Descrever-se e descrever outros – Refere os seguintes aspetos: nome, idade, ano escolar, aparência física, preferências... – Utiliza verbos que exprimem opinião, como <i>prefer</i> (preferir), <i>like</i> (gostar), <i>hate</i> (detestar), <i>love</i> (adorar) – Deves usar a -ing form depois desses verbos (exemplo: <i>I love playing football, but I don't like writing.</i>). – Utiliza adjetivos específicos para te descreveres e fazeres a descrição de outros.	– <i>My name is...</i> – <i>I'm... years old and I'm from...</i> – <i>I was born on...</i> – <i>I'm in year...</i> – <i>I'm tall/short.</i> – <i>I have got short/long brown/dark hair. My eyes are green/blue/brown...</i> – <i>I like... but I don't like.../I like... but I prefer...</i>
Descrever imagens/objetos – Observa as imagens/os objetos com atenção e tenta prever o vocabulário de que irás precisar, não esquecendo o tempo verbal a utilizar. – Tenta responder às questões “Quem?”, “O quê?”, “Onde?”. – Utiliza o present simple e/ou o present continuous .	– <i>In this picture, I can see...</i> – <i>It looks/seems like...</i> – <i>There's... / There are...</i> – <i>On the left.../On the right.../Between... and... there is / there are...</i> – <i>The girl is cleaning the house...</i>
Descrever a rotina diária/eventos passados – Organiza o teu discurso por tópicos (exemplo: atividades matinais/da tarde/da noite), concentrando-te no vocabulário essencial da rotina diária e/ou do evento passado. – Utiliza o present simple e adverbs of frequency (<i>always, usually, sometimes...</i>) para descreveres a rotina diária. – Utiliza o past simple e time expressions (<i>yesterday, last week/month/year</i>) para descreveres eventos passados.	– <i>In the morning I...</i> – <i>I usually wake up at... Then I have a shower and... I always/never have breakfast at home.</i> – <i>In the afternoon I...</i> – <i>In the evening I.../At night I...</i> – <i>Last month/year I went to... and I visited...</i> – <i>I went there with... and stayed for... days/weeks.</i>

Interação oral	Expressões úteis
Pedir e dar informação pessoal – Apresenta-te, utilizando <i>greetings</i> . – Atenta nas estruturas orais básicas: perguntar e responder sobre o nome e apelido, idade, nacionalidade, aniversário, preferências, família, atividades de tempos livres, rotina diária, ... – Formula as perguntas para poderes depois responder.	– <i>Hello!/Hi!</i> – <i>“What is your name/surname?” “My name is... and my surname is...”</i> – <i>“How old are you?”/“When were you born?” “I’m... years old. / I was born on...”</i> – <i>“Where are you from?”/“What nationality are you?” “I’m from..., so I’m...”</i> – <i>Goodbye!/See you!</i>
Dialogar sobre atividades das férias/planos futuros – Utiliza a estrutura be + going to ou will + infinitivo (futuro)	– <i>“What are you going to do next summer?”</i> – <i>“I’m going to [go camping], ...”</i>

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

STUDY TIPS

Para responderes às perguntas *Where are you from?* (De onde és?), *How old are you?* (Que idade tens?), *When is your birthday?* (Quando é o teu aniversário?), *What nationality are you?* (Qual é a tua nacionalidade?), ... deves usar sempre o verbo **to be** (ex.: *I am from Covilhã.*; *I am from Portugal.*; *I am 12 years old.*; *My birthday is on 5th March.*; *I am Portuguese.*).

Para perguntar sobre os teus dados pessoais, deves prestar atenção às *question words*: **who** (quem), **what** (qual/quais), **where** (onde), **when** (quando), **how** (como), **how old** (que idade/quantos anos)... Não te esqueças de que, em inglês, as nacionalidades se escrevem sempre com maiúsculas.

Bom estudo!



A. Write the countries and the nationalities.

Country	Nationality
1. _____	German
France	2. _____
3. _____	Irish
Wales	4. _____
Mexico	5. _____

Country	Nationality
6. _____	Spanish
The USA	7. _____
8. _____	Italian
9. _____	Australian
England	10. _____

B. Match the questions with the answers. Write letters a-f.

1. What's your name? ☐2. How old is Janine? ☐3. What nationality are Steve and Luke? ☐4. When is your dad's birthday? ☐5. Who is the new student? ☐6. Where are they from? ☐

a) They are German.

b) It's Nelson.

c) It is on 13th January.

d) My name's Tessa.

e) They are from Berlin.

f) She's 25.

C. Fill in the gaps with the correct country or nationality.

Hi! I'm **James McAvoy** and I'm from Glasgow, in Scotland. I'm a

1. _____ actor.

Charlize Theron is a South African actress.

She was born in Benoni,

2. _____.

Ana and Vitória are

3. _____

singers, from a small town in Brazil.

Do you know the

4. _____ singer **The Weeknd**?

His hometown is Toronto, in Canada.



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

STUDY TIPS

Para descreveres alguém, precisas de utilizar vocabulário e adjetivos específicos.

Não te esqueças de que, em inglês, a ordem dos adjetivos é:

- **adjetivo** + nome (ex.: *I have got **red** hair.*);
- verbo *to be* + **adjetivo** (ex.: *He is **good-looking**.*).

Se usares mais do que um adjetivo para descrever o cabelo, por exemplo, a ordem deverá ser: **tamanho (1)**, o **estilo (2)** e a **cor (3)** e só depois o nome (ex.: *My sister has got **long (1) wavy (2) brown (3)** hair.*).

Nota: habitualmente, os adjetivos *handsome* (bonito) e *good-looking* (bem parecido) são utilizados para o masculino. Para o feminino, usamos *pretty* ou *beautiful* (bonita).

Bom estudo!



A. Look at the family tree and complete the sentences with the correct family member.

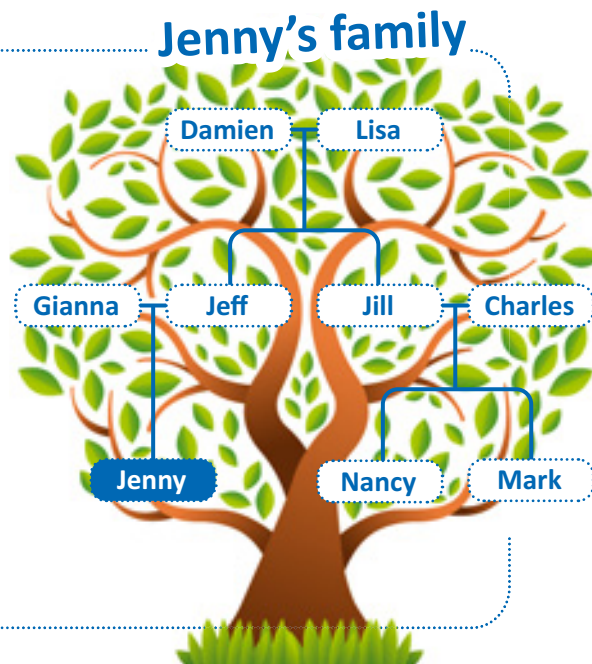
My name's **Jenny** and this is my family.

My ¹ _____ is forty years old and his name is Jeff. Gianna is my ² _____

and she's thirty-nine years old. I haven't got any brothers or sisters, so I'm an only child. I sometimes go to my ³ _____' house (Damien and Lisa) and I play with my ⁴ _____

Nancy and her baby ⁵ _____ Mark.

Their ⁶ _____, Jill and Charles, are my ⁷ _____ and my ⁸ _____.

B. Look at the picture and circle the correct words to describe Nancy, Jenny's cousin.

Nancy is a very ¹ **sad / happy** girl. Her eyes are brown and she has got a ² **round / square** face and ³ **wavy brown / straight black** hair.

She loves wearing casual clothes. In this picture, she is wearing a pink ⁴ **blouse / sweater**, her favourite ⁵ **jeans / shorts** and her white ⁶ **boots / trainers**, of course. Isn't she ⁷ **handsome / pretty**?



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

STUDY TIPS

Para descreveres a rotina diária em inglês, existem expressões que deverás usar, como por exemplo: *wake up, get dressed, have a shower, do the homework, go to school, have football practice, brush the teeth, watch TV...*

A descrição da rotina diária é, muitas vezes, acompanhada pelas indicação das horas. Quando te referes à hora certa, deverás utilizar a expressão **o'clock** (ex.: *at 7 o'clock*); **half** significa “meia-hora” e **a quarter** “um quarto de hora”.

Em inglês, dizem-se primeiro os minutos, seguidos de **past**, até à meia-hora, e **to** depois da meia-hora. Só depois se dizem as horas. Ora repara: *It's twenty past eight.* (São 8:20.); *It's ten to seven.* (São 6:50.).

Se for antes do meio-dia, debes incluir **a.m.** e, se for depois do meio-dia, debes incluir **p.m.** Meio-dia diz-se *midday* e meia-noite *midnight*.

Bom estudo!



A. Write the time under the clocks.



1. It's _____



2. _____



3. _____



4. _____

B. Find and circle six daily routine activities in the word snakes.

STHAVEBREAKFASTINDOTHEHOMWORKBFHAVELUNCHJREW
GOTOSCHOOLFOSTUDYJUKNGJBRUSHYOURTEETH

C. Complete the text with the correct daily routine activities. Pay attention to the pictures.



Michael B. Jordan is a very busy actor. He always ¹ at 6 a.m. and ² to the gym. He works out for about one hour and then he ³ and ⁴ . Then he ⁵ in the kitchen. He usually eats fruit and toast or pancakes and drinks orange juice. After a hard day at the studio, he goes back home at around 7 p.m. and ⁶ . He loves preparing his own meals. He does the washing up and he ⁷ . Finally, he ⁸ and ⁹ a book. He ¹⁰ at 11 p.m.

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

STUDY TIPS

Nesta ficha encontrarás vocabulário específico relacionado com as tarefas domésticas, que são também atividades de rotina diária.

Para estudares este vocabulário, poderás elaborar listas de palavras ou pesquisar imagens *online* de várias tarefas para as legendares e/ou descreveres.

Bom estudo!



A. Match the household chores with the pictures. Write letters a-f.

1. do the ironing ☐

3. fold the laundry ☐

5. set the table ☐

2. do the laundry ☐

4. take the rubbish out ☐

6. wash the car ☐


a)



b)



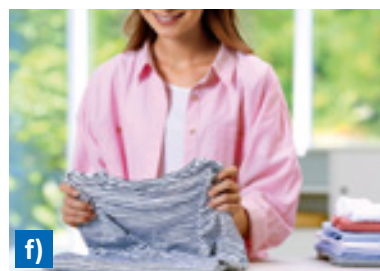
c)



d)



e)



f)

B. Read the post-it notes and complete the sentences with the household chores from the box.

load the dishwasher

vacuum the floor

cook

do the washing up

cut the grass

mop

Dear Joe,
Don't forget to

1 _____

lunch and

2 _____

Love,
Mum

Hi, Matt!
Jim is coming at noon to

3 _____

There's money on
the kitchen table.

See you later,
Megan

Dear John,
Lunch is in the fridge.
Heat it in the microwave
and don't forget to

4 _____

after.

Love, ♥ Val

Hey!
Cleaning day! 😊 Please,

5 _____

and then

6 _____ it.

I'll be back at 1 p.m.
Sue

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

STUDY TIPS

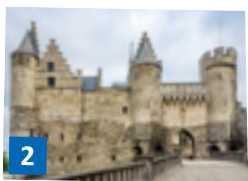
Vais estudar alguns dos tipos de casa existentes em Inglaterra ou noutros países, divisões da casa e peças de mobiliário. Tenta memorizar as palavras escrevendo no teu caderno diário frases onde incluas este vocabulário (exs.: *I live in a **detached house**.* / *My dream house is a **tree house**.* / *There are two **bedrooms** and one **living room** in my house.* / *I've got a **bunk bed** in my bedroom and there's a big **bookcase** in front of it.*).

Deves ainda rever as **question words** *Where?* e *What (type of)?* para perguntares “onde” e “em que tipo de casa” alguém habita; e **How many?** (quantos/as) para saberes o número de divisões. Para descreveres o espaço ou as divisões deves utilizar os **verbos** *there to be*, *to be* e *have got* (exs.: ***There's** a rug on the bathroom floor.* / *The house **is** big.* / *I **have got** a lovely bedroom.*) e as **prepositions of place** (ex.: *There are two plants **on** the table.*).

Bom estudo!



A. Look at the pictures and complete the sentences to label the types of houses. The first letter is given.



1. Look at Jane's modern **f** _____.
2. Helena's **c** _____ is in Ireland.
3. Tom loves his **c** _____.
4. Vince and Val live in a **d** _____ house.
5. Peter lives in a **s** _____ - **d** _____ house.

B. Find five parts/rooms of the house and five objects in the word search puzzle (⇒⇧).



C. Put the words from exercise B in the correct column.

1. Parts/Rooms of the house	2. Objects

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

STUDY TIPS

Para memorizares as disciplinas e os clubes escolares, faz listas de palavras no teu caderno diário, tantas vezes quantas as achares necessárias.

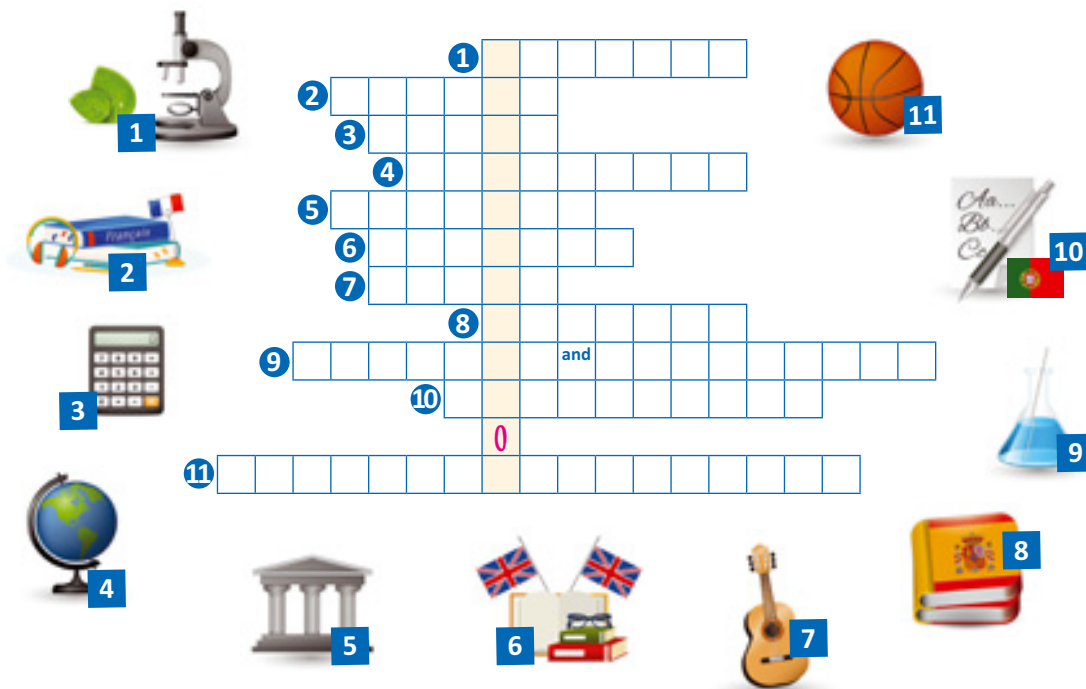
Algumas disciplinas podem ser abreviadas: **ICT** – **information and communication technology** (TIC – Tecnologias da Informação e Comunicação); **PE** – **physical education** (Educação Física).

Não te esqueças: em inglês, as disciplinas escrevem-se com letra minúscula (*geography*), exceto as línguas (*English, French, Spanish, German*).

Bom estudo!



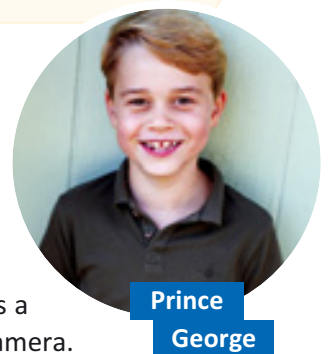
A. Complete the crossword puzzle with school subjects. Then find the hidden message.



B. Read and complete the sentences with the after-school clubs from the box.

Dance Club Arts and Crafts Club Science Club Cooking Club Photography Club

1. Prince George loves studying volcanoes, so he's in the _____.
2. He doesn't like drawing and painting, that's why he will never go to the _____.
3. Did you know that Kate Middleton was in the _____ when she was younger? She loved ballet.
4. Prince William decided to join the _____ when he was a high school student, but he didn't like it very much. He wasn't good with the camera.
5. Prince George loves helping his mother in the kitchen, maybe next year he'll learn how to cook in the _____.



Prince
George

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

STUDY TIPS

Para memorizares vocabulário relacionado com instalações/espços e eventos escolares, podes fazer **listas de palavras** no teu caderno diário, tantas vezes quantas as que achares necessárias, ou criar um **glossário/minidicionário** global em português e em inglês (ou vice-versa). Podes ir acrescentando palavras novas, por categorias (espços da escola, atividades escolares...), por exemplo.

Bom estudo!



A. Look at the school map and match the facilities with the words. Write the numbers 1-9.

a) gym

☐

b) art room

☐

c) classroom

☐

d) toilets

☐

e) canteen

☐

f) music room

☐

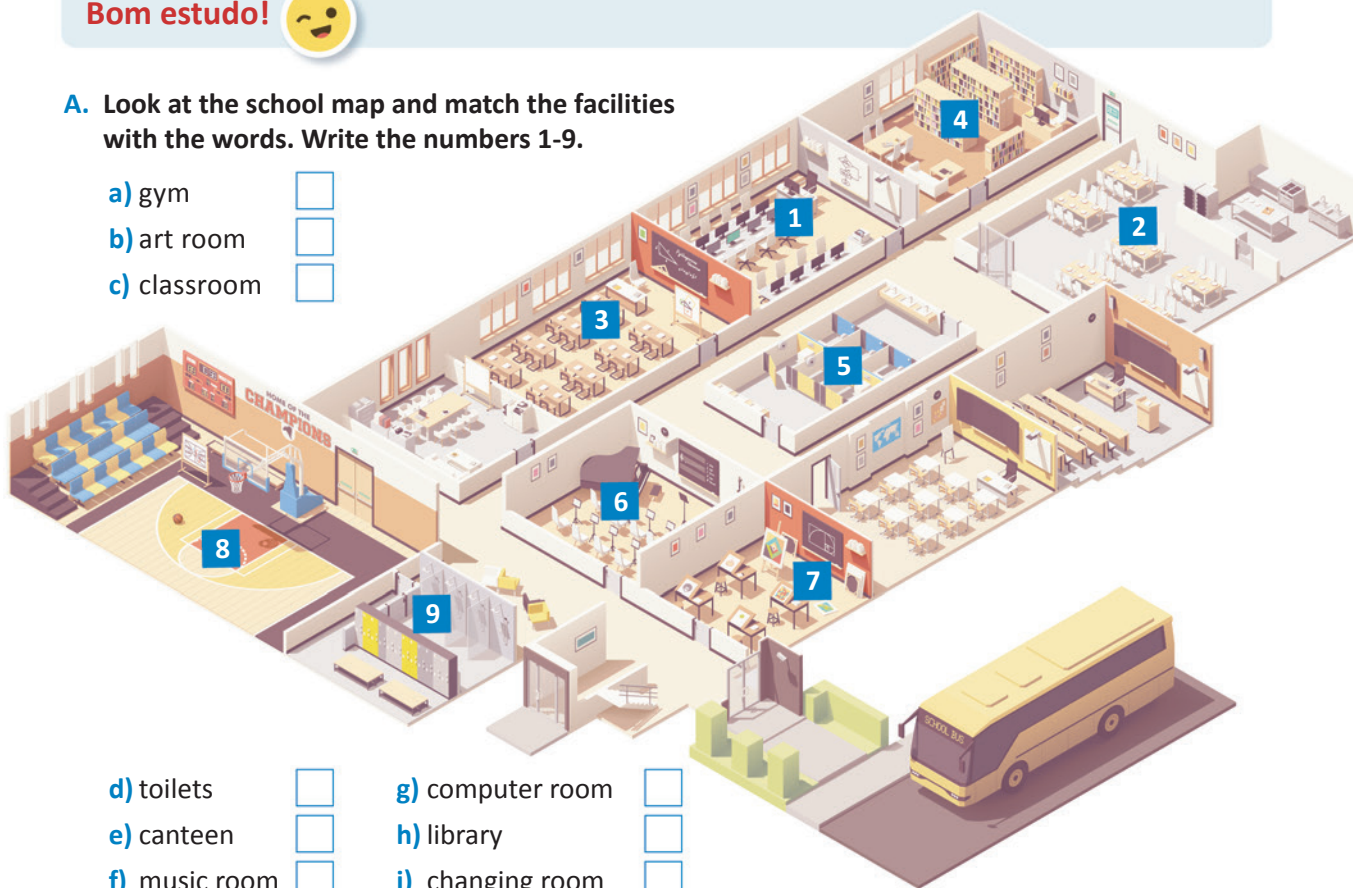
g) computer room

☐

h) library

☐

i) changing room

☐


B. Complete the calendar with the school events from the box. There are two extra expressions.

School MasterChef

Singing Contest

Chess Tournament

Gaming Tournament

Book Fair

Carnival Costume Contest

Sports Day

Science Fair

September

16th – Welcome dance night

19th – 1

October

5th – 2

31st – Halloween party

November

11th – 3

23rd – I'm thankful for... day

February

14th – Valentine's Day card contest

19th – 4

March

12th – School play

21st – 5

May

17th – Talent show

24th – 6

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

STUDY TIPS

Nesta ficha de trabalho vais encontrar algum vocabulário relacionado com os principais locais públicos e de lazer de uma cidade e as atividades que aí se poderão realizar.

Para mais facilmente memorizares este vocabulário, poderás fazer **duas listas**, dividindo as palavras/expressões em **public places** (locais públicos) e **places of interest** (locais de lazer). Poderás também fazer uma tabela com os verbos **go**, **walk** e **visit** e associar a cada um deles as atividades correspondentes.

Bom estudo!



A. Look at the city map and write the city places. The first letter is already given.



1. s _____ 3. h _____ 5. m _____ 7. t _____ 9. b _____
 2. f _____ 4. p _____ 6. r _____ 8. a _____ 10. l _____
s _____ s _____ s _____

B. Write the words/expressions under each verb to make correct city activities.

1. walk	2. visit	3. go

- the dog
- for a walk
- an exhibition
- shopping
- along the street
- a museum
- to a concert
- a landmark

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

STUDY TIPS

Nesta ficha de trabalho vais encontrar algum vocabulário relacionado com os principais espaços comerciais e lojas.

Para mais facilmente memorizares este vocabulário, faz uma lista no teu caderno diário, associando-o a produtos que poderás comprar em cada um dos espaços (ex.: *greengrocer's* – *bananas*, *carrots*...).

Bom estudo!



- A. Phoebe Dynevor went shopping, but the products weren't in the right shops... She's telling a friend about her shopping adventure. The mistakes are underlined. Write the correct words under the speech bubbles.**

Hey, Claudia! I went shopping and I wanted to buy a dress for a party, so I went to the ¹ greengrocer's and found a fabulous one. As I needed shoes to wear with the dress, I went to the ² pet shop, of course. Then, I decided to buy some food for my cat at the ³ bookshop and at the ⁴ baker's I found a beautiful pair of trainers. It was love at first sight! Before going back home, I needed to look for a new mobile phone and I went to the ⁵ florist's and saw a lovely one with lots of hearts and flowers on it, but I didn't buy it. Maybe next time.



Phoebe Dynevor (actress)



Claudia Jessie (actress)

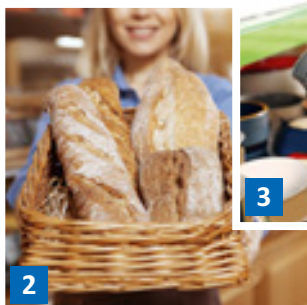
Hi, Phoebe! Are you feeling OK? How did you buy and see all those products in those shops? Please, don't tell me that you bought your favourite magazine at the ⁶ fishmonger's, too...

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

- B. Label the pictures with five shops from the dialogue in exercise A.**



1



2



3



4



5

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

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

STUDY TIPS

Nesta ficha de trabalho vais encontrar vocabulário relacionado com **city features** (características da cidade): **roundabout** – rotunda; **traffic lights** – semáforos; **crossroads** – cruzamento; **tunnel** – túnel; **bridge** – ponte...

Para mais facilmente memorizares este vocabulário, podes procurar um mapa de uma cidade e legendar os locais e as características da cidade com as palavras que aprendeste.

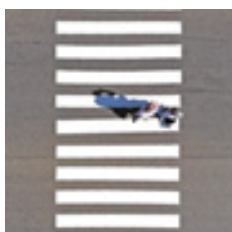
Bom estudo!



A. Unscramble the letters and label the city features.



EYCLCNLEA

EZBAR
RSOIGNCS

TANVPEEM

RCAFTFI
NIGS

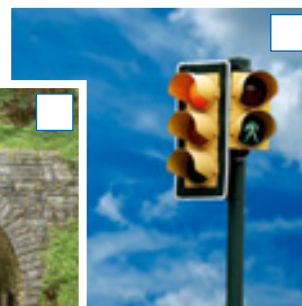
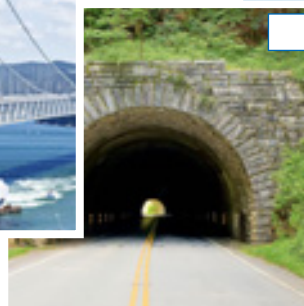
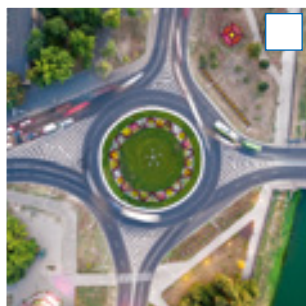
SROCD SROSA

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

B. Complete the sentences with the missing city features.

- I live in a beautiful city with a big river, so every time we want to go to the other side we need to cross the **b** _____.
- Gina and Adam went to Edmonton, but they didn't know the city, so they got lost and didn't find the right **b** _____ **s** _____ to catch the downtown bus.
- Be careful every time you cross the road. You must respect the **t** _____ **l** _____ and wait for the green one.
- My cousin loves running, especially through that new **t** _____ under the road.
- Last weekend, Sarah saw a terrible accident. A lady started driving in circles around a **r** _____ and couldn't stop her car when another driver got in the way.

C. Match the sentences from exercise B with the pictures below. Write the numbers (1-5).



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

STUDY TIPS

Praticar desporto é fundamental para a saúde e, como sabes, há imensos desportos que se podem praticar para competir, ou apenas como forma de passar o tempo livre.

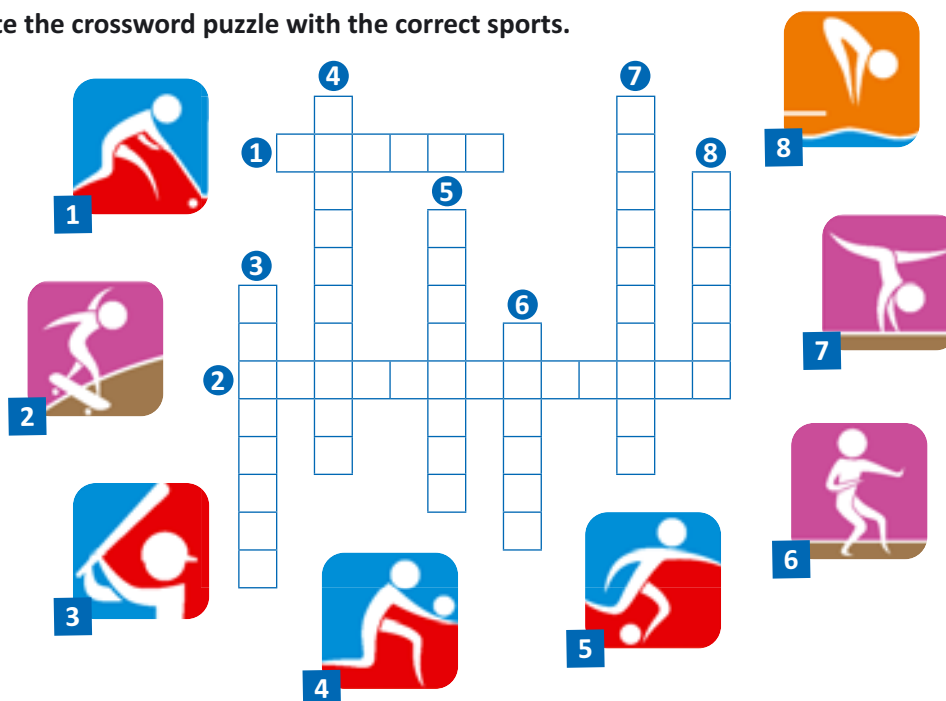
Nesta ficha, poderás rever algumas atividades desportivas e de tempos livres. Para as poderes estudar mais facilmente, poderás **dividi-las por categorias**, por exemplo, *indoors/outdoors*; *I like/I don't like*, colocando as palavras/expressões nas colunas correspondentes de uma tabela.

Poderás também categorizar os desportos associando-os aos verbos **go**, **do** e **play**, de acordo com as suas especificidades.

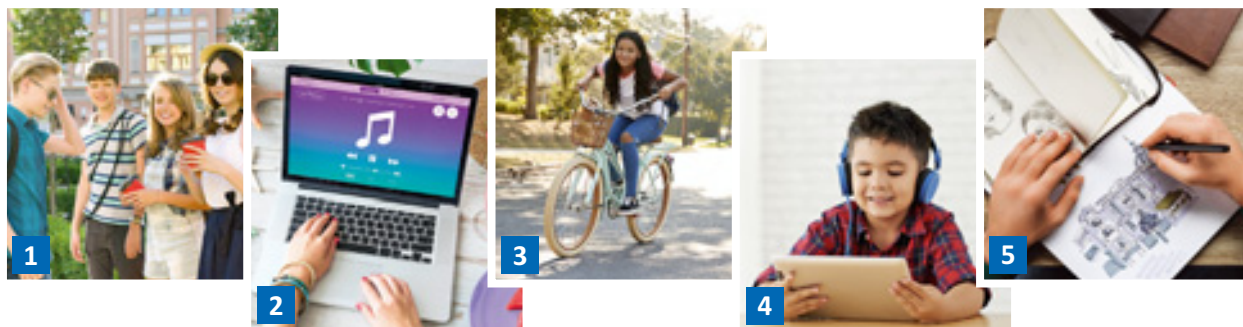
Bom estudo!



A. Complete the crossword puzzle with the correct sports.



B. Look at the pictures and complete the free time activities with the missing vowels.



1. H _ _ N G _ _ N G _ _ T W _ _ T H F R _ _ N D S

4. W _ _ T C H _ _ N G V _ _ D _ _ S

2. L _ _ S T _ _ N _ _ N G T _ _ M _ _ S _ _ C

5. D R _ _ W _ _ N G

3. R _ _ D _ _ N G A B _ _ K _ _

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

STUDY TIPS

Aproxima-se o final das aulas! Viva o verão e a diversão!

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 categorias: *indoor activities*** (atividades no interior); ***outdoor activities*** (atividades no exterior).

Bom estudo!



A. Look at the pictures and tick (✓) the correct summer activity.



1



2



3



4

1. a) going to the swimming pool ☐

b) going to the beach ☐

2. a) surfing ☐

b) snorkelling ☐

3. a) going camping ☐

b) having a picnic ☐

4. a) sunbathing ☐

b) sailing ☐

B. Look at the pictures and write the summer activities.



1



2



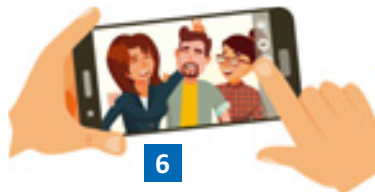
3



4



5



6

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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

STUDY TIPS

Os **personal pronouns (subject)** desempenham a função de sujeito e usam-se para substituir os nomes ou outros grupos nominais (ex.: *Jacques is 12 years old and **he** is French.*).

Os **possessive determiners** indicam posse e surgem antes de um nome ou adjetivo (ex.: ***My** friend Pedro is Portuguese, but **his** cousin is Canadian.*).

Para estudares os **personal pronouns** e os **possessive determiners** podes fazer uma tabela no teu caderno diário em que associes cada um dos pronomes ao respetivo determinante (ex.: *I ⇒ my*).

Personal pronouns	I	you	he	she	it	we	you	they
Possessive determiners	my	your	his	her	its	our	your	their

Bom estudo!



A. Complete the sentences with the correct personal pronouns.

- Victor is 12 years old and he is from Scotland.
- 1. Mary is in year 7 and _____ loves riding her bike.
- 2. Janine and Sue are from Melbourne, so _____ are Australian.
- 3. Mel and I aren't English. _____ are Welsh.
- 4. That cat is grey and orange. _____ is very beautiful.

B. Circle the correct possessive determiners.

- 1. Lucas is Portuguese, but **his** / **her** mother is British.
- 2. Nelly and Jodie love listening to **his** / **their** favourite singer's songs.
- 3. We live in Ireland, but **our** / **my** family isn't Irish. They're Italian.
- 4. Spain is a beautiful country and **your** / **its** capital, Madrid, is a wonderful city to visit.

C. Fill in the gaps with personal pronouns (subject) and with possessive determiners.

Fernando Daniel is a Portuguese singer and ¹_____ is from Estarreja, a town near Aveiro. ²_____ birthday is on 11th May and one of the best presents he can get is having ³_____ family with him on that day. ⁴_____ has got two older sisters and ⁵_____ are very proud of ⁶_____ brother!

Fernando is the winner of the talent show contest "The Voice Portugal" (2016). ⁷_____ favourite artists are James Arthur, Ed Sheeran, Shawn Mendes and Adele. ⁸_____ are an inspiration.



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

STUDY TIPS

O verbo **to be** tem dois significados: *ser e estar*.
Exs.: *Laura is English.* (A Laura é inglesa.); *She is in London.* (Ela está em Londres.).

Para formares a **negativa** basta colocares **not** à frente do verbo (ex.: *I **am not** French.*) e a **interrogativa** forma-se colocando o verbo seguido pelo sujeito (ex.: ***Are** you from New York?*).

Para estudares o verbo *to be*, poderás escrevê-lo no teu caderno tantas quantas as vezes necessárias para o conseguires memorizar.

Não te esqueças: usamos o verbo *to be* para se dizer a idade em inglês. Ex.: *She is twelve years old.* (Ela tem doze anos.)

Verb to be					
Afirmativa		Negativa		Interrogativa	
I	am	I	am not	Am	I...?
You	are	You	are not	Are	you...?
He		He			he...?
She	is	She	is not	Is	she...?
It		It			it...?
We	are	We	are not	Are	we...?
You	are	You	are not	Are	you...?
They	are	They	are not	Are	they...?

Bom estudo!

A. Write sentences. Use the verb *to be*.

- Zendaya / American / . *Zendaya is American.*

1. Tom Holland and she / together / in Los Angeles / .

2. they / not / from the same country / .

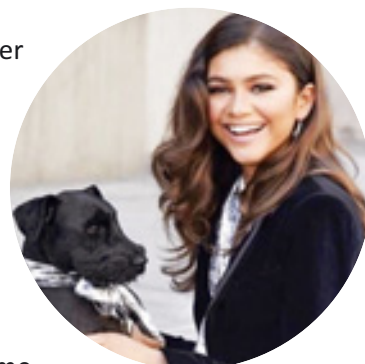
3. he / Welsh / ?

4. Zendaya's pet / a lovely dog / .

5. how old / Zendaya / ?

B. Fill in the gaps with the present simple of the verb *to be*.

Zendaya Coleman, best-known as Zendaya, ¹_____ an actress, a singer and a songwriter, but she ²_____ (**not**) only that. She ³_____ also a model. Zendaya ⁴_____ from California and her birthday ⁵_____ on 1st September. Her name ⁶_____ a bit unusual and it means "to give thanks" in a language from Zimbabwe, an African country. She has got five siblings. They ⁷_____ (**not**) actors, but they ⁸_____ huge fans of hers. The actress ⁹_____ very funny and relaxed. She loves being with her friends, but she ¹⁰_____ also very fond of staying at home alone. Her dog's name ¹¹_____ Noon and he makes her laugh a lot. They ¹²_____ besties!



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

STUDY TIPS

O verbo **have got** significa *ter* e indica posse.

Na **afirmativa**, assume duas formas: **have got** (I/you/we/they) and **has got** (he/she/it).

Para formares a **negativa**, só tens que colocar **not** depois da primeira parte do verbo (ex.: *He has not got curly hair./He hasn't got curly hair.*).

Na **interrogativa**, deves inverter a ordem e colocar **has** ou **have** antes do pronome pessoal (ou do nome) (ex.: *Has he got curly hair?*).

Nas **short answers** (respostas curtas), não se usa *got* (ex.: *"Have they got two brothers?" "Yes, they have."/ "No, they haven't."*).

Este verbo utiliza-se frequentemente com a descrição física (ex.: *I've got freckles.*).

Verb <i>have got</i>						
Afirmativa		Negativa		Interrogativa		
I	have got	I	have not got	Have	I	got...?
You		You			you	
He	has got	He	has not got	Has	he	got...?
She		She			she	
It		It			it	
We	have got	We	have not got	Have	we	got...?
You		You			you	
They		They			they	

Bom estudo!



A. Look at the picture and complete the description with the correct forms of the verb *have got*.

Hi, my name's Roman and I ¹ _____ a big family. Check this photo! I ² _____ three siblings. Sarah, my older sister, is 19 years old and she ³ _____ long blonde hair and a beautiful smile (Shh! don't tell her I said this 😊). Larissa, my little sister, ⁴ _____ a sweet look. Larissa and Luke are twins and they ⁵ _____ a similar smile, don't you think? They ⁶ _____ (not) the same interests. They're actually very different. We ⁷ _____ 20 cousins, but they aren't in the photo. 😊



B. Look at the picture again. Ask and answer with the verb *have got*.

- Lilly / white scarf *"Has Lilly got a white scarf?" "No, she hasn't. She has got a blue scarf."*

- Mike and Sue / dark hair _____
- Nick / moustache _____
- Roman and Sarah / T-shirt _____
- Luke / jeans _____
- Larissa / a dress _____

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

STUDY TIPS

A question word **Whose** significa “De quem” e utiliza-se em perguntas quando queremos saber a quem pertence algo (ex.: “**Whose** bag is this?” “It’s mine.”).

Os **possessive pronouns** indicam sempre posse e substituem os nomes. Deves memorizá-los para os aplicares corretamente.

Personal pronouns	I	you	he	she	it	we	you	they
Possessive pronouns	mine	yours	his	hers	its	ours	yours	theirs

Nota:

Quando queres indicar que algo pertence a alguém também podes utilizar o *possessive case*:

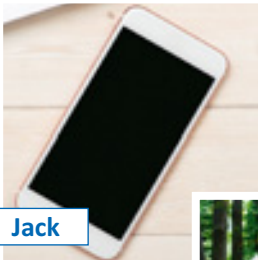
- se o primeiro nome for singular ou plural irregular, acrescentas **'s** (ex.: *Matt's cat/The children's cars*).
- se o primeiro nome for plural e terminar em **-s**, acrescentas apenas o apóstrofo (ex.: *The girls' hats*).

Bom estudo!

A. Read and circle the correct possessive pronouns.

1. Can I borrow your jacket? **Theirs / Mine** is in the classroom.
2. “Is this Matt’s cap?” “No, it isn’t **hers / his**. It’s Jane’s.”
3. “Whose T-shirt is that?” “It’s Maria’s. It’s **hers / mine**.”
4. John and Ricky have got two hamsters at home, but the pets aren’t **ours / theirs**. They’re Nina’s.
5. We like your new car. It’s more modern than **ours / his**.

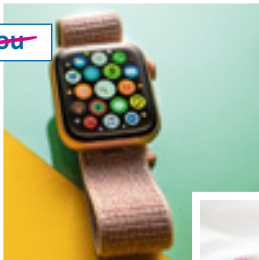
B. Look at the pictures and complete with the correct possessive pronouns.



Jack



Rita



~~you~~



we



they



I

- “Which smart watch is the prettiest?” “The prettiest one is yours.”
1. “Whose jeans are these?” “They are _____.”
 2. “Whose mobile is that?” “It’s _____.”
 3. “Whose bikes are the ones in the photo?” “They’re _____.”
 4. My trainers are nice, but I prefer _____.”
 5. These gloves are so colourful. Don't you love them? They're _____!

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

STUDY TIPS

O **present simple** usa-se para exprimir hábitos e 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 **afirmativa**, todas as formas do verbo são iguais ao infinitivo, exceto na 3.^a pessoa do singular, à qual, regra geral, se acrescenta um **-s** (exs.: *She **likes**; He **walks**; It **runs***). Contudo:

– se os verbos terminarem em **-o, -s, -ch-, -sh, -x** e **-z**, acrescenta-se **-es** ao infinitivo do verbo (exs.: *go – **goes**; miss – **misses**; catch – **catches**; wash – **washes**; mix – **mixes**; buzz – **buzzes***);

– nos verbos terminados em consoante + **-y**, altera-se o **-y** para **-i** e acrescenta-se **-es** (ex.: *study – **studies***).

Na **negativa** e na **interrogativa**, usa-se o auxiliar **do** (exs.: *She **doesn't speak** English; **Do** they **play** basketball?*). Nas respostas curtas, utiliza-se **do/does** ou **don't/doesn't** (ex.: *"Do you like football?" "Yes, I **do**." / "No, I **don't**."*).

Os **adverbs of frequency** usam-se para falar sobre rotinas. Colocam-se **antes** de um verbo (ex.: *She **often plays** basketball.*), mas **depois** do verbo **to be** (ex.: *He **is always** late for school.*).

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/rarely</i>	<i>never</i>
100%	80%	60%	40%	20%	0%

Bom estudo!

A. Write the 3rd person singular (*he, she, it*) of each verb.

Infinitive	Present simple	Infinitive	Present simple	Infinitive	Present simple
do	does	³ watch		⁶ listen	
¹ play		⁴ kiss		⁷ read	
² make		⁵ try		⁸ brush	

B. Fill in the gaps with the present simple of the verbs in brackets.

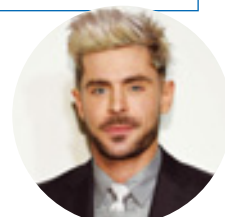
Zac Efron ¹ _____ (**wake up**) early every morning. He ² _____ (**have**) a quick shower and ³ _____ (**get**) dressed. He usually ⁴ _____ (**eat**) cereal and ⁵ _____ (**drink**) orange juice for breakfast.

Before going to work, Zac and his best friend always ⁶ _____ (**stop**) in a coffee shop, but Zac ⁷ _____ (**not drink**) coffee because he doesn't like it – he ⁸ _____ (**prefer**) a cup of tea.

Then they ⁹ _____ (**drive**) to the studio and ¹⁰ _____ (**stay**) there until 5 p.m., but they ¹¹ _____ (**not do**) this every day. After work, Zac usually ¹² _____ (**go**) to the gym.

He ¹³ _____ (**walk**) his dog at night and then he ¹⁴ _____ (**relax**) for a bit.

¹⁵ _____ (**you/know**) him from *High School Musical* films?



C. Write sentences in the present simple. Put the adverbs in brackets in the correct position.

- Zac / catch / the bus to work / (**hardly ever**) _____
- Zac / is / tired / (**often**) _____
- we / get up / early / (**usually**) _____
- I / drink / coffee / (**never**) _____

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

STUDY TIPS

O **present continuous** utiliza-se para exprimir ações que decorrem no momento em que se fala. Ocorre geralmente com as expressões **now** (agora), **today** (hoje) e **at the moment** (neste momento) (ex.: Zoe **is making** her bed now.).

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

- na **afirmativa**: **am/is/are + -ing form** do verbo principal (ex.: We **are cooking** dinner.);
- na **negativa**: **am not/is not/are not + -ing form** (ex.: I **am not washing** the car.);
- na **interrogativa**: **Am/Is/Are + sujeito + -ing form** (ex.: **Are you doing** the ironing?);
- nas **respostas curtas**, utiliza-se o verbo **to be** e não o verbo principal (ex.: "Is Zoe **tidying** her bedroom?" "Yes, she **is**."/"No, she **isn't**.").

Regras de formação da **-ing form**

Regra geral, acrescenta-se **-ing** ao infinitivo (ex.: wash – **washing**; sleep – **sleeping**). Mas:

- se os verbos terminarem em **-e**, retira-se esta vogal e acrescenta-se **-ing** (ex.: bake – **baking**);
- nos verbos terminados em consoante + vogal + consoante, dobra-se a consoante final antes de se acrescentar **-ing** (ex.: cut – **cutting**; run – **running**).

Bom estudo!



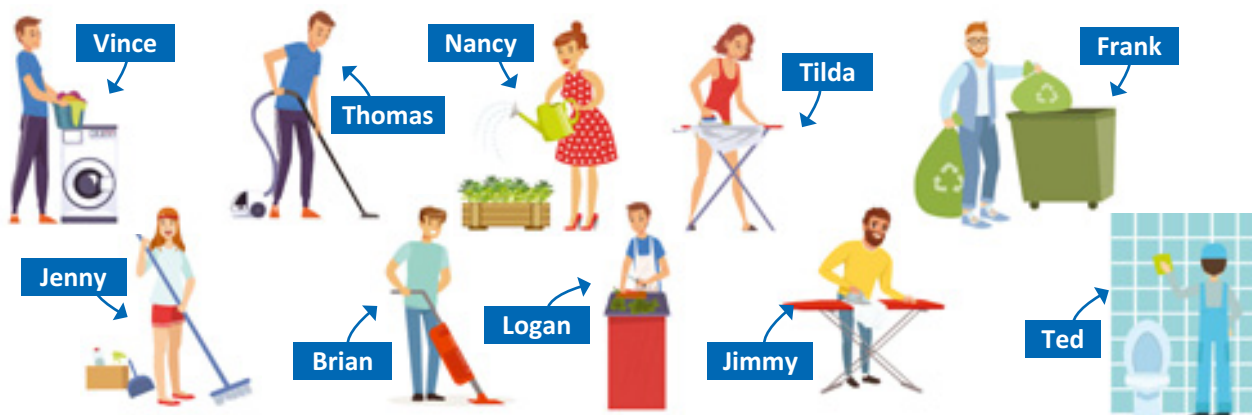
A. Read the the sentences and tick (✓) R (right) or W (wrong).

- Donnie and Brad are fold the clothes.
- Shania is cutting the grass while her father are baking a cake.
- Laura isn't making her bed. She's tidying her bedroom.
- "Is you running in the park?" "Yes, I'm not."

R	W
☐	☐
☐	☐
☐	☐
☐	☐

B. Look at the pictures and use the verbs from the box to describe what they are doing.

do (x2) take vacuum sweep clean cook water



- Vince _____ the laundry while Nancy _____ the plants.
- Thomas and Brian _____ the floor.
- Logan _____ dinner.
- Ted _____ the bathroom.
- Tilda and Jimmy _____ the ironing and Frank _____ the rubbish out.
- Jenny _____ the floor.

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

STUDY TIPS

O **present simple** usa-se para exprimir hábitos e rotinas.

Forma:

- **afirmativa**: igual ao infinitivo do verbo, exceto na 3.ª pessoa do singular à qual se acrescenta **-s/-es/-ies** (ex.: *I play – she plays; you go – he goes; they study – she studies*);
- **negativa**: **do not (don't)/does not (doesn't)** + infinitivo (ex.: *I don't cut the grass.*);
- **interrogativa**: **Do/Does** + sujeito + infinitivo (ex.: *Does Sarah cook dinner on Sunday?*);
- nas **respostas curtas**, usa-se o verbo **to do** e não o verbo principal (ex.: *"Does she cook dinner?" "Yes, she does."/ "No, she doesn't."*).

Nota: O **present simple**, habitualmente, surge com **adverbs of frequency** (*always, usually, often, never, hardly ever, sometimes*).

O **present continuous** utiliza-se para exprimir ações que decorrem no momento em que se fala.

Forma:

- **afirmativa**: **am / is / are + -ing form** do verbo principal (ex.: *We are cooking dinner.*);
- **negativa**: **am not / is not / are not + -ing form** (ex.: *I am not washing the car.*);
- **interrogativa**: **Am / Is / Are + sujeito + -ing form** (ex.: *Are you doing the ironing?*);
- nas **respostas curtas**, utiliza-se o verbo **to be** e não o verbo principal (ex.: *"Is Zoe tidying her bedroom?" "Yes, she is."/ "No, she isn't."*).

Nota: Para distinguires melhor os tempos verbais, lembra-te de que o **present continuous** surge com **time expressions**, como **now, at the moment, today**.

Bom estudo!



A. Circle the correct verb forms. Pay attention to the underlined words/expressions.

1. I usually **do / am doing** the laundry on Saturday.
2. "Are Julia and Niles watering / **Do Julia and Niles water** the plants now?" "No, they **do / aren't**. They cut / **are cutting** the grass."
3. Ruth **isn't preparing / doesn't prepare** lunch at the moment. She **folds / is folding** laundry.
4. Victor's dog often **runs / is running** around the house.
5. We sometimes **are tidying / tidy** our bedrooms after school.

B. Put the words in the correct order and write sentences in the present simple or in the present continuous.

- never the floor I sweep at night *I never sweep the floor at night.*
1. Jeremy his bed now make _____
 2. clean usually the kitchen my siblings _____
 3. do Sam's mum often his laundry _____
 4. at the moment load Ted the dishwasher _____

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

STUDY TIPS

Os nomes formam o plural em inglês, regra geral, acrescentando-se **-s** ao nome no singular. Há, no entanto exceções. Repara na tabela:

Regra geral	Nomes terminados em -s, -ss, -ch, -sh, -x, -o	Nomes terminados em consoante + -y	Nomes terminados em -f / -fe	Plurais irregulares
nome + -s	nome + -es	nome sem -y + -ies	nome sem -f / -fe + -ves	
house ⇒ houses attic ⇒ attics	bus ⇒ buses kiss ⇒ kisses match ⇒ matches dish ⇒ dishes box ⇒ boxes potato ⇒ potatoes	dictionary ⇒ dictionaries baby ⇒ babies	shelf ⇒ shelves wife ⇒ wives	child ⇒ children man ⇒ men woman ⇒ women person ⇒ people foot ⇒ feet tooth ⇒ teeth mouse ⇒ mice fish ⇒ fish sheep ⇒ sheep

Nota: Faz no teu caderno diário uma tabela idêntica à apresentada e associa a cada uma das regras palavras que fores encontrando ao longo da subunidade, por exemplo.

Bom estudo!



A. Find the plural of the nouns in the word search puzzle (⇒↑).

- child _____
- postman _____
- balcony _____
- bookshelf _____
- person _____
- window _____
- apple _____
- knife _____



B. Fill in the gaps with the plural of the words from the box. There are two extra words.

wolf dress shelf sandwich brush box book dish

I'm Steve and I love my grandparents' attic. There are lots of ¹ _____ with my grandma's old, colourful ² _____ and hair ³ _____. My grandfather loves reading, so there are also lots of ⁴ _____ on ⁵ _____. This is my favourite spot, so I spend lots of time exploring it and I even bring my grandma's special ⁶ _____. They are delicious!

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

STUDY TIPS

Os pronomes pessoais substituem sempre os nomes. Podem aparecer no lugar do sujeito (*subject*), normalmente no início das frases, ou no lugar de um complemento (*object*), já depois do verbo.

Personal pronouns (subject)	I	you	he	she	it	we	you	they
Personal pronouns (object)	me	you	him	her	it	us	you	them

Os **personal pronouns (object)** são também usados depois de uma preposição (exs.: *I am talking to Kate. / I am talking to her.; She is looking at the mirror. / She is looking at it.).*

Bom estudo!



A. Read the sentences, pay attention to the words in bold and tick (✓) **SP** (subject pronouns) or **OP** (object pronouns).

- We are so happy because our parents are coming to visit **us**.
- My new house is in the countryside. **It** is near Dublin.
- Jim's bedroom is decorated with the *Avengers* characters. He loves **them**.
- Greg and Liam live near Hyde Park. **They** love running there.
- Joan is helping her mother cleaning. She does **it** every week.

SP OP

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B. Match the two columns to make correct sentences. Write the letters a-d.

- | | | |
|---|--------------------------|--|
| 1. <i>Avengers</i> films are my favourite. | ☐ | a) She's incredible and fights really well. |
| 2. Chris Hemsworth is Thor, our idol. | ☐ | b) They admire him because he can lift cars. |
| 3. Scarlett Johansson is the Black Widow. | ☐ | c) I spend hours watching them. |
| 4. Mark Ruffalo is Hulk, Matt and Tina's favourite character. | ☐ | d) We love him so much. He's brilliant! |

C. Fill in the gaps with the correct personal pronouns (object) from the box.

me her them it

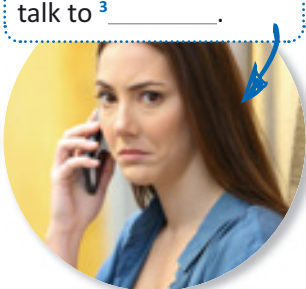
Oh, what a sweet cat!
Jenny is holding
¹ _____ tight.



Josh's grandmother
needs help, so he's
helping ² _____.



Mike and Pete don't
answer the phone and
Vicky really needs to
talk to ³ _____.



I don't know who Iron
Man is. Can you tell
⁴ _____, please?



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

STUDY TIPS

As **prepositions of place** (preposições de lugar) indicam o lugar onde algo se situa. Deves saber muito bem o seu significado para que as possas aplicar corretamente.



on
(em cima de)



in
(dentro de)



under
(debaixo de)



in front of
(à frente de)



behind
(atrás de)



between
(entre)



opposite
(no lado oposto)



next to
(ao lado de)

Bom estudo!



A. Match the two columns to make correct sentences. Write the letters a-d.

- There's a dog _____ the sofa.
a) on ☐ b) next to ☐
- The coffee table is _____ the sofa.
a) between ☐ b) in front of ☐
- There's a rug _____ the coffee table.
a) under ☐ b) opposite ☐
- The sofa is _____ the lamp and the plant.
a) between ☐ b) behind ☐



B. Look at the upside-down living room and make sentences with the correct prepositions of place.

- three bottles / the box

There are three bottles in the box.

- a sofa / the table

- a lamp / the small vase

- four pictures / the wall

- a plant / the vase

- four cushions / the sofa



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

STUDY TIPS

Em inglês podemos formar nomes de duas maneiras diferentes:

– juntando duas ou mais palavras:

bookshelf**mother**-in-law**train** station– adicionando um **prefixo** (no início da palavra) ou um **sufixo** (no fim da palavra) a um nome, a um adjetivo ou a um verbo.

Prefixos mais comuns

in-/im-	i ndifferent / i mpossible
ir-	i rregular
un-	u nusual
dis-	d isappear

Sufixos mais comuns

-er	teacher er
-ful	beauti ful
-less	help less
-ly	final ly

Bom estudo!



A. Tick (✓) the correct word to label the pictures.



1

a) bookwasher ☐b) bookcase ☐

4

a) microwave ☐b) headwave ☐

2

a) dishmachine ☐b) dishwasher ☐

5

a) washing machine ☐b) washing room ☐

3

a) armchair ☐b) armstairs ☐

6

a) stair clock ☐b) alarm clock ☐B. Make words by adding the correct **prefixes** and **suffixes** from the boxes.

1. ____ possible

5. ____ happy

9. paint ____

2. colour ____

6. ____ honest

10. ____ tolerant

3. quiet ____

7. ____ formal

11. care ____

4. ____ regular

8. help ____

12. ____ complete

dis-
in-
im-
ir-
un-

-er
-ful
-less
-ly

C. Fill in the gaps with four words from exercise B.

- Be _____, please. Don't break those dishes, they were a gift from my grandmother.
- Jenny looks so _____. Let's go talk to her. We need to cheer her up.
- Your answers are _____. Please, read the exercise again and write all the answers.
- Don't be so _____. You should respect everyone's opinions.

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

STUDY TIPS

O **past simple** é usado para falarmos sobre situações/estados 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 **past simple** (**was/were**):

- **afirmativa:** *I, he, she, it* **was** e *we, you, they* **were**. Exs.: *I **was** at the library yesterday.* / *They **were** at the cinema last night.*
- **negativa:** **was not (wasn't)/were not (weren't)**. Ex.: *He **was not (wasn't)** at school last Sunday.*
- **interrogativa:** **Was/Were** + sujeito + ...? Ex.: ***Were** you at home yesterday?*
- **respostas curtas:** Ex: *"**Were** you at home?" "Yes, I **was**." / "No, I **wasn't**."*

Nota: Em inglês, para conjugares o verbo “nascer” no passado, deves usar o **past simple** do verbo **to be** + **born** (exs.: *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. Fill in the blanks with the correct past simple forms of the verb to be.

John Legend ¹ _____ born on 28th August 1978, in the city of Springfield.
 He ² _____ a very shy child, but he always loved singing.
 He ³ _____ in a jazz band when he ⁴ _____ in university. His songs
⁵ _____ (**not**) very popular at first, but that ⁶ _____ (**not**) a problem
 because he is very famous now.
 In 2018 John ⁷ _____ the star in two musicals that ⁸ _____ a success.
 In 2019 he ⁹ _____ one of the judges in the music show *The Voice*.



B. Complete the dialogues with the past simple of the verb to be.

Janine: Hi, Tom. Where ¹ _____ you last night?

Tom: Hey, Janine. I ² _____ with Zayn. We
³ _____ at the John Legend concert.

Janine: Really? How ⁴ _____ it?

Tom: It ⁵ _____ awesome! I want to see him again, for sure!

Will: Hey, Sue. What's up? How ⁶ _____ your day?

Sue: Hi, Will. It ⁷ _____ (**not**) so good.

Will: Why? ⁸ _____ it bad at school?

Sue: No. Things ⁹ _____ great at school! I'm a bit sad because I ¹⁰ _____ (**not**) on time for the John Legend show. I missed the best parts... My parents ¹¹ _____ late when they picked me up, so...

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

STUDY TIPS

Os **connectors** são palavras usadas para ligar orações ou elementos da frase, exprimindo ideias diferentes. Repara na tabela em baixo:

Connectors	Ideia expressa	Exemplos
and (e)	adição	<i>Geography and art are my favourite subjects.</i>
or (ou)	alternativa	<i>Do you prefer history or Spanish?</i>
but (mas) however (no entanto, porém)	contraste/oposição	<i>I like music, but I prefer PE. I like music. However, I prefer PE.</i>
because (porque)	razão/justificação	<i>Mike goes to the Arts & Crafts Club because he likes drawing.</i>
so (por isso) therefore (por isso, consequentemente)	efeito/consequência	<i>Jenny likes dancing, so she's in the Dance Club. Jenny likes dancing. Therefore, she's in the Dance Club.</i>

Lembra-te: Os connectors **however** e **therefore** iniciam uma frase e são seguidos por uma vírgula (ex.: *Susan loves maths. **However**, she isn't in the Maths Club. / We love playing video games. **Therefore**, we are in the Minecraft Club.*).

Bom estudo!



A. Fill in the gaps with the connectors from the box. Use each one only once.

- Jane was in the Dance Club, _____ she isn't there anymore: she broke her leg. 😊
- We love physics and chemistry, _____ we're in the Science Club.
- "Do you prefer English _____ French?" "I like both."
- Ronald is in the Cooking Club _____ is interested in the *MasterChef* contest.
- Paula and Jake are in the Drama Club _____ in the Film Club. They love theatre and cinema.

and
because
but
or
so

B. Make sentences with **however**, **therefore** and **because**.

- Lu was the winner of *Junior MasterChef*. She was brilliant at cooking tasty dishes.
Lu was the winner of *Junior MasterChef* because she was brilliant at cooking tasty dishes.

- Lu is in the Cooking Club. She learned how to cook when she was 6.

- Her friends are in the Photography Club. They have a lot of fun taking photos of her meals.

- Lu's classmates are in the Animal Lovers Club. They can take care of abandoned dogs there.



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

STUDY TIPS

O **past simple** usa-se para expressar uma ação ou situação que teve lugar num determinado momento do passado (ex.: *Jeremy **played** basketball in the sports field yesterday.*).

Presta atenção à construção do **past simple** dos verbos regulares:

• afirmativa:

- geralmente, acrescenta-se **-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**, substitui-se o **-y** por **-i** e acrescenta-se **-ed** (exs.: *study – **studied**; try – **tried**; carry – **carried***);
- quando um verbo de uma sílaba termina em consoante + vogal + consoante (CVC), duplica-se a consoante final e acrescenta-se **-ed** (exs.: *stop – **stopped**; plan – **planned***);

• negativa: **did not/didn't** + verbo principal no **infinitivo** (ex.: *You **didn't** walk to school yesterday.*);• interrogativa: **Did** + sujeito + verbo principal no **infinitivo** (ex.: ***Did** you **watch** TV last night?*);• nas **respostas curtas** utiliza-se **did** ou **didn't** (ex.: *"**Did** you go to school?" "**Yes, I did.**" / "**No, I didn't.**"*).

Para treinares o **past simple** dos verbos regulares, podes fazer tabelas e conjugá-los no teu caderno diário ou então podes procurar frases nos textos do manual e transformar frases afirmativas em frases negativas ou interrogativas.

Bom estudo!



A. Put each verb in the correct column.

try jump live stop prepare cry
work drop identify shop ~~clean~~ answer arrive

1. Verb + -ed	2. Verb + -d	3. Verb + -ied	4. Verb + double consonant + -ed
<i>cleaned</i>			

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

Last weekend, I ¹ _____ (**help**) my mother with the household chores.
I ² _____ (**clean**) my bedroom, but I ³ _____ (**not wash**) the floor.
My brother ⁴ _____ (**wash**) it. ⁵ _____ (**he/agree**) on doing it?
Well, he ⁶ _____ (**not like**) it very much but... that's the way life is! 😞
On Sunday after lunch my family and I ⁷ _____ (**visit**) my grandparents. My
grandma ⁸ _____ (**bake**) her delicious cookies and I ⁹ _____ (**try**)
some pieces, just to check the flavour... 😋
What about you, ¹⁰ _____ (**you/enjoy**) yourself last weekend?



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

STUDY TIPS

Na **afirmativa**, o **past simple** dos verbos irregulares, tal como o nome indica, não segue uma regra (ex.: **go** – *She **went** to the Halloween Party with her best friend.*).

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. Poderás criar um ritmo ou uma melodia, em que digas o infinitivo e o **past simple** da cada um dos verbos, memorizando cinco verbos de cada vez, por exemplo. Poderás, ainda, escrever as formas no teu caderno tantas vezes quantas as necessárias para memorizares o maior número de verbos irregulares possível.

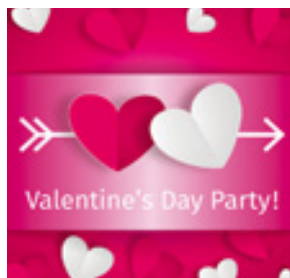
As formas negativa e interrogativa constroem-se da mesma forma que as dos verbos regulares:

- **negativa:** **did not/didn't** + verbo principal no **infinitivo** (ex.: *You **didn't go** to the party last night.*);
- **interrogativa:** **Did** + sujeito + verbo principal no **infinitivo** (ex.: ***Did** you **go** to the Book Fair last week?*);
- nas **respostas curtas** utiliza-se **did** ou **didn't** (ex.: *"**Did** you **sing** last night?" "Yes, I **did**."/"No, I **didn't**."*).

Bom estudo!



A. Look at the pictures and say what people did. Put the verbs in the past simple.



- Sarah / go / to the Book Fair / buy / 3 books
- 1. Josh / meet / his girlfriend at the Valentine's Day Party
- 2. Valerie and you / run / fast, but / not win / a medal on Sports Day
- 3. Kate / feel / happy because / she sing / in the Singing contest

- *Sarah went to the Book Fair and bought 3 books.*
- 1. _____
- 2. _____
- 3. _____

B. Ask and answer about the events in exercise A.

- Sarah / spend / money / (✓) " *Did Sarah spend money at the Book Fair?* " " *Yes, she did.* "
- 1. Josh / write / to his girlfriend / (✗) " _____ " " _____ "
- 2. you / swim / in the river / (✗) " _____ " " _____ "
- 3. Kate / win / first prize / (✓) " _____ " " _____ "

C. Rewrite the sentences in the past simple.

- Gal is at the school library. *Gal was at the school library.*
- 1. Julia and Zoe give special presents to their BFF. _____
- 2. Lucy's parents find a funny costume for the Carnival contest. _____
- 3. James doesn't have fun at the Halloween party. _____
- 4. Do the students make their costumes? _____

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

STUDY TIPS

Usamos o **past continuous** para nos referirmos a:

- ações em curso num determinado momento passado;
- ações a decorrer em simultâneo no passado;
- uma ação em curso no passado interrompida por outra também no passado.

Presta atenção à construção do **past continuous**:

- **afirmativa:** **was/were + -ing form** do verbo principal (ex.: *I **was visiting** an exhibition.*);
- **negativa:** **was not (wasn't)/were not (weren't) + -ing form** do verbo principal (ex.: *They **weren't shopping**.*);
- **interrogativa:** **Was/Were + sujeito + -ing form** do verbo principal (ex.: ***Were** you **walking** along the streets?*);
- **nas respostas curtas** utiliza-se **was/were** ou **wasn't/weren't** (ex.: *"**Were** you **walking** in the street?" "Yes, I **was**."/"No, I **wasn't**.").*

Bom estudo!



A. Complete the text with the past continuous of the verbs in brackets.

Back to the future was a very popular film in the past. The main character, Marty McFly, ¹_____ (**try**) to go back to his real life after going on a crazy trip to 1950. Marty ²_____ (**do**) some research on his family history while he ³_____ (**travel**) around the city.

He didn't feel very comfortable with his story, so Doc Brown, the scientist ⁴_____ (**fix**) his timeline car to end that problem. Marty and his family ⁵_____ (**have**) a lot of fun together when he had to get back to reality.



B. What were they doing? Fill in the gaps with the past continuous of the verbs from the box.

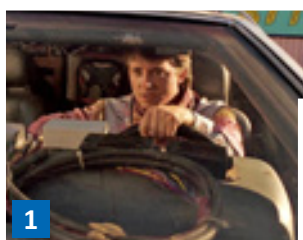
take

walk

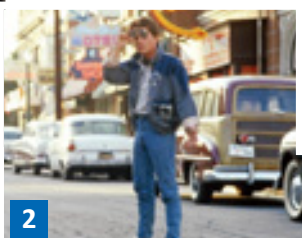
not watch

drive

read



1



2



3



4

- Marty _____ around the city.
- He _____ along the street.
- People _____ photos of the skyscrapers.
- Marty's son _____ the news on TV. He _____ he newspaper.

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

STUDY TIPS

Recorda o seguinte:

- O **past simple** usa-se para descrever:
 - ações concluídas no passado (ex.: *Maggie and Liam **went** to Paris last year.*);
 - ações habituais no passado (ex.: *When I **lived** in Braga, I **ran** in the city park.*);
 - e com as **time expressions**:
when, yesterday, last week/month/year, ... ago, ...
- O **past continuous** usa-se para descrever:
 - ações em curso num determinado momento passado (ex.: *David **was running** at that moment.*);
 - ações a decorrer em simultâneo no passado (ex.: *While Ruth and Jill **were walking** the dog, Jim **was relaxing** at the park.*);
 - uma ação em curso no passado interrompida por outra também no passado (ex.: *We **were visiting** the museum when the police **arrived**.*);
 - e com as **time expressions**:
while, as, at that time, at that moment...

Bom estudo!



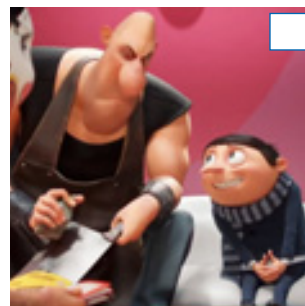
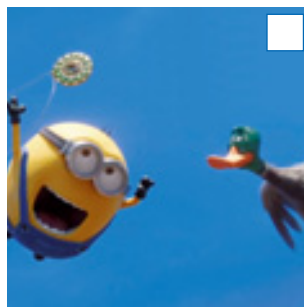
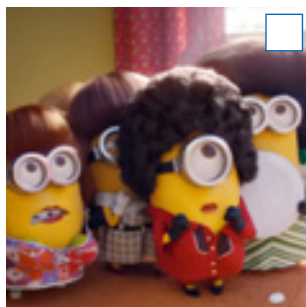
A. Past simple or past continuous? Tick (✓) the correct option to complete the sentences.

- While Otto _____ along the street, he fell down.
a) was walking ☐ b) walked ☐
- Yesterday, Gru _____ the Minions about his childhood.
a) told ☐ b) was telling ☐
- Belle Bottom _____ her motorbike when the traffic _____.
a) rode... was stopping ☐ b) was riding... stopped ☐



B. Fill in the gaps with the past simple or the past continuous of the verbs in brackets. Then match the sentences with the corresponding pictures. Write the numbers 1-4.

- Gru _____ (speak) with the criminals while they _____ (wait) in the waiting room.
- While Belle Bottom _____ (look) for Gru, the girls _____ (be) scared.
- While Otto _____ (jump) to catch the medal, the duck _____ (fly) near him.
- Gru _____ (feel) happy when he _____ (become) a villain.



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

STUDY TIPS

Os **modal verbs** são utilizados para expressar uma determinada intenção comunicativa e não variam (ex.: *My brother and I **can** speak English, but my brother **can** speak Spanish too.*).

Modal verb	Uso	Exemplos
can/can't	– capacidade para fazer algo – permissão	<i>I can run fast.</i> <i>Can I buy a goldfish?</i>
may/may not	– permissão (mais formal) – possibilidade (futura)	<i>May I come in?</i> <i>I may go to Vancouver next summer.</i>
might/might not	– possibilidade (futura)	<i>It might rain tomorrow.</i>
should/shouldn't	– conselho	<i>You should go to the gym more often.</i> <i>You shouldn't be rude.</i>
must/mustn't	– necessidade – obrigação – proibição	<i>You must hurry to catch the train on time.</i> <i>You must wait in the line.</i> <i>You mustn't put rubbish on the floor.</i>

Regras de formação: **modal verb** + infinitivo (ex.: *You **should** pay with your credit card.*).

Bom estudo!



A. **Circle** the correct modal verbs to complete the dialogue.

FAST & FURIOUS CHALLENGE

Jakob: Hey, Dom. Let's race against each other!

Dom: I ¹ **can** / **should** drive fast, but I ² **must** / **mustn't** do it around the city because it ³ **shouldn't** / **may** be dangerous.

Jakob: Are you afraid of racing against me? You ⁴ **should** / **can** be scared. I'm the best!

Dom: Oh, really? You ⁵ **might** / **must** prove it. My car isn't your bike, you know? Let's do it in a safe place.

Jakob: OK! OK! Let's go for it then.



Dom
(Vin Diesel)



Jakob Toretto
(John Cena)

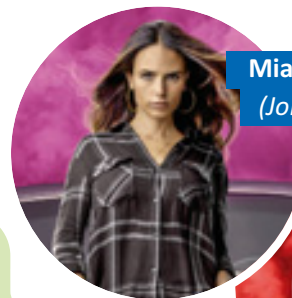
B. Letty and Mia are friends and they want to go shopping together. Read their messages and fill in the blanks with **should**, **must** or **can**.

Mia: Hi, Letty. I need to buy a gift for Dom. Any ideas? ¹ _____ you come with me?

Letty: Sure, Mia. You ² _____ buy him a puppy.

Mia: Great idea! So, we ³ _____ go to the new pet shop in the shopping centre. He will love a puppy I saw there.

Letty: Yes, you're right. We ⁴ _____ go there. ⁵ _____ we go to the greengrocer's, too? I need to buy some vegetables.



Mia
(Jordana Brewster)



Letty
(Michelle Rodriguez)

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

STUDY TIPS

O **imperative** (imperativo) é usado para transmitir indicações, ordens e conselhos/sugestões. Pode ser usado também para fazer pedidos/convites.

Afirmativa	Exemplo	Negativa	Exemplo
verbo no infinitivo sem to	<i>Pay attention!</i>	don't + verbo no infinitivo sem to	<i>Don't run in the library.</i>

Usamos o imperativo para:

- dar instruções (ex.: **Open** your books, please.);
- indicar direções (ex.: **Go** straight on.);
- dar ordens (ex.: **Don't** run in the library.);
- dar conselhos (ex.: **Think** more about yourself!).
- apresentar sugestões (ex.: **Call** me later if you need help.);

Bom estudo!



A. Circle the correct imperative options.

1. Go / Goes up the street and turn right.
2. Not walk / Don't walk on the grass.
3. Mary, listens / listen to the teacher. He's explaining important topics.
4. Don't drive / Not drive so fast. It's dangerous!

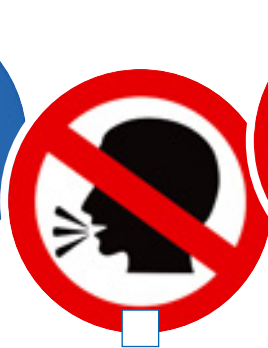
B. Complete the sentences with the imperative of the verbs from the box. Use each one only once.

1. _____ across the street and you can see the post office on your left.
2. _____ loud in the hospital. Patients need peace and quiet.
3. _____ careful! The traffic light is red.
4. _____ in the train station. You may fall and hurt yourself.
5. _____ the window, please. It's getting cold.

not run
walk
close
be
not speak

C. Fill in the gaps with the missing verbs in the imperative. Then match the sentences with the signs.

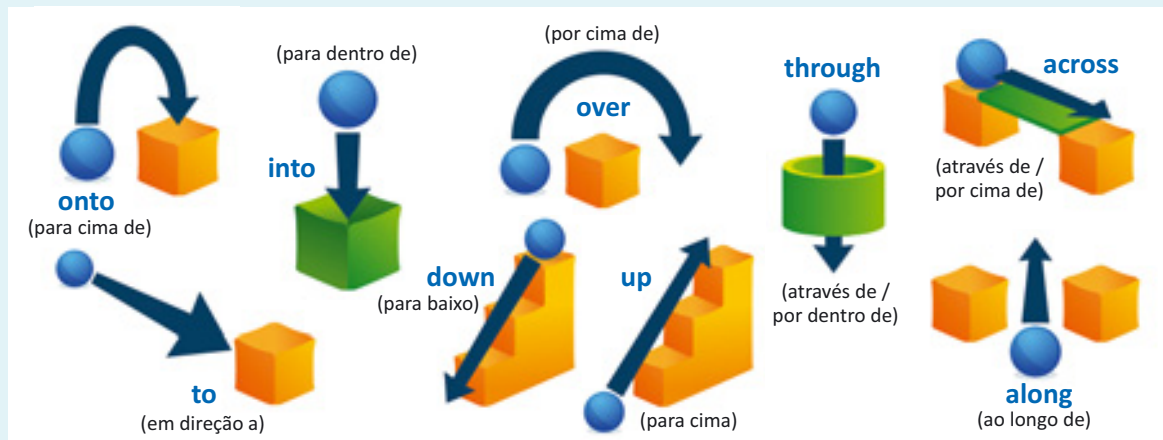
1. _____ (not listen) to music while you're crossing the street.
2. _____ (respect) others and wait for your turn.
3. _____ (not throw) rubbish into the lake.
4. _____ (be) silent in class.
5. _____ (ride) your bike in the cycle lane.



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

STUDY TIPS

As **prepositions of movement** são usadas para indicar movimento de pessoas ou de coisas. Repara nas imagens e no significado das preposições em inglês.



Para estudares as preposições, podes desenhar objetos no teu caderno e posicioná-los de determinada forma para as conseguires identificar (podes até colocar as setas, como no exemplo). Podes ainda fazer uma lista com as preposições em inglês, traduzi-las sem olhares para a ficha e depois verificar se está correto.

Bom estudo!



A. Circle the correct prepositions of movement according to the pictures.



1. The cat crawled **into** / **along** the box.
2. I am driving **onto** / **through** the tunnel.
3. Eddie is jumping **up** / **onto** the sofa.

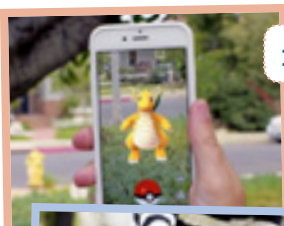
B. Look at the pictures and fill in the gaps with the prepositions of movement from the box.

over

towards

across

along



1. Roger is chasing Pokémons _____ the streets.

2. Ray and Nina are running _____ the street.
They shouldn't do that. It may be dangerous!3. Wilson was jumping _____ the fence,
but it didn't go well.4. Sarah ran _____ her mother and gave
her a big hug.

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

STUDY TIPS**Uso:**O futuro com **will + infinitive** usa-se para indicar:

- previsões (ex.: *I think I **will go** to Barcelona next year.*);
- decisões tomadas no momento em que se fala (ex.: *It's sunny today, so I **will go** to the beach.*);
- promessas (ex.: *I **promise I will study** more.*);
- ofertas ou pedidos (ex.: ***Will you give** me a new mobile phone?*).

Forma:

- **afirmativa:** **will ('ll)** + verbo no **infinitivo** (ex.: *I **will spend** my holidays at home.*);
- **negativa:** **will not (won't)** + verbo no **infinitivo** (ex.: *They **won't play** tennis.*);
- **interrogativa:** **Will** + **sujeito** + verbo no **infinitivo** (ex.: ***Will you go** to Madrid?*);
- nas **short answers**, usa-se **will/won't** (ex.: *"Will they go on holidays?" "Yes, I **will**." / "No, I **won't**."*).

Bom estudo!**A. Match each sentence with its use.**

- | | | |
|--|--------------------------|--------------------------|
| 1. Will you lend me your baseball bat, please? | ☐ | |
| 2. I probably won't spend two months in Edinburgh. | ☐ | a) predictions |
| 3. I think I will play tennis next week, but I'm not sure. | ☐ | b) on-the-spot decisions |
| 4. Phil called me, so I'll participate in the handball competition. | ☐ | c) promises |
| 5. I promise we will travel to Los Angeles next year. | ☐ | d) offers and requests |
| 6. Shawn and Andrew will have a picnic with their family at the weekend. | ☐ | |

B. Complete the sentences with **will and the verbs in brackets.**

- Barry _____ (**read**) his favourite book at the library.
- They _____ (**not send**) a postcard to Sophie.
- _____ (**you/pass**) me the salt?
- Anna _____ (**offer**) a basketball to her brother.

C. Write questions and answers with **will.**

- it / rain / this afternoon / (✓)

"Will it rain this afternoon?" "Yes, it will."

- Carissa / be / in the diving competition / (✗)

- Lucy and Rob / hang out / with his friends / (✓)

- you / text / me / later / (✓)

- you and Janine / play / video games / on Sunday / (✗)

**Carissa****Moore****(surfer)**

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

STUDY TIPS

As **if-clauses – zero conditional sentences** expressam condições possíveis que ocorrem no presente (situações reais, factos científicos, verdades universais e conselhos).

Repara na forma como se constroem:

If + present simple + , + present simple

(ex.: If you **mix** yellow and blue, you **get** green.)

Present simple + if + present simple

(ex.: You **get** green if you **mix** yellow and blue.)¹

Nota: ¹Quando a ordem das orações se inverte, não se utiliza vírgula [,] a separá-las.

Bom estudo!



A. Match the beginnings to the endings to make zero conditional sentences. Write the letters a-e.

- | | | |
|---------------------------------|--------------------------|------------------------------|
| 1. If you sweat too much, | ☐ | a) it melts. |
| 2. If you freeze water, | ☐ | b) if you stand in the rain. |
| 3. If you leave ice in the sun, | ☐ | c) you can dehydrate. |
| 4. You get wet | ☐ | d) if you heat it to 100° C. |
| 5. Water boils | ☐ | e) it turns into ice. |

B. Circle the correct option.

- If you run too fast, you **get** / **gets** exhausted.
- If you **boil** / **boils** water, it evaporates.
- If you **smoke** / **smokes**, you get old early.
- Ted gets tired if he **work** / **works** too much.
- If it's cold, I **stays** / **stay** inside the house.

C. Fill in the gaps with the verbs in brackets to make zero conditional sentences.

- If you _____ (**mix**) red and white, you get pink.
- If it rains, the ground _____ (**get**) wet.
- These royals can't sleep at night if they _____ (**drink**) too much coffee, so they prefer tea.
- If you don't keep ice in the freezer, it _____ (**melt**).
- Your skin _____ (**turn**) red if you spend too much time in the sun.



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

STUDY TIPS

As **if-clauses – first conditional sentences** expressam condições possíveis que poderão ocorrer no presente ou no futuro (situações reais ou prováveis e promessas).

Repara na forma como se constroem:

If + present simple + , + will + infinitive

(ex.: If you **study** hard, you'll **get** good marks.)

will + infinitive + if + present simple

(ex.: You'll **get** good marks if you **study** hard.)¹

Nota: ¹ Quando a ordem das orações se inverte, não se utiliza vírgula [,] a separá-las.

Bom estudo!



A. Complete the first part of the first conditional sentences with the expressions from the box.

I will go with my sister, of course

they'll be the local winners

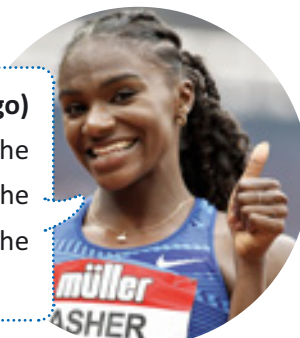
you will be number one in your team

he will become a famous band member

1. If you train hard, _____.
2. If Mary and Trisha are first in the championship, _____.
3. If Jack plays the guitar more often, _____.
4. If Taylor Swift gives a concert in Lisbon, _____.

B. Complete the texts with the correct verb forms.

This is **Dina Asher-Smith** and she is a British athlete. If she ¹ _____ (**go**) on training hard, she ² _____ (**continue**) to be a great champion. She loves running and she was the first British woman to run under 11 seconds for the 100 metres. If her coaches ³ _____ (**keep**) believing in her skills, she ⁴ _____ (**go**) to the next Olympics.



Trent Alexander-Arnold is an English football player and he is very talented. He ⁵ _____ (**achieve**) all his goals if the ⁶ _____ (**believe**) in himself. Trent and his teammates are hard-working and their behaviour ⁷ _____ (**help**) them to succeed if they ⁸ _____ (**practise**) every day.

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

STUDY TIPS

Os **phrasal verbs** resultam da combinação de um verbo com uma preposição ou um advérbio. Estes verbos têm um significado diferente daquele em que surgem isolados.

Repara nos seguintes **phrasal verbs** e respetivo significado:

Phrasal verbs	Significado	Phrasal verbs	Significado
fill in	preencher	look after	tomar conta de; cuidar
log in	conectar	take off	descolar; levantar voo; despir
log out	desconectar	work out	fazer exercício físico

Bom estudo!

A. Read the text messages and **circle** five phrasal verbs.

Ruth: Hi, Mimi! What are you doing?

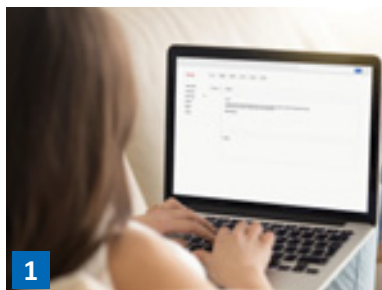
Mimi: Hey, sweetie. I'm looking after my baby brother. My parents aren't at home, they went to work out. What about you? What are you doing?

Ruth: Nothing special, really. I went to the gym, so I'm going to take off these clothes and have a shower. But first I need to fill in that form Miss Jackson asked us to do for the Singing Contest.

Mimi: Oh, I didn't remember that. I have to do that, too. Thanks! I need to go now. See you! 🙋

B. Look at the pictures and fill in the gaps with the correct phrasal verbs from the box.

log out look after log in work out fill in



1



2



3

- Ruth needs to _____ to her email account to _____ the Singing Contest form.
- Oh, no, I forgot to _____ of my social media account. I must pay attention because I need to keep my online information safe.
- First Lou is going to _____ in the gym and then he's going to help his grandmother. He needs to _____ Rugsy, her dog.

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

STUDY TIPS

Em inglês, há várias formas de expressar o futuro. Presta atenção:

Will

- Usa-se **will** para falar sobre:
 - previsões; promessas; decisões tomadas no momento em que se fala; ofertas e pedidos.
- Constrói-se com **will** + verbo no **infinitivo** (ex.: *I promise I **will visit** you soon.*).

Be going to

- Usa-se **be going to** para exprimir:
 - planos ou intenções futuras; previsões baseadas em factos.
- Constrói-se da seguinte forma: **am/is/are + going to** + verbo no **infinitivo** (ex.: *My family and I **are going to have** a picnic next week.*).

Present continuous

- Usa-se o **present continuous** para nos referirmos a:
 - planos definidos; previamente combinados; compromissos fixos no futuro.
- Constrói-se com **am/is/are + -ing form** (ex.: *I'm **spending** the whole summer with my grandparents.*).

Nota: Para reverter as três formas de construção do futuro, conjuga o verbo **play** no teu caderno diário com *will*, *be going to* e no *present continuous*.

Bom estudo!



- A. Complete the text about the actress McKenna Grace with the correct future form (*will* or *be going to*) of the verbs in brackets.



McKenna
Grace

Hey, everyone! This summer ¹ _____ (be) great! I promise I ² _____ (do) all I have in my diary. In the first week, I ³ _____ probably _____ (stay) at home and tidy my bedroom. My parents and I ⁴ _____ certainly _____ (have) fun. In the second week, we ⁵ _____ (go) camping in the countryside and my father and I ⁶ _____ (sail) on his boat and go fishing. I love it! At night I think we ⁷ _____ (eat) marshmallows after lighting a fire. Oh, and of course we ⁸ _____ (sing) and play the guitar! On the other days I hope I ⁹ _____ (go) out with my friends and eat our favourite ice creams on the beach!

What about you? What ¹⁰ _____ (you/do) next summer? Share your plans with me.

- B. Look at McKenna's to do list for tomorrow and write sentences in the future. Use the present continuous of the verbs from the box.

text

cook

~~walk~~

go

- *I'm walking the dog tomorrow morning.*

1. I _____ with _____ in the afternoon.
2. _____ in the evening.
3. I _____ on Instagram before going to bed.

To Do List

- + dog ☐
- 1. + Mia ☐
- 2. + Mum and Dad ☐
- 3. + friends ☐

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

STUDY TIPS

Os **indefinite pronouns** substituem nomes. São *indefinite* porque não identificam ninguém/nada em particular.

Repara nos seguintes *indefinite pronouns*:

<i>Indefinite pronouns</i> iniciados por...	peçoas -one / -body	objetos -thing	lugares -where
some- (afirmativa)	some one somebody	some thing	some where
every- (afirmativa)	every one every body	every thing	every where
any- (negativa e interrogativa)	any one any body	any thing	any where
no- (ideia negativa, mas verbo na afirmativa)	no one no body	no thing	no where

Bom estudo!



A. Circle the correct indefinite pronouns.

- Cheryl is going to the cinema tonight, but she can't find her tickets **somewhere** / anywhere.
- Valerie and Luke will probably go camping alone next summer. **Someone** / No one will go with them.
- "Hi, Mel. Is **everything** / something OK with you?" "Yes, **something** / everything's fine."
- Junior arrived at home and the door was open. **Anything** / Something is not right, so he's calling the police.
- My dog is chasing a cat in the garden. He broke my mother's vase. There are pieces of it **nowhere** / everywhere.

B. Fill in the gaps with the correct indefinite pronouns.

Hello, dear!
Don't forget to clean your bedroom before going to the beach. There are clothes ¹ _____ on the floor. Look for your sunscreen, too. It must be hidden ² _____ among your things.
Love, ♥
Mum

**WARNING!**

Danger of drowning!
No swimming! It is dangerous for

³ _____.

Surfing isn't allowed ⁴ _____ on this beach, too.

Stay safe!

Hey, Sophia!
What are you doing?
Maria and I are going to the cinema. ⁵ _____ from our class is coming, even Rita. She's feeling better. Bring ⁶ _____ to eat, please. We're going to have a picnic after. 😊

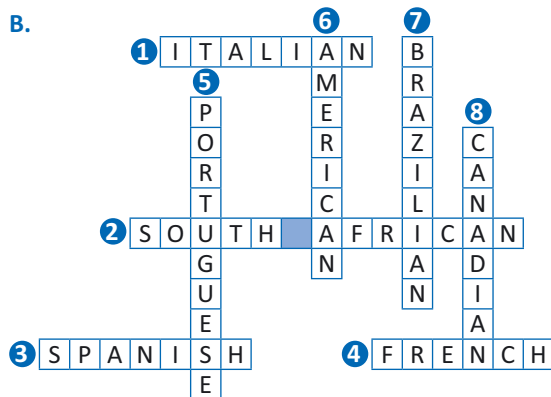
Answer key

REVIEW WORKSHEETS – VOCABULARY

Worksheet 1: Countries and nationalities, page 90

A. 1. English | 2. Chinese | 3. Japan | 4. Scotland | 5. Indian | 6. Greek | 7. Angola

B.



Across: 1. Italian | 2. South-African | 3. Spanish | 4. French

Down: 5. Portuguese | 6. American | 7. Brazilian | 8. Canadian

Worksheet 2: Family, page 91

A. 1. aunt | 2. daughter | 3. grandfather | 4. cousin | 5. brother | 6. niece | 7. stepmother | 8. wife | 9. grandson

B. 1. mother | 2. father | 3. brother | 4. wife | 5. grandparents | 6. grandfather | 7. grandmother | 8. grandchildren

Worksheet 3: Jobs and occupations, page 92

A. doctor | lawyer | babysitter | football player | engineer

B. 1. teacher | 2. firefighter | 3. police officer | 4. mechanic | 5. architect | 6. nurse | 7. cook | 8. singer | 9. vet | 10. student

Worksheet 4: Body parts, physical features and personality, page 93

A. 1. face | 2. mouth | 3. eyes/eye | 4. hand | 5. finger | 6. arm | 7. neck | 8. leg | 9. knee | 10. foot

B. 4 – 2 – 3 – 1

C. 1. sociable | 2. shy | 3. rude | 4. impatient

Worksheet 5: Clothes, footwear and accessories, page 94

A. 1. jeans | 2. jacket | 3. socks | 4. sweater | 5. pyjamas | 6. trainers | 7. tracksuit | 8. boots

B. 1. dress | 2. shoes | 3. jeans | 4. shirt | 5. watch

Worksheet 6: Food and drinks, page 95

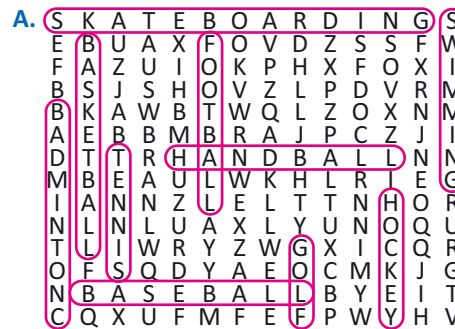
A. 1. strawberries | 2. apple | 3. banana | 4. salad | 5. cherries | 6. crackers | 7. pie | 8. bread

B. 1. spaghetti | 2. meatballs | 3. salad | 4. water | 5. coffee

Worksheet 7: Daily routine, page 96

A. 1. wake up | 2. have a shower | 3. get dressed | 4. have breakfast | 5. brush her teeth | 6. catch the bus | 7. have lunch | 8. have football practice | 9. do her homework | 10. play video games | 11. watch TV | 12. go to bed

Worksheet 8: Sports and free time activities, page 97



football | basketball | baseball | tennis | golf | handball | hockey | skateboarding | swimming | badminton

B. 1. watching films | 2. texting | 3. doing sports | 4. going shopping

REVIEW WORKSHEETS – GRAMMAR

Worksheet 1: Personal pronouns: subject/object, page 98

A. we, they, I, she, it, he

B. subject: 1. I | 2. it | 3. you | 4. they

object: 5. you | 6. him | 7. us | 8. them

C. 1. He | 2. you... I | 3. They | 4. She | 5. we

D. 1. him/it | 2. her... us | 3. them | 4. me | 5. you

Worksheet 2: Possessive determiners and possessive pronouns, page 99

A. 1. my | 2. his | 3. its | 4. our | 5. their | 6. mine | 7. his | 8. hers | 9. theirs

B. 1. b) | 2. c) | 3. a) | 4. b)

C. 1. Mine | 2. yours | 3. Our | 4. hers | 5. his | 6. theirs | 7. My

Worksheet 3: Articles: a, an, the and omission of the, page 100

A. 1. a | 2. an | 3. an | 4. a | 5. a

B. 1. a... a | 2. the... a | 3. An... the | 4. a... an | 5. a... the

C. 1. Ø ... the | 2. Ø... Ø | 3. Ø | 4. The... Ø... Ø | 5. Ø... the

D. 1. Ø | 2. an | 3. a | 4. a | 5. Ø | 6. the | 7. Ø | 8. a | 9. a | 10. a | 11. a | 12. a | 13. Ø | 14. the | 15. Ø

Worksheet 4: Question words, page 101

A. 1. e) | 2. g) | 3. h) | 4. b) | 5. a) | 6. c) | 7. f) | 8. d)

B. 1. What | 2. How old | 3. How tall | 4. Where | 5. What | 6. When | 7. Who | 8. Whose

C. 1. How | 2. Which | 3. What / Who | 4. How many

Worksheet 5: Plural of nouns, page 102

A. 1. years, brothers, boys | 2. potatoes, boxes | 3. blueberries | 4. wolves

B. 1. books | 2. shelves | 3. teachers | 4. policemen | 5. children | 6. fish | 7. strawberries | 8. people | 9. schoolbags | 10. students

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

cherries | hamburguers | firefighters | partners | wives | oranges | tomatoes | sheep | books | mice | women | parties

Worksheet 6: Present simple: verb to be, page 103

A. 1. is... are | 2. am... am not | 3. Are | 4. isn't... 's | 5. aren't... are

B. 1. Melinda **is** the new English teacher. | 2. Noah **isn't** a student. He's a baker. | 3. **Are** you twelve years old? | 4. We **aren't** Brazilian. | 5. Harry **is** my goldfish. I love him very much.

C. 1. John **is** British. | 2. My parents **aren't** at home. | 3. What **is** that girl's name? | 4. **Are** you Canadian? | 5. Sarah **isn't** at school. | 6. I **am** from Miami.

D. 1. **is** | 2. **is** | 3. **isn't** | 4. **is** | 5. **is** | 6. **is** | 7. **Are** | 8. **are**

Worksheet 7: Present simple: verb have got, page 104

A. 1. has got | 2. have got | 3. have got | 4. have got | 5. has got | 6. has got

B. 1. Matt and Vivian **haven't** got black hair. | 2. Marcel **hasn't** got a new watch. | 3. Suzy **hasn't** got lovely earrings. | 4. Her dog **hasn't** got a modern kennel. | 5. I **haven't** got a moustache. | 6. Fatima and you **haven't** got a twin brother.

C. 1. "Have Lee and Ramona got white boots?" "No, they **haven't**." | 2. "Has Lee got a short skirt?" "No, she **hasn't**." | 3. "Have they got a modern look?" "Yes, they **have**." | 4. "Has Maitreyi got a long dress?" "Yes, she **has**." | 5. "Have the three girls got a bag in their hand?" "No, they **haven't**."

Worksheet 8: Present simple, page 105

A. 1. runs | 2. cooks | 3. cleans | 4. watches | 5. studies | 6. reads | 7. writes

B. 1. has | 2. go... catch | 3. makes | 4. don't prepare | 5. doesn't drive

C. 1. "Does Byron cook dinner at the weekend?" "Yes, he **does**." | 2. "Do Val and Poh wash their car at the weekend?" "No, they **don't**. They walk the dog." | 3. "Does Thomas take the rubbish out at the weekend?" "Yes, he **does**."

Worksheet 9: Adverbs of frequency, page 106

A. 1. usually | 2. often | 3. sometimes | 4. always | 5. never

B. 1. W (I never go to the library.) | 2. R | 3. W (We always eat cereal and drink milk at breakfast.) | 4. R | 5. W (My sister is sometimes alone in the canteen).

C. 1. Marcus usually washes his car on Saturdays. | 2. He hardly ever goes to the cinema. | 3. I always do my homework in the evening. | 4. They often make their beds. | 5. Jane is never late for school.

Worksheet 10: Present continuous, page 107

A. 1. studying | 2. washing | 3. preparing | 4. mixing | 5. running | 6. watching | 7. doing | 8. sitting | 9. walking

B. 1. are cleaning | 2. am setting... is cooking | 3. are having | 4. is fixing | 5. are taking

C. 1. are helping | 2. aren't doing | 3. are having | 4. are tidying | 5. is vacuuming | 6. is ironing | 7. is listening | 8. is doing

D. 1. "Is Jenny watching TV?" "Yes, she **is**." | 2. "Are Teddy and Susan walking the dogs?" "No, they **aren't**." | 3. "Is Bart reading the newspaper?" "No, he **isn't**." | 4. "Are the dogs playing in the backyard?" "Yes, they **are**." | 5. "Are you and Vivian preparing lunch?" "Yes, we **are**."

Worksheet 11: Past simple: verb to be, page 108

A. 1. a) | 2. b) | 3. b) | 4. b)

B. 1. was | 2. were | 3. were | 4. was | 5. were | 6. were

C. 1. **Neg.:** You weren't at home yesterday. / **Int.:** Were you at home yesterday? | 2. **Aff.:** Ted was with his schoolmates this morning. / **Int.:** Was Ted with his schoolmates this morning? | 3. **Aff.:** Minnie and Mark were at the gym. / **Neg.:** Minnie and Mark weren't at the gym. | 4. **Neg.:** Bruno's dog wasn't in the park. / **Int.:** Was Bruno's dog in the park?

Worksheet 12: Past simple: regular verbs, page 109

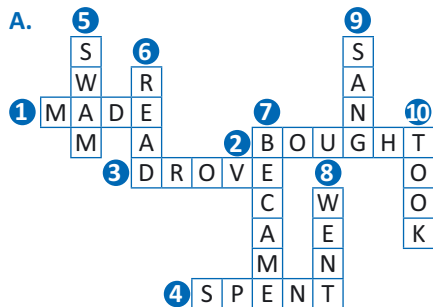
A. 1. visited; watched; parked; cooked | 2. loved; changed; decided | 3. tried; tidied | 4. travelled; stopped; planned

B. 1. arrived | 2. planned | 3. didn't study | 4. walked | 5. didn't play

C. 1. "Did Helen visit the Eiffel Tower?" "No, she **didn't**." | 2. "Did Mary and Charles listen to music?" "Yes, they **did**." | 3. "Did you photograph the Empire State Building?" "No, I **didn't**." | 4. "Did Lucy pack her bags this morning?" "Yes, she **did**."

Answer key

Worksheet 13: Past simple: irregular verbs, page 110



Across: 1. made | 2. bought | 3. drove | 4. spent

Down: 5. swam | 6. read | 7. became | 8. went | 9. sang | 10. took

B. 1. went | **2.** had | **3.** took | **4.** didn't feel | **5.** didn't run | **6.** swam

C. 1. Neg.: Sylvie didn't forget her ticket at home. / **Int.:** Did Sylvie forget her ticket at home? | **2. Neg.:** Serena and Liam didn't send a postcard to their cousins. / **Int.:** Did Serena and Liam send a postcard to their cousins? | **3. Neg.:** I didn't see a racoon on the city tour. / **Int.:** Did I/you see a racoon on the city tour?

Worksheet 14: Future: be going to, page 111

A. 1. is going to go | **2.** are going to finish | **3.** is going to do | **4.** is going to teach | **5.** are going to hang out

B. 1. is going to have | **2.** isn't going to build | **3.** are going to drink | **4.** is going to write | **5.** Are... going to play

C. 1. "Are her guests going to listen to her songs?" "Yes, they are." | **2.** "Is she going to swim in the lake?" "Yes, she is." | **3.** "Are the singer and her brother going to spend their holidays together?" "No, they aren't." | **4.** "Are they going to play beach volleyball?" "Yes, they are."

Worksheet 15: Degrees of adjectives, page 112

A. 1. younger than | **2.** more expensive than | **3.** taller than

B. 1. stronger than | **2.** more generous than | **3.** heavier than | **4.** better than

C. 1. the smartest... the kindest | **2.** the funniest | **3.** the most sociable | **4.** the slimmest | **5.** the most comfortable

D. 1. the happiest | **2.** the worst | **3.** the most beautiful

Worksheet 16: Adjectives + preposition, page 113

A. 1. in | **2.** of | **3.** at | **4.** with/about | **5.** about/with | **6.** for

B. 1. b) | **2.** a) | **3.** c) | **4.** c) | **5.** b)

C. 1. brilliant | **2.** happy | **3.** afraid | **4.** fond | **5.** late

D. 1. ready for | **2.** tired of | **3.** interested in | **4.** worried about | **5.** good at

"APOIO AO ESTUDO"

WORKSHEETS – VOCABULARY

Worksheet 1: Countries and nationalities; Personal ID, page 118

A. 1. Germany | **2.** French | **3.** Ireland | **4.** Welsh |

5. Mexican | **6.** Spain | **7.** American | **8.** Italy |

9. Australia | **10.** English

B. 1. d) | **2.** f) | **3.** a) | **4.** c) | **5.** b) | **6.** e)

C. 1. Scottish | **2.** South Africa | **3.** Brazilian | **4.** Canadian

Worksheet 2: Family members; Physical description, page 119

A. 1. father | **2.** mother | **3.** grandparents | **4.** cousin |

5. brother | **6.** parents | **7.** aunt/uncle | **8.** uncle/aunt

B. 1. happy | **2.** round | **3.** wavy brown | **4.** sweater |

5. jeans | **6.** trainers | **7.** pretty

Worksheet 3: Daily routine; Telling the time, page 120

A. 1. half past three | **2.** It's one o'clock. | **3.** It's a quarter past five. | **4.** It's a quarter to nine.

B. have breakfast | do the homework | have lunch | go to school | study | brush your teeth

C. 1. wakes up/gets up | **2.** goes | **3.** has a shower |

4. gets dressed | **5.** has breakfast | **6.** cooks dinner |

7. listens to music | **8.** brushes his teeth | **9.** reads |

10. goes to bed/goes to sleep

Worksheet 4: Household chores, page 121

A. 1. d) | **2.** b) | **3.** f) | **4.** e) | **5.** a) | **6.** c)

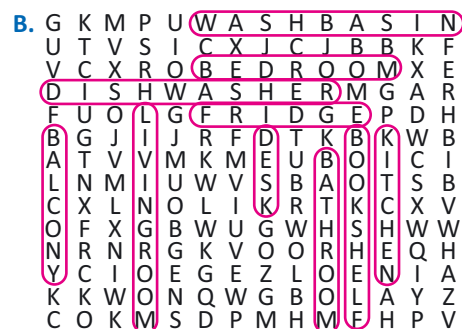
B. 1. cook | **2.** load the dishwasher | **3.** cut the grass |

4. do the washing up | **5.** vacuum the floor | **6.** mop

Worksheet 5: Types of houses; Rooms and parts of the house; Furniture, page 122

A. 1. flat | **2.** castle | **3.** cottage | **4.** detached |

5. semi-detached



C. 1. Parts/rooms of the house: kitchen, bedroom, living room, bathroom, balcony | **2. Objects:** washbasin, dishwasher, fridge, bookshelf, desk

Worksheet 6: School subjects; After-school clubs, page 123

A. 1. science | **2.** French | **3.** maths | **4.** geography |

5. history | **6.** English | **7.** music | **8.** Spanish |

9. physics and chemistry | **10.** Portuguese | **11.** physical education | **Hidden message:** SCHOOL IS COOL

B. 1. Science Club | **2.** Arts and Crafts Club | **3.** Dance Club | **4.** Photography Club | **5.** Cooking Club

Worksheet 7: School facilities/rooms; School events, page 124

A. a) 8 | **b)** 7 | **c)** 3 | **d)** 5 | **e)** 2 | **f)** 6 | **g)** 1 | **h)** 4 | **i)** 9

B. 1. Science Fair | **2.** School MasterChef | **3.** Book Fair | **4.** Singing Contest | **5.** Sports Day | **6.** Chess Tournament

Worksheet 8: City places; City activities, page 125

A. 1. stadium | 2. fire station | 3. hospital | 4. police station | 5. museum | 6. railway station | 7. theatre | 8. airport | 9. bank | 10. library

B. 1. the dog | along the street | 2. a museum | a landmark | an exhibition | 3. for a walk | shopping | to a concert

Worksheet 9: Shops, page 126

A. 1. greengrocer's – clothes shop | 2. pet shop – shoe shop | 3. bookshop – pet shop | 4. baker's – sports shop | 5. florist's – computer shop | 6. fishmonger's – newsagent's

B. 1. florist's | 2. baker's | 3. pet shop | 4. greengrocer's | 5. bookshop

Worksheet 10: City features, page 127

A. 1. cycle lane | 2. zebra crossing | 3. pavement | 4. traffic sign | 5. crossroads

B. 1. bridge | 2. bus stop | 3. traffic lights | 4. tunnel | 5. roundabout

C. 5 – 2 – 1 – 4 – 3

Worksheet 11: Sports and free time activities, page 128

A. Across: 1. hockey | 2. skateboarding |

Down: 3. baseball | 4. volleyball | 5. football |

6. karate | 7. gymnastics | 8. diving

B. 1. hanging out with friends | 2. listening to music | 3. riding a bike | 4. watching videos | 5. drawing

Worksheet 12: Summer activities, page 129

A. 1. a) | 2. a) | 3. b) | 4. a)

B. 1. going to water parks | 2. snorkelling | 3. camping | 4. eating ice creams | 5. fishing | 6. taking photos/pictures/selfies

"APOIO AO ESTUDO"

WORKSHEETS – GRAMMAR

Worksheet 1: Personal pronouns; Possessive determiners, page 130

A. 1. she | 2. they | 3. We | 4. It

B. 1. his | 2. their | 3. our | 4. its

C. 1. he | 2. His | 3. his | 4. He | 5. they | 6. their | 7. His | 8. They

Worksheet 2: Present simple: verb to be, page 131

A. 1. Tom Holland and she are together in Los Angeles. | 2. They aren't from the same country. | 3. Is he Welsh? | 4. Zendaya's pet is a lovely dog. | 5. How old is Zendaya?

B. 1. is | 2. isn't | 3. is | 4. is | 5. is | 6. is | 7. aren't | 8. are | 9. is | 10. is | 11. is | 12. are

Worksheet 3: Present simple: verb have got, page 132

A. 1. have got | 2. have got | 3. has got | 4. has got | 5. have got | 6. haven't got | 7. have got

B. 1. "Have Mike and Sue got dark hair?" "No, they haven't. They have got brown hair." | 2. "Has Nick got a moustache?" "No, he hasn't." | 3. "Have Roman and Sarah got a T-shirt?" "No, they haven't. Roman has got

a shirt and Larissa has got a sweater." | 4. "Has Luke got jeans?" "Yes, he has." | 5. "Has Larissa got a dress?" "No, she hasn't. She has got a sweater and jeans."

Worksheet 4: Possessive pronouns, page 133

A. 1. Mine | 2. his | 3. hers | 4. theirs | 5. ours

B. 1. hers | 2. his | 3. ours | 4. theirs | 5. mine

Worksheet 5: Present simple; Adverbs of frequency, page 134

A. 1. plays | 2. makes | 3. watches | 4. kisses | 5. tries | 6. listens | 7. reads | 8. brushes

B. 1. wakes up | 2. has | 3. gets | 4. eats | 5. drinks | 6. stop | 7. doesn't drink | 8. prefers | 9. drive | 10. stay | 11. don't do | 12. goes | 13. walks | 14. relaxes | 15. Do you know

C. 1. Zac hardly even catches the bus to work. | 2. Zac is often tired. | 3. We usually get up early. | 4. I never drink coffee.

Worksheet 6: Present continuous, page 135

A. 1. W (are folding) | 2. W (is baking) | 3. R | 4. W (Are you running... Yes, I am. / No, I'm not.)

B. 1. is doing... is watering | 2. are vacuuming | 3. is cooking | 4. is cleaning | 5. are doing... is taking | 6. is sweeping

Worksheet 7: Present simple and present continuous, page 136

A. 1. do | 2. Are Julia and Niles watering... aren't... are cutting | 3. isn't preparing... is folding | 4. runs | 5. tidy

B. 1. Jeremy is making his bed now. | 2. My siblings usually clean the kitchen. | 3. Sam's mum often does his laundry. | 4. Ted is loading the dishwasher at the moment.

Worksheet 8: Plural of nouns, page 137

A. 1. children | 2. postmen | 3. balconies | 4. bookshelves | 5. people | 6. windows | 7. apples | 8. knives

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

B. 1. boxes | 2. dresses | 3. brushes | 4. books | 5. bookshelves | 6. sandwiches

Worksheet 9: Personal pronouns – object, page 138

A. 1. OP | 2. SP | 3. OP | 4. SP | 5. OP

B. 1. c) | 2. d) | 3. a) | 4. b)

C. 1. it | 2. her | 3. them | 4. me

Worksheet 10: Prepositions of place, page 139

A. 1. b) | 2. b) | 3. a) | 4. a)

Answer key

B. 1. There is a sofa under the table. | **2.** There is a lamp next to/opposite a small vase. | **3.** There are four pictures on the wall. | **4.** There is a plant in the vase. | **5.** There are four cushions on the sofa.

Worksheet 11: Word formation, page 140

A. 1. b) | **2.** b) | **3.** a) | **4.** a) | **5.** a) | **6.** b)

B. 1. impossible | **2.** colourful/colourless | **3.** quietly | **4.** irregular | **5.** unhappy | **6.** dishonest | **7.** informal | **8.** helpful/helpless/helper | **9.** painter | **10.** intolerant | **11.** careless/careful | **12.** incomplete

C. 1. careful | **2.** unhappy | **3.** incomplete | **4.** intolerant

Worksheet 12: Past simple: verb to be, page 141

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

B. 1. were | **2.** was | **3.** were | **4.** was | **5.** was | **6.** was | **7.** wasn't | **8.** Was | **9.** were | **10.** wasn't | **11.** were

Worksheet 13: Connectors, page 142

A. 1. but | **2.** so | **3.** or | **4.** because | **5.** and

B. 1. Lu is in the Cooking Club. However, she learned how to cook when she was 6. | **2.** Her friends are in the Photography Club. Therefore, they have a lot of fun taking photos of her meals. | **3.** Lu's classmates are in the Animal Lovers Club because they can take care of abandoned dogs there.

Worksheet 14: Past simple: regular verbs, page 143

A. 1. jumped, worked, answered | **2.** lived, prepared, arrived | **3.** tried, cried, identified | **4.** stopped, dropped, shopped

B. 1. helped | **2.** cleaned | **3.** didn't wash | **4.** washed | **5.** Did he agree | **6.** didn't like | **7.** visited | **8.** baked | **9.** tried | **10.** Did you enjoy

Worksheet 15: Past simple: irregular verbs, page 144

A. 1. Josh met his girlfriend at the Valentine's Day Party. | **2.** Valerie and you ran fast, but you didn't win a medal on Sports Day. | **3.** Kate felt happy because she sang in the Singing contest.

B. 1. "Did Josh write to his girlfriend at the Valentine's Day Party?" "No, he didn't." | **2.** "Did you swim in the river on Sports Day?" "No, we/I didn't." | **3.** "Did Kate win first prize in the Singing contest?" "Yes, she did."

C. 1. Julia and Zoe gave special presents to their BFF. | **2.** Lucy's parents found a funny costume for the Carnival contest. | **3.** James didn't have fun at the Halloween party. | **4.** Did the students make their costumes?

Worksheet 16: Past continuous, page 145

A. 1. was trying | **2.** was doing | **3.** was travelling | **4.** was fixing | **5.** were having

B. 1. was driving | **2.** was walking | **3.** were taking | **4.** wasn't watching... was reading

Worksheet 17: Past simple and past continuous, page 146

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

B. 1. spoke... were waiting | **2.** was looking... were |

3. was jumping... was flying | **4.** felt... became | 2 – 4 – 3 – 1

Worksheet 18: Modal verbs, page 147

A. 1. can | **2.** mustn't | **3.** may | **4.** should | **5.** must

B. 1. Can | **2.** should | **3.** must/should | **4.** should/must | **5.** Can

Worksheet 19: The imperative, page 148

A. 1. Go | **2.** Don't walk | **3.** listen | **4.** Don't drive

B. 1. Walk | **2.** Don't speak | **3.** Be | **4.** Don't run | **5.** Close

C. 1. Don't listen | **2.** Respect | **3.** Don't throw | **4.** Be | **5.** Ride | 2 – 4 – 1 – 5 – 3

Worksheet 20: Prepositions of movement, page 149

A. 1. into | **2.** through | **3.** onto

B. 1. along | **2.** across | **3.** over | **4.** towards

Worksheet 21: Future: will + infinitive, page 150

A. 1. d) | **2.** a) | **3.** a) | **4.** d) | **5.** c) | **6.** a)

B. 1. will read | **2.** won't send | **3.** Will you pass | **4.** will offer

C. 1. "Will Carissa be in the diving competition?" "No, she won't." | **2.** "Will Lucy and Rob hang out with his friends?" "Yes, they will." | **3.** "Will you text me later?" "Yes, I will." | **4.** "Will you and Janine play video games on Sunday?" "No, we won't."

Worksheet 22: If-clauses: zero conditional, page 151

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

B. 1. get | **2.** boil | **3.** smoke | **4.** works | **5.** stay

C. 1. mix | **2.** gets | **3.** drink | **4.** melts | **5.** turns

Worksheet 23: If-clauses: first conditional, page 152

A. 1. you will be number one in your team | **2.** they'll be the local winners | **3.** he will become a famous band member | **4.** I will go with my sister, of course

B. 1. goes | **2.** will continue | **3.** keep | **4.** will go | **5.** will achieve | **6.** believes | **7.** will help | **8.** practise

Worksheet 24: Phrasal verbs, page 153

A. "looking after", "work out", "take off", "fill in".

B. 1. log in... fill in | **2.** log out | **3.** work out... look after

Worksheet 25: Future forms, page 154

A. 1. is going to be | **2.** will do | **3.** will... stay | **4.** will... have | **5.** are going to go | **6.** are going to sail | **7.** will eat | **8.** are going to sing | **9.** will go | **10.** are you going to do

B. 1. ... I'm going to the cinema with Mia. | **2.** ... I'm cooking with Mum and Dad. | **3.** ... am texting my friends

Worksheet 26: Indefinite pronouns, page 155

A. 1. anywhere | **2.** No one | **3.** everything... everything | **4.** Something | **5.** everywhere

B. 1. everywhere | **2.** somewhere | **3.** anyone/everyone | **4.** anywhere | **5.** Everyone/Everybody | **6.** something



Focus on skills and language

- 10 Reading (2 levels)
- 10 Writing (2 levels)
- 10 Listening (2 levels)
- 10 Speaking (2 levels)
 - Interaction
 - Production
- 30 Vocabulary (3 levels)
- 42 Grammar (2 levels)
- Answer key and listening scripts

Focus on Skills and Language

Reading worksheets (two levels)

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Unit 4	City lights	174
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Writing worksheets (two levels)

Unit 1	Just the way you are	182
Unit 2	No place like home!	184
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Unit 4	City lights	188
Unit 5	On the move!	190

Listening worksheets (two levels)

Unit 1	Just the way you are	192
Unit 2	No place like home!	194
Unit 3	School mood	196
Unit 4	City lights	198
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Speaking worksheets (two levels)

Unit 1	Asking about personal information	202
Unit 2	Talking about my bedroom	204
Unit 3	Talking about my school	206
Unit 4	Talking about activities in the city	208
Unit 5	Talking about summer activities	210

Answer key and listening scripts	212
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Vocabulary	218
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Grammar	248
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Name: _____ No.: _____ Class: _____ Date: ____/____/____

Read the magazine article.

Charli D'Amelio

The Face of TikTok

Charli Grace D'Amelio was born on 1st May 2004, in Connecticut, USA.

Her father is a politician and her mother is a photographer. She has got an older sister, 5 Dixie.

Charli is a student at King School, but she is also a dancer. She is the first TikTok star to reach 50 million followers and she currently 25 has more than 90 million followers.

10 She is one of the main internet influencers and many girls want to look like her: she is tall and slim and she has got long straight dark hair. Her smile is so beautiful. She is very stylish! 30

In a vlog about her daily routine, she says her 15 day is "crazy". She wakes up at 8 a.m., but she stays in bed until about 9 a.m. The first thing she does is to check her mobile phone. Then she goes straight to the bathroom, brushes 35 her teeth and takes care of make-up. She gets 20 dressed, has a milkshake for breakfast and before going to school she still takes her dogs for a walk. Her morning classes only start at 10.30 a.m., so she has time! She has classes 40

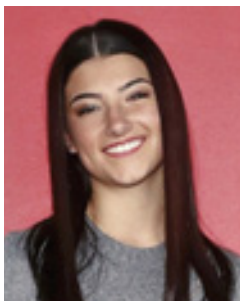


until 4.30 p.m. and after classes she checks her agenda (she goes to many TV shows and gives a lot of interviews) and she practises her dance routines. She always has dinner with her family at around 8.30 p.m. and she usually goes to bed at 11 p.m.

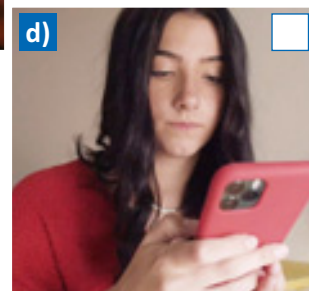
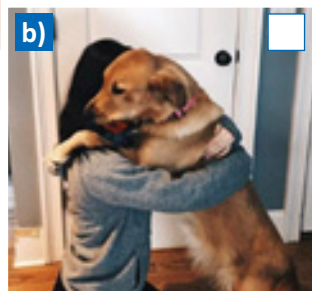
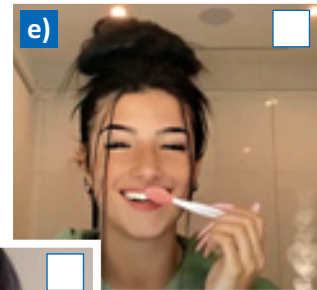
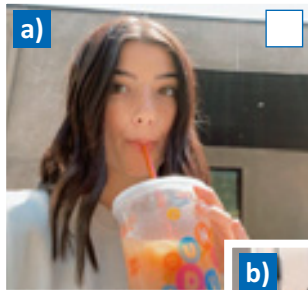
30 There are two reasons why her fans love her so much: she shares very creative videos on TikTok every day and Charli also uses her influence to raise money for many charity organisations. As Charli says: "Making dance 35 videos is my passion. I do what I really like and at the same time I make a difference!"

The truth is Charli D'Amelio is a popularity phenomenon... Many teens talk about her and want to wear a T-shirt with a photo of her on it or have a pencil case with her name!

A. Complete with Charli's personal information.

Name: ¹ _____ Surname: ² _____Date of birth: ³ _____ Nationality: ⁴ _____Occupations: ⁵ _____ and ⁶ _____Father's job: ⁷ _____Mother's job: ⁸ _____Number of siblings: ⁹ _____

B. Order the activities Charli does in the morning before going to school. Write 1-5.



C. Complete the sentences using ONE word, according to the text.

1. Charli's sister's name is _____.
2. Charli's hair is long, dark and _____.
3. She has got a beautiful _____.
4. She checks her agenda after _____.
5. She also practises her dance _____ after classes.
6. She has dinner with her _____.

D. Answer the questions about the text. Give complete answers.

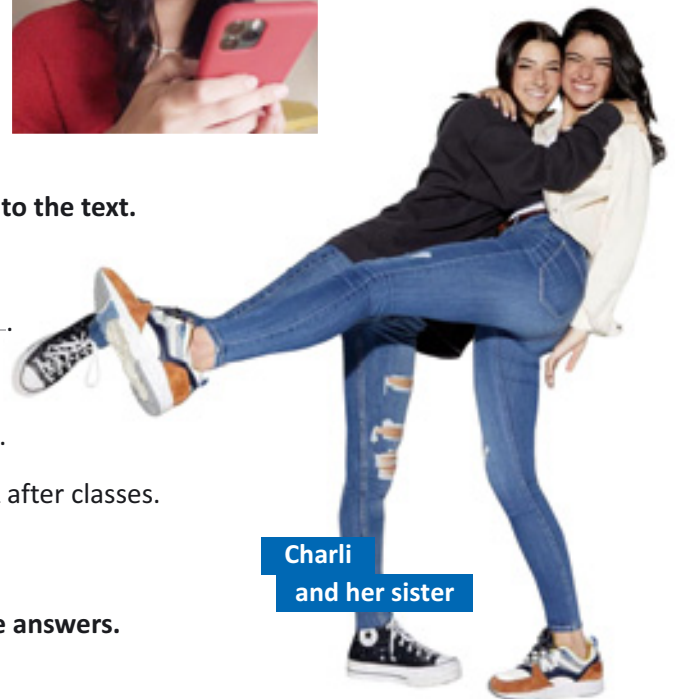
1. How many followers does Charli have on TikTok?

2. What time does Charli get out of bed?

3. Do her classes start early in the morning?

4. How often does she share videos on TikTok?

5. What are the two reasons why her fans love her so much?



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

Read the magazine article.

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10 She is one of the main internet influencers and many girls want to look like her: she is tall and slim and she has got long straight dark hair. Her smile is so beautiful. She is very stylish!

15 In a vlog about her daily routine, she says her day is "crazy". She wakes up at 8 a.m., but she stays in bed until about 9 a.m. The first thing she does is to check her mobile phone. Then she goes straight¹ to the bathroom, brushes her teeth and takes care of make-up. She gets dressed, has a milkshake for breakfast and
20 before going to school she still takes her dogs for a walk. Her morning classes only start at 10.30 a.m., so she has time! She has classes



until 4.30 p.m. and after classes she checks her agenda (she goes to many TV shows and gives a lot of interviews²) and she practises her dance routines. She always has dinner with her family at around 8.30 p.m. and she usually goes to bed at 11 p.m.

25 There are two reasons why her fans love her so much: she shares very creative videos on TikTok every day and Charli also uses her influence on to raise money for many charity organisations. As Charli says: "Making dance videos is my passion. I do what I really like and at the same time I make a difference!"

30 The truth is Charli D'Amelio is a popularity phenomenon³... Many teens talk about her and want to wear a T-shirt with a photo of her on it or have a pencil case with her name!

Vocabulary: ¹ straight = directamente; ² interviews = entrevistas; ³ phenomenon = fenómeno.

A. Complete with Charli's personal information. Choose words from the box.

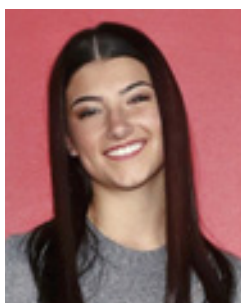
American
photographer

one

D'Amelio
1st May 2004

student
dancer

Charli Grace
politician



Name: ¹ _____ Surname: ² _____

Date of birth: ³ _____ Nationality: ⁴ _____

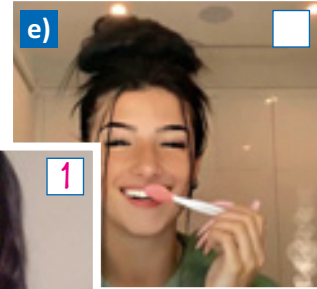
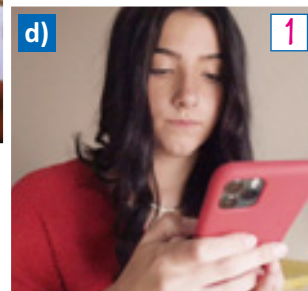
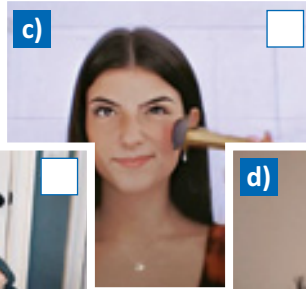
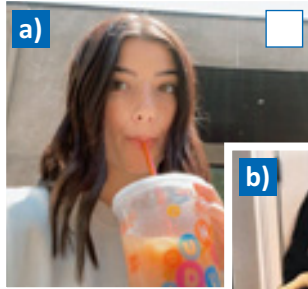
Occupations: ⁵ _____ and ⁶ _____

Father's job: ⁷ _____

Mother's job: ⁸ _____

Number of siblings: ⁹ _____

B. Order the activities Charli does in the morning before going to school. Write 2-5.
The first one is done.



C. Complete the sentences using a word from the box.

- Charli's sister's name is _____.
- Charli's hair is long, dark and _____.
- She has got a beautiful _____.
- She checks her agenda after _____.
- She also practises her dance _____ after classes.
- She has dinner with her _____.

routines
classes
family
Dixie
smile
straight

D. Read the questions and tick (✓) the correct answer, according to the text.

1. How many followers does Charli have on TikTok?

- a) Charli has more than ninety million followers on TikTok. ☐
- b) Charli has more than nineteen million followers on TikTok. ☐

2. What time does Charli get out of bed?

- a) Charli gets out of bed at 9 a.m. ☐
- b) Charli gets out of bed at 8 a.m. ☐

3. Do her classes start early in the morning?

- a) Yes, they do. ☐
- b) No, they don't. ☐

4. How often does she share videos on TikTok?

- a) She shares videos on TikTok every week. ☐
- b) She shares videos on TikTok every day. ☐

5. What are the two reasons why her fans love her so much?

- a) Her fans love her so much because she shares very creative videos on TikTok every day and Charli also uses her influence to raise money for many charity organisations. ☐
- b) Her fans love her so much because she practices her dance routines every day and Charli also uses her influence to raise money for many charity organisations. ☐



Charli
and her sister

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

Read this text from a website page and look at the pictures.

● ● ●

[start](#) | [services](#) | [products](#) | [photos](#) | [news](#) | [contact](#)



Buckingham Palace

Behind the scenes!



How many rooms are there in your house? Six, seven... maybe ten? How about 775! That's the number of rooms there are in Buckingham Palace, the official London home of Queen Elizabeth II. These 775 rooms include 19 state rooms, 52 royal and guest bedrooms for the most important visitors like presidents and kings and queens from other countries, 92 offices and 78 bathrooms. There is also a gallery, a cinema, a ballroom and a dining table for 60 people. You can find more than 300 clocks on the walls throughout the palace.

The garden is huge and it has a swimming pool and a lake. The balcony of the palace is one of the most famous in the world because this is where the Royal Family stands and waves to the public when there are important ceremonies or events.

There are 1200 members of staff working for the Queen inside the palace and there are 188 staff bedrooms. Being a royal butler¹ or servant is a demanding², but rewarding³ job.



1



2

The chefs at the palace are always busy. This chef is baking chocolates and cookies for more than 150 guests. After that, there's the washing-up. It takes 15 people to do the washing-up after a banquet.

The Queen invites more than 50,000 people every year to banquets and parties. They take place in the ballroom. These servants are setting the table. Everything must be perfect!

Vocabulary: ¹ butler = *mordomo*; ² demanding = *exigente*; ³ rewarding = *recompensador*.

A. What do these numbers refer to? Match. Write the letters a-f.1. nineteen ☐2. fifty-two ☐3. one hundred and eighty-eight ☐4. sixty ☐5. fifteen ☐6. three hundred ☐

a) People needed to do the washing-up after a banquet

b) Clocks on the walls

c) Royal and guest bedrooms

d) State rooms

e) Staff bedrooms

f) People that can sit at the dining table

B. Read the sentences and tick (✓) True or False.

	TRUE	FALSE
1. Buckingham Palace is in London.	☐	☐
2. There are more offices than bathrooms in the palace.	☐	☐
3. There is a room where you can watch films.	☐	☐
4. There is a swimming pool, but there isn't a lake in the garden.	☐	☐
5. The members of staff don't sleep in the palace.	☐	☐

C. Answer these questions about the text. Give complete answers.

1. How many rooms does Buckingham Palace have?

2. Why is the balcony of the palace one of the most famous in the world?

3. What is the chef in photo 1 doing?

4. Are the servants in photo 2 doing the washing-up?

5. Where do the royal banquets and parties take place?



**Buckingham
Palace**

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

Read part of this text from a website page and look at the pictures.

● ● ●

[start](#) | [services](#) | [products](#) | [photos](#) | [news](#) | [contact](#)



Buckingham Palace

Behind the scenes!



How many rooms are there in your house? Six, seven... maybe ten? How about 775! That's the number of rooms there are in Buckingham Palace, the official London home of Queen Elizabeth II. These 775 rooms include 19 state rooms, 52 royal and guest bedrooms for the most important visitors like presidents and kings and queens from other countries, 92 offices and 78 bathrooms. There is also a gallery, a cinema, a ballroom and a dining table for 60 people. You can find more than 300 clocks on the walls throughout the palace.

The garden is huge and it has a swimming pool and a lake. The balcony of the palace is one of the most famous in the world because this is where the Royal Family stands and waves to the public when there are important ceremonies or events.

There are 1200 members of staff working for the Queen inside the palace and there are 188 staff bedrooms. Being a royal butler¹ or servant is a demanding², but rewarding³ job.



1



2

The chefs at the palace are always busy. This chef is baking chocolates and cookies for more than 150 guests. After that, there's the washing-up. It takes 15 people to do the washing-up after a banquet.

The Queen invites more than 50,000 people every year to banquets and parties. They take place in the ballroom. These servants are setting the table. Everything must be perfect!

Vocabulary: ¹ butler = *mordomo*; ² demanding = *exigente*; ³ rewarding = *recompensador*.

A. What do these numbers refer to? Match. Write the letters a-f.

- | | | |
|--------|--------------------------|---|
| 1. 19 | ☐ | a) People needed to do the washing-up after a banquet |
| 2. 52 | ☐ | b) Clocks on the walls |
| 3. 188 | ☐ | c) Royal and guest bedrooms |
| 4. 60 | ☐ | d) State rooms |
| 5. 15 | ☐ | e) Staff bedrooms |
| 6. 300 | ☐ | f) People that can sit at the dining table |

B. Read the sentences and tick (✓) True or False.

	TRUE	FALSE
1. Buckingham Palace is in London.	☐	☐
2. There are more offices than bathrooms in the palace.	☐	☐
3. There is a room where you can watch films.	☐	☐
4. There is a swimming pool, but there isn't a lake in the garden.	☐	☐
5. The members of staff don't sleep in the palace.	☐	☐

C. Tick (✓) the correct endings to the sentences below, according to the text.

1. Buckingham Palace has...
 - a) seven hundred and seventy-five rooms. ☐
 - b) seventy-five rooms. ☐
2. The balcony of the palace is one of the most famous in the world because...
 - a) this is where important events happen. ☐
 - b) this is where the Royal Family stands and waves to the public when there are important ceremonies or events. ☐
3. In photo **1**, the chef...
 - a) is baking chocolates and cookies for more than 150 guests. ☐
 - b) is setting the table. ☐
4. In photo **2**, the servants...
 - a) are baking chocolates and cookies. ☐
 - b) are setting the table. ☐
5. Royal banquets and parties take place...
 - a) in the gallery. ☐
 - b) in the ballroom. ☐



Buckingham Palace

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

Read the blog post.



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- C**ommon students like me go to common schools like mine: Parkfields Middle School. It's in Bedfordshire, 70 km from London. We have all the common subjects, like English, maths, history... there's an Arts Club and a Swimming Club and we all like to study there because the school has good facilities (**spacious** classrooms, labs, a fantastic library and a giant gym) and the teachers are great! But... let me tell you all about our last school trip! Forget about all these "common things" in your school life and focus on magic, wizards¹ and witchcraft²! That's it! We went to the Warner Bros. Studio Tour London to **discover** everything about the **authentic** sets used in the making of the *Harry Potter* film series and Hogwarts School.
- 10 We left school at around 7 a.m. and arrived in historic Oxford one hour later. We walked around and we felt Harry, Hermione and Ron (famous characters from the films) were right behind us in some magical parallel universe. When we **entered** the studio for *The Making of Harry Potter Tour*, we walked in the famous Diagon Alley and then we went inside the Great Hall and explored Dumbledore's office and then the Gryffindor common
- 15 room. What I liked the most? Definitely the Potions Classroom, with over 950 potion jars on the classroom walls and Professor Umbridge's office. I liked it because it's the only pink office in Hogwarts. Before we left, I went to the souvenir shop and, as a fan of Gryffindor House, I bought Harry Potter's magic wand and some magnetic bookmarks. I really wanted a backpack, but I didn't have enough money. I had a lot more to tell you about this trip,
- 20 but to be **honest**, this "world of magic" is so **fantastic** that all I want to do now is to go to sleep and dream of a school like this!

*Jackie, 12, Bedfordshire (London)***Vocabulary:** ¹ **wizards** = feiticeiros; ² **witchcraft** = bruxaria.**A. Find synonyms in the text for the words below. All the synonyms are in bold.**

1. find out _____

4. sincere _____

2. came in _____

5. amazing _____

3. real _____

6. huge _____

B. Correct the underlined information in the sentences.

1. Parkfields Middle School is an unusual school. _____
2. Jackie has English, maths and magic classes. _____
3. The school has good facilities and the teachers are unfriendly. _____
4. Jackie's last school trip was to a fantastic library. _____

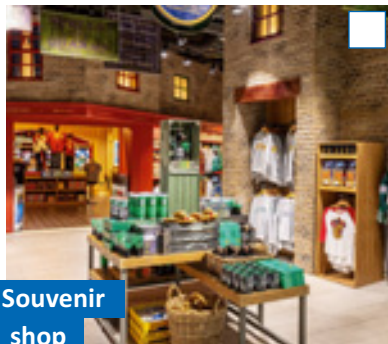
C. Look at the pictures and order them according to Jackie's school trip. Write 1-6.



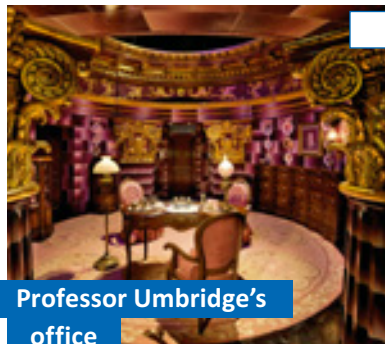
Gryffindor
common room



Dumbledore's
office



Souvenir
shop



Professor Umbridge's
office



Diagon
Alley

D. Answer these questions about the text. Give complete answers.

1. Which facilities does Jackie's school have?

2. What time did they arrive in historic Oxford?

3. Who did they feel was behind them during the walk?

4. Why did Jackie like Professor Umbridge's office?

5. Where did Jackie go before leaving?

6. What did she really want to buy in the souvenir shop?

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

Read the blog post.



start | services | products | photos | specials | contact



- C**ommon students like me go to common schools like mine: Parkfields Middle School. It's in Bedfordshire, 70 km from London. We have all the common subjects, like English, maths, history... There's an Arts Club and a Swimming Club and we all like to study there because the school has good facilities (**spacious** classrooms, labs, a fantastic library and a giant gym) and the teachers are great! But... let me tell you all about our last school trip! Forget about all these "common things" in your school life and focus on magic, wizards¹ and witchcraft²! That's it! We went to the Warner Bros. Studio Tour London to **discover** everything about the **authentic** sets used in the making of the *Harry Potter* film series and Hogwarts School.
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- 20 but to be **honest**, this "world of magic" is so **fantastic** that all I want to do now is to go to sleep and dream of a school like this!

*Jackie, 12, Bedfordshire (London)***Vocabulary:** ¹ wizards = feiticeiros; ² witchcraft = bruxaria.

A. Circle the correct synonym for the words in bold from the text.

- | | |
|---------------------------------|--------------------------------|
| 1. spacious = huge / magnetic | 4. entered = left / came in |
| 2. discover = forget / find out | 5. honest = sincere / famous |
| 3. authentic = real / fantastic | 6. fantastic = magic / amazing |

B. Read the sentences and correct the underlined information. Use words/expressions from the box.

great

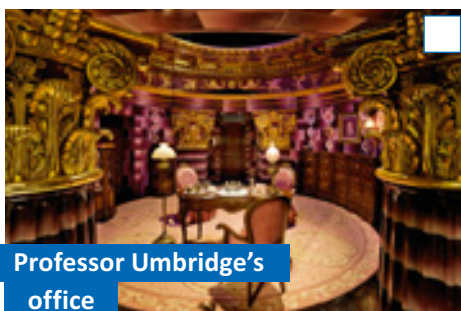
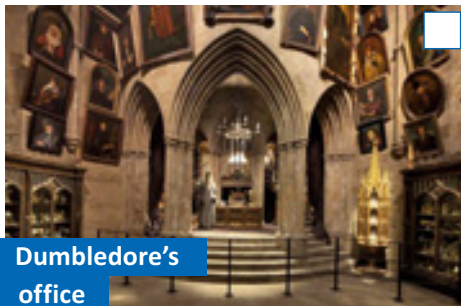
Warner Bros. Studio Tour London

history

a common

1. Parkfields Middle School is an unusual school. _____
2. Jackie has English, maths and magic classes. _____
3. The school has good facilities and the teachers are unfriendly. _____
4. Jackie's last school trip was to a fantastic library. _____

C. Look at the pictures and order them according to Jackie's school trip. Write 2-6. The first one is done for you.



D. Complete the sentences using ONE word in each gap, according to the text.

1. Jackie's school has spacious _____, labs, a fantastic library and a giant _____.
2. They arrived in historic Oxford at _____ a.m.
3. They felt _____, _____ and _____ were right behind them during the _____.
4. Jackie liked Professor Umbridge's _____ because it's the only _____ room in Hogwarts.
5. Jackie went to the _____ shop before leaving.
6. She really wanted to buy a _____ in the souvenir shop.

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

Read the text.

A day in Bekonscot!

The first time I asked my mother to visit it I was 5 years old... Now, 8 years later, I finally went to Bekonscot Model Village and Railway, the world's oldest model village, located in South East England. There are more than 200 buildings, 3,000 tiny people living their daily lives, 1,000 animals and hundreds of vehicles.

I went with my parents and my younger brother, Gabriel, and we had an amazing visit (the only one that stayed at home was our dog, Twinkie, as pets are not allowed). Inside Bekonscot there are seven little towns, but my favourite ones were Greenhaily and Bekonscot Town.

In Greenhaily we saw Chessnade Zoo with model penguins, elephants, tigers, lions and even a chimps' tea party. In this little town there was also a castle. I visited it with my mother while my father and brother were counting how many different animal species there were.

Bekonscot Town is the oldest part of the village. We could see a cinema, two railway stations, a fire station and four pubs. When we were walking along the streets we visited a circus and the world's smallest Marks & Spencer (one of the most famous department stores in the UK).

My brother Gabriel loves trains, so this was the ideal place for him. The two of us went on a small train to get to know the village and he could see many models of different trains. While I was trying to take some photos, my brother was behind me desperately trying to ruin all of them. He wanted me to see all those trains attentively! The train stopped at a large outdoor area with a café where my parents were waiting for us. After a day spent in Bekonscot, it was time to go. This was a fantastic family day out in a wonderful little world.



1



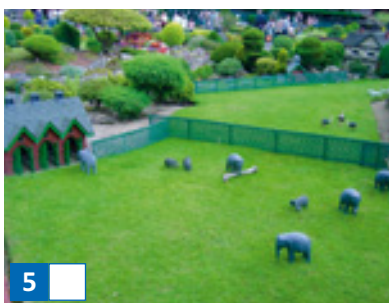
2



3



4



5



6

A. Look at the pictures and tick (✓) the places that are NOT mentioned in the text.

B. Look at these signs and notices. Tick (✓) the ones can you find in Bekonscot Model Village.



C. Match the columns to make true sentences. Write the letters a-f.

- | | |
|---|---|
| 1. Eve was five when... ☐ | a) in South East England. |
| 2. Eve is... ☐ | b) Greenhaily and Bekonscot Town. |
| 3. Bekonscot Model Village is... ☐ | c) thirteen years old. |
| 4. It has... ☐ | d) she first asked her mother to go to Bekonscot. |
| 5. The family's pet dog... ☐ | e) many buildings, people, animals and vehicles. |
| 6. Eve's favourite towns were... ☐ | f) didn't go with them. |

D. Answer the questions about the text. Give complete answers.

1. Who did Eve go to Bekonscot with?

2. What did they see in Greenhaily?

3. Was Eve's mother also counting the animal species?

4. Why was Bekonscot the ideal place for Gabriel?

5. What was Gabriel doing while Eve was trying to take photos?

6. Where were Eve and Gabriel's parents waiting for them after the train trip?

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

Read the text.

A day in Bekonscot!

The first time I asked my mother to visit it I was 5 years old... Now, 8 years later, I finally went to Bekonscot Model Village and Railway, the world's oldest model village, located in South East England. There are more than 200 buildings¹, 3,000 tiny people living their daily lives, 1,000 animals and hundreds of vehicles.

I went with my parents and my younger brother, Gabriel, and we had an amazing visit (the only one that stayed at home was our dog, Twinkie, as pets are not allowed). Inside Bekonscot there are seven little towns, but my favourite ones were Greenhaily and Bekonscot Town.

In Greenhaily we saw Chessnade Zoo with model penguins, elephants, tigers, lions and even a chimps' tea party. In this little town there was also a castle. I visited it with my mother while my father and brother were counting how many different animal species there were.

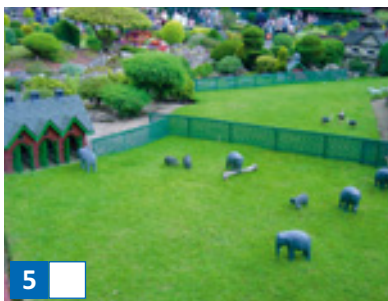
Bekonscot Town is the oldest part of the village. We could see a cinema, two railway stations, a fire station and four pubs. When we were walking along the streets we visited a circus and the world's smallest Marks & Spencer (one of the most famous department stores in the UK).

My brother Gabriel loves trains, so this was the ideal place for him. The two of us went on a small train to get to know the village and he could see many models of different trains. While I was trying to take some photos, my brother was behind me desperately trying to ruin all of them. He wanted me to see all those trains attentively! The train stopped at a large outdoor area with a café where my parents were waiting for us. After a day spent in Bekonscot, it was time to go. This was a fantastic family day out in a wonderful little world.



Vocabulary: ¹ buildings = *edificios*.

A. Look at the pictures and tick (✓) the places that are mentioned in the text.

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐

B. Look at these signs and notices. Tick (✓) the ones can you find in Bekonscot Model Village.



C. Match the columns to make true sentences. Write the letters a-e.

- | | |
|---|---|
| 1. Eve was five when... ☐ | a) in South East England. |
| 2. Eve is... ☐ | b) Greenhaily and Bekonscot Town. |
| 3. Bekonscot Model Village is... ☐ | c) thirteen years old. |
| 4. It has... ☐ | d) she first asked her mother to go to Bekonscot. |
| 5. Eve's favourite towns were... ☐ | e) many buildings, people, animals and vehicles. |

D. Tick (✓) the best answer to the questions below, according to the text.

1. Who did Eve go to Bekonscot with?

- a) Eve went with her parents and her brother, Gabriel. ☐
- b) Eve went with her parents, her brother, Gabriel, and her dog, Twinkie. ☐

2. What did they see in Greenhaily?

- a) They saw Chessnade Zoo and a pub in Greenhaily. ☐
- b) They saw Chessnade Zoo and a castle in Greenhaily. ☐

3. Why was Bekonscot the ideal place for Gabriel?

- a) Bekonscot was the ideal place for Gabriel because he loves trains. ☐
- b) Bekonscot was the ideal place for Gabriel because he loves the circus. ☐

4. What was Gabriel doing while Eve was trying to take photos?

- a) Gabriel was trying to take photos himself. ☐
- b) Gabriel was trying to ruin Eve's photos. ☐

5. Where were Eve and Gabriel's parents waiting for them after the train trip?

- a) Eve and Gabriel's parents were waiting for them at a large outdoor area with a café. ☐
- b) Eve and Gabriel's parents were waiting for them at a large outdoor area with a garden. ☐

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

These teens are talking about their future and how they see it. Read what they say about it.

How do you see the future?



I'm sure I'll get a good job! I think I'll work for some years and then I will travel the world, as travelling is my passion. I want to see lots of different countries and meet lots of different people. The only problem is that I hate flying, so I hope electric water bikes or cars will make part of our future lives. I will miss my family, of course, so we will all communicate daily using electronic jewellery (I love fancy earrings) which can detect my thoughts and send a virtual hug or kiss to my parents and sister.

Claire

I'm only 14, but I already know that, in a few years, I'm going to keep playing video games and be a famous YouTuber. Oh, and I will be able to watch football matches in 3D on my bedroom giant screen. It will be awesome to have a football star playing in front of me. As for me, there won't be any television sets and everyone will watch TV on their own computers. This will be incredible as there will be no arguments in people's houses when they want to watch different programmes, as it happens now between me and my brother!

Justin

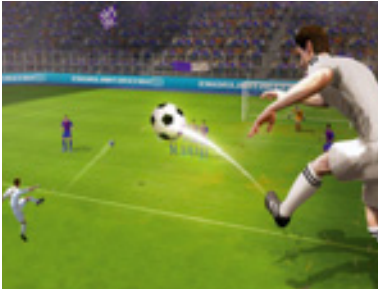
I want to be a dancer and if I'm lucky, I will take part in movies like *High School Musical* and other famous TV series that involve dancing. After all, all I want is to be famous – my greatest desire! I also like writing, so I'm going to write a book about my life in the world of fame. I already have an idea about how it's going to be: a book in the form of a hologram! Isn't that an awesome idea?

Brianna

A. Find opposites for the following words in Claire and Justin's texts.

- | | |
|---------------------------------|-------------------------------------|
| 1. same (Claire's text) ≠ _____ | 4. tiny (Justin's text) ≠ _____ |
| 2. hate (Claire's text) ≠ _____ | 5. no one (Justin's text) ≠ _____ |
| 3. real (Claire's text) ≠ _____ | 6. terrible (Justin's text) ≠ _____ |

B. Which picture refers to the future which each of these teens predicts? Write their names (Claire, Brianna or Justin) under the pictures.



1. _____ 2. _____ 3. _____

C. Read the sentences and tick (✓) Yes or No.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Having a great professional career is something Claire predicts for her future. | ☐ | ☐ |
| 2. Claire hates travelling and that's her only problem. | ☐ | ☐ |
| 3. Justin is young, but he is quite sure about what he is going to be in the future. | ☐ | ☐ |
| 4. He doesn't like technology very much, so he won't use any technological devices. | ☐ | ☐ |
| 5. Brianna wants to participate in all types of films. | ☐ | ☐ |
| 6. She is going to write a book about her own life. | ☐ | ☐ |

D. Answer these questions about the text. Give complete answers.

- What is Claire's passion?

- Which device is Claire going to use to communicate with her family?

- What is Justin going to be in the future?

- According to Justin, why will it be great that everyone in the family watches TV on a personal computer?

- What is Brianna's biggest dream for the future?

- What is Brianna's book going to look like?

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

These teens are talking about their future and how they see it. Read what they say about it.

How do you see the future?



I'm sure I'll get a good job! I think I'll work for some years and then I will travel the world, as travelling is my passion. I want to see lots of **different** countries and meet lots of different people. The only problem is that I hate flying, so I hope electric water bikes or cars will make part of our future lives. I will miss my family, of course, so we will all communicate daily using electronic jewellery (I **love** fancy earrings) which can detect my thoughts and send a **virtual** hug or kiss to my parents and sister.

Claire

I'm only 14, but I already know that, in a few years, I'm going to keep playing video games and be a famous YouTuber. Oh, and I will be able to watch football matches in 3D on my bedroom **giant** screens. It will be awesome to have a football star playing in front of me. As for me, there won't be any television sets and **everyone** will watch TV on their own computers. This will be **incredible** as there will be no arguments in people's houses when they want to watch different programmes, as it happens now between me and my brother!

Justin

I want to be a dancer and if I'm lucky, I will take part in movies like *High School Musical* and other famous TV series that involve dancing. After all, all I want is to be famous – my greatest desire! I also like writing, so I'm going to write a book about my life in the world of fame. I already have an idea about how it's going to be: a book in the form of a hologram! Isn't that an awesome idea?

Brianna

A. Find opposites in bold for the following words in Claire and Justin's texts.

1. hate (*Claire's text*) **≠** _____
2. same (*Claire's text*) **≠** _____
3. real (*Claire's text*) **≠** _____
4. terrible (*Justin's text*) **≠** _____
5. tiny (*Justin's text*) **≠** _____
6. no one (*Justin's text*) **≠** _____

B. Which picture refers to the future which each of these teens predicts? Write their names (*Claire, Brianna or Justin*) under the pictures.



1. _____
2. _____
3. _____

C. Read the sentences and tick (✓) Yes or No.

	Yes	No
1. Having a great professional career is something Claire predicts for her future.	☐	☐
2. Claire hates travelling and that's her only problem.	☐	☐
3. Justin is young, but he is quite sure about what he is going to be in the future.	☐	☐
4. He doesn't like technology very much, so he won't use any technological devices.	☐	☐
5. Brianna wants to participate in all types of films.	☐	☐

D. Match the two columns. Write a-f.

- | | |
|---|--|
| 1. Claire's passion. ☐ | a) A famous YouTuber. |
| 2. Device Claire is going to use to communicate with her family. ☐ | b) To be famous. |
| 3. What Justin is going to be in the future. ☐ | c) Travelling. |
| 4. Reason why having a personal computer at home will be great. ☐ | d) Electronic jewellery. |
| 5. Brianna's biggest dream for the future. ☐ | e) A hologram. |
| 6. How Brianna's book is going to look like. ☐ | f) No arguments in people's houses when they want to watch different programmes. |

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

A. Take a look at this model text!

Hi, I'm Vincent!

I **wake up at 7 a.m. and** I **get up at 7:15. Then** I **have** cereal and milk for **breakfast and after that** I **get dressed. I go to school on foot. My classes start at 8:30.**

I **have lunch in the canteen at 12:30. I have classes until 4:30 p.m. I usually watch TV when I arrive home.**

Before dinner I **do my homework. I have dinner with my family at 8 p.m. Finally I always go to bed at 10 o'clock.**

At the weekend I **sometimes visit my grandparents, study or play video games** with my friends.

B. Write a text about your daily routine.

Plan first

In the morning I

In the afternoon I

In the evening I

At the weekend I

Things you do in the morning:

- wake up
- get up
- have breakfast
- get dressed
- go to school by bus/car/on foot
- have classes

Things you do in the afternoon:

- have lunch... at home/in the canteen/in the cafeteria
- have classes/finish classes
- arrive home
- do my homework

Things you do in the evening:

- have dinner
- watch TV
- go to bed

Things you do at the weekend:

- study
- go to football practice
- play video games
- visit my family
- meet my friends

Remember

To use **connectors**:

after that; and; before; but; finally; first; so; then; when

To include **adverbs of frequency**:

after that; and; before; but; finally; first; so; then; when

To include **the times**:

at 8 o'clock; at 4 p.m.; until midday

TIP

You can start your text with a **greeting** and your **name**.

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

A. Take a look at this model text about Vincent's daily routine!

Hi, I'm Vincent!

In the morning I **wake up** at 7 a.m. I **have breakfast** and I **get dressed**. I **go to school on foot**. I **have classes** at 8:30.

In the afternoon I **have lunch in the canteen**. I **have classes** again until 4:30 p.m. I **watch TV** when I **arrive home**.

In the evening I **do my homework** and I **have dinner** at 8 p.m. I **go to bed** at 10 o'clock.

At the weekend I **visit my grandparents**, **study** or **play video games** with my friends.

B. Tick (✓) the activities YOU do in the boxes below.

Things you do in the morning:

- wake up ☐
- get up ☐
- have breakfast ☐
- get dressed ☐
- go to school by bus/car/on foot ☐
- have classes/finish classes ☐
- have lunch... at home/in the canteen/in the cafeteria ☐
- other: _____ ☐

Things you do in the afternoon:

- have classes ☐ – arrive home ☐
- do my homework ☐ – other: _____ ☐

Things you do in the evening:

- have dinner ☐
- watch TV ☐
- go to bed ☐
- other: _____ ☐

Things you do at the weekend:

- study ☐
- go to football practice ☐
- play video games ☐
- visit my family ☐
- meet my friends ☐
- other: _____ ☐

C. Write a text about your daily routine. Use the words/expressions you underlined above.

Hi, I'm _____ !

In the morning I _____

In the afternoon I _____

In the evening I _____

At the weekend I _____

TIP

You can start your text with a **greeting** and your **name**.You can use **times** to say exactly when you do something.

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

A. Read the description below.

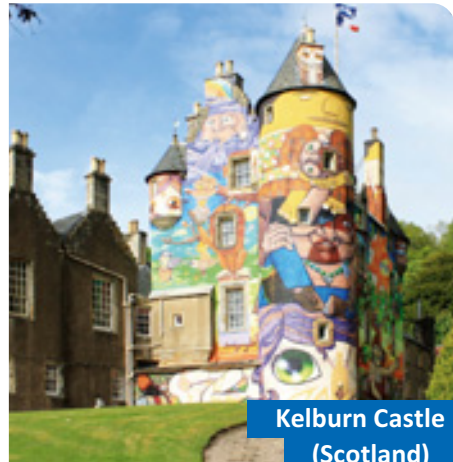
The house of my dreams

My dream house is similar to **Kelburn Castle, in Scotland**. **Imagine waking up in a royal bed with warm sunlight shining through your bedroom window.** This is what I dream of when I imagine my **ideal** house.

It **has got** three floors with a total of six bedrooms, three bathrooms, a large kitchen, a living room and an attic.

The attic is my favourite spot because it's where I do the things I like the most and spend some time on my own.

There is a **secret forest** full of mysteries and the **exterior walls** **have got** colourful paintings. Even the **chimneys** **have got** funny drawings!



Kelburn Castle
(Scotland)

B. Write a description with the title "The house of my dreams".

THE HOUSE OF MY DREAMS

My dream house is a _____

in the _____

It's my ideal house because _____

It has got _____

The _____ is my favourite spot because _____

There is even _____

Plan first

Type of house and location:

- castle, detached house, flat, mansion, cottage;
- countryside; city

Reason why it's your ideal house:

- huge; cosy; comfortable

Floors and rooms in the house:

- number of floors;
- number/characteristics of the bedrooms; bathrooms; living room; kitchen...

Favourite spot in the house/why:

- I have some privacy; I do/have the things I like there...

Other features that make the house special:

- garden, swimming pool...

Remember

To use **the verbs** *to be*, *have got* and *there to be*.

To use **different adjectives**:

comfortable; big; huge; colourful; cosy; warm; large; funny; ideal

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

A. Read the description below.

My dream house is a castle

My dream house is similar to Kelburn Castle, in Scotland.
 It has got three floors with a total of six bedrooms, three bathrooms, a large kitchen, a living room and an attic.
 The attic is my favourite spot.
 There is a secret forest and the exterior walls have got colourful paintings. Even the chimneys have got funny drawings!



Kelburn Castle
(Scotland)

B. Write a description with the title “My dream house is a...”. Replace the underlined expressions from the description in A with your ideas, if necessary. You can use the vocabulary from the box to help you.

MY DREAM HOUSE IS A _____

My dream house is a
in the

It has got

The _____ is my favourite spot.

There is even

Plan first

Type of house and location:

- castle, detached house, flat, mansion, cottage;
- countryside; city

Floors and rooms in the house:

- number of floors;
- number/characteristics of the bedrooms; bathrooms; living room; kitchen...

Favourite spot in the house:

- attic; bedroom; study; living room; garden...

Other features that make the house special:

- garden, swimming pool...

Remember

To use the **verbs** *to be*, *have got* and *there to be*.

To use **different adjectives**:
comfortable; big; huge; colourful; cosy; warm; large; funny

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

A. Take a look at these posts in an English subject blog.

DEAR STUDENTS, SHARE YOUR THOUGHTS ON THE FOLLOWING TOPICS.

- What is your favourite spot at school? Why?
- What was the best school event ever? Why?

your teacher (Miss Adams)

It's the **assembly hall** because **that's where I meet all my friends**.
 The best school event ever was definitely **last year's Halloween party**. **We dressed up as scary creatures and it was very funny to see all our teachers wearing a costume, too.**

Kate (7B)

Well, the **sports field** is my favourite place at school. I'm **a sports fan and that's where I feel completely happy**.
 The **gaming tournament last June** was unforgettable. **We had the chance to meet other students from different schools and we enjoyed ourselves a lot.**

Craig (7C)

B. Contribute to the blog above by posting your comments/answers to the questions from the blog.

What is your favourite spot at school? Why?

What was the best school event ever? Why?

Remember

To use the **past simple** tense when you write about past events.

Plan first**School places:**

gym, lab, library, sports field, assembly hall, playground...

Reason(s) why you like it/what you do there:

place to meet friends; practise sports; read books; have interesting classes; have my favourite subject...

School events:

gaming tournament; end-of-year party; Christmas/Halloween party; school trips...

When it was:

last.../in....

Reason(s) to like it/what you did:

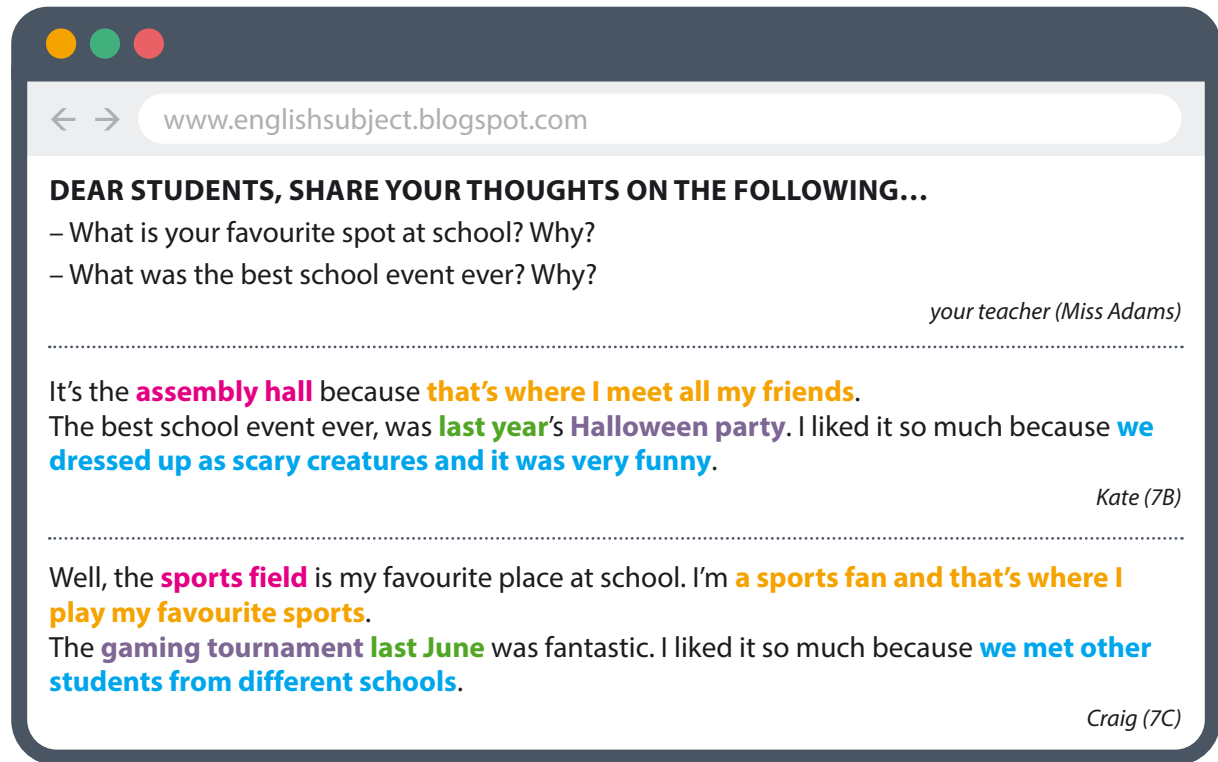
have fun with friends; meet different people/places; wear costumes; eat; dance...

TIP

When you write about your favourites, you should always use **adjectives that justify your preference**: *unforgettable; interesting; fun; exciting; amazing; fantastic...*

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

A. Take a look at these posts in an English subject blog.



← → www.englishsubject.blogspot.com

DEAR STUDENTS, SHARE YOUR THOUGHTS ON THE FOLLOWING...

- What is your favourite spot at school? Why?
- What was the best school event ever? Why?

your teacher (Miss Adams)

It's the **assembly hall** because **that's where I meet all my friends**.
 The best school event ever, was **last year's Halloween party**. I liked it so much because **we dressed up as scary creatures and it was very funny**.

Kate (7B)

Well, the **sports field** is my favourite place at school. I'm **a sports fan and that's where I play my favourite sports**.
 The **gaming tournament last June** was fantastic. I liked it so much because **we met other students from different schools**.

Craig (7C)

B. Contribute to the blog above by posting your comments/answers to the questions from the blog. Choose words/expressions from the boxes.

What is your favourite spot at school? Why?

It's the _____ (school place)
 because that's where _____

_____ (reason why you like it/what you do there).

What was the best school event ever? Why?

The _____ (school event)
 _____ (when it was) was _____
 (adjective that justifies your preference). I liked it so much
 because _____

(reason to like it/what you did).

School places:

gym, lab, library, sports field,
 assembly hall, playground...

Reason(s) why you like it/what you do there:

place to meet friends; practise
 sports; read books; have
 interesting classes; have my
 favourite subject...

School events:

gaming tournament; end-of-year
 party; Christmas/Halloween
 party; school trips...

When it was:

last.../in....

Reason(s) to like it/what you did:

have fun with friends; meet
 different people/places; wear
 costumes; eat; dance...

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

- A. The pictures below are from a story entitled “My most exciting visit to a place”. Pay attention to the sentences that match each picture as they tell you part of this story.



My parents, my sister and I went to Gotham, a small village in England, last September. We knew we couldn't find Batman there, but we wanted to visit the place.



When we were driving along the small roads of Gotham, we saw a figure of a man that looked like Batman running in the middle of the street.



My father didn't stop, but we were quite surprised to see that person there. Who was he? We still have no idea!

- B. Write your own story with the title “An exciting visit to...”. You can imagine it (invent the name of a place/village/city or name a real one) and use real pictures or draw them yourself.



An exciting visit to _____

Plan first

Who – I; parents; siblings; friends...

Where – country; city; village of...

When – last...; in...; yesterday...

What – visit the place; meet new people; go sightseeing; visit museums/monuments...

Description of what happened

How you felt at the end – *surprised; anxious; happy, excited; sad...*

Remember

To use the **past simple** and the **past continuous** when you write a story telling about past events.

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

- A. The pictures below are from a story entitled “My most exciting visit to a place”. Pay attention to the sentences that match each picture as they tell you part of this story.



My parents, my sister and I went to **Gotham**, a small village in England, last **September**. We knew we couldn't find Batman there, but **we wanted to visit the place**.



When we were driving along the small roads of Gotham, we saw a figure of a man that looked like Batman running in the middle of the street.



My father didn't stop, but we were quite **surprised** to see that person there. Who was he? We still have no idea!

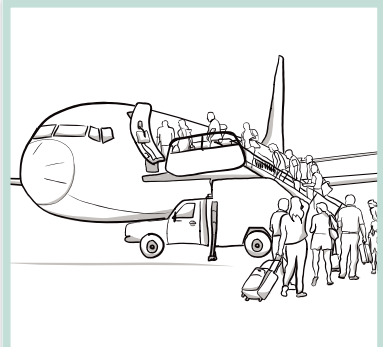
- B. Write your own story with the title “Something to remember”. Use the prompts below the pictures to write your story.



I / my parents / airport / yesterday / go on a trip to visit Hawaii



We / check in / forget / passports at home



feel happy

Something to remember

_____ (who) were _____ (where)
 _____ (when) to _____ (what).

Suddenly, when
 we realised

_____ (description of what happened).

In the end my sister brought us the passports and we

_____ (how you felt) because we could finally travel to Hawaii.

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

- A. Read the email Summer Camp *#inAction* sent answering Louise's questions. Check the flyer of the Summer Camp they sent attached to the answer.

To: Summer Camp *#inAction*
Subject: Information

Dear Sirs,

Can you please give me more information on your summer camp?
How old are the participants? When will it take place? Which activities are we going to do there?

Best regards,
Louise Richards

RE: Information
To: Louise Richards

Dear Louise,

We're very excited to welcome you to Summer Camp *#inAction*.

If you are **between 10 and 16 years old** you can come to the camp. It **will take** place **from 20th June to 2nd July**. You **are going to try** different activities such as **snorkelling and surfing**. You **are also going to camp** for three nights and **swim in our water park** every day. Hope you come and experience adventure with us!

See you soon.
Samantha Peterson
(Camp counsellor)

PARTICIPANTS AGE

WHEN IT WILL TAKE PLACE

ACTIVITIES

- B. Louise also sent the same email asking information to Summer Camp *Summer Wonder*. Look at the flyer of this summer camp and answer Louise's questions as if you were the camp's counsellor.

Dear Louise,
Thanks for writing us.

(Camp counsellor)

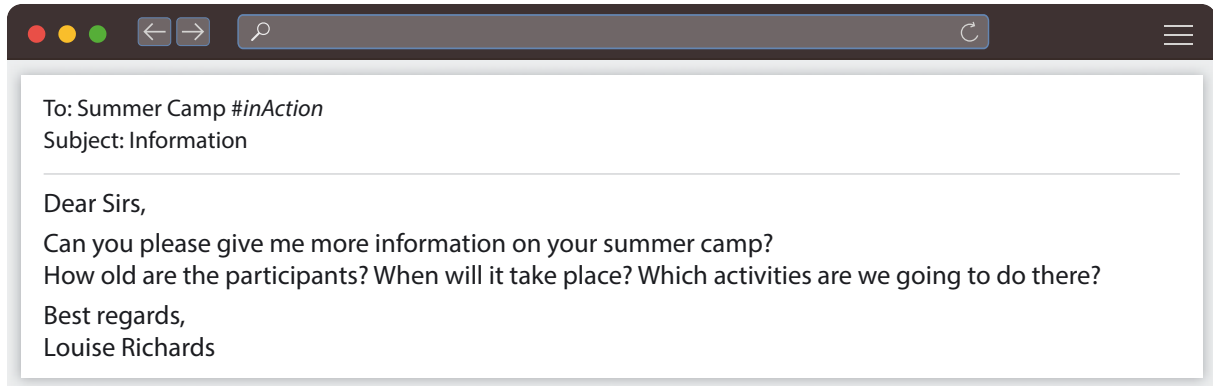
Remember

To use **will** or **be going to** to refer to **future** events.

To **greet** and **say goodbye** when you write an email.

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

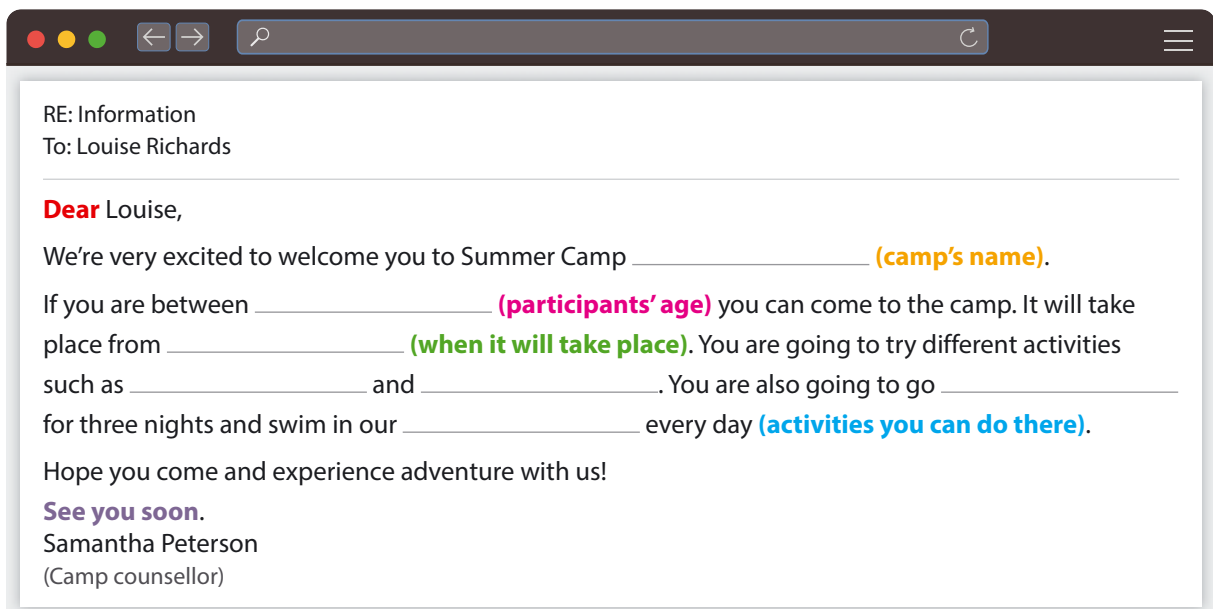
A. Read the email Louise sent to Summer Camp #inAction asking for information.



B. Now check the flyer of the Summer Camp they sent attached to the answer to Louise.



C. Complete the email sent by the camp counsellor to Louise. Use the information from the flyer in exercise B.



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



A. Listen to a text about a famous couple and complete the ID card with the missing information.

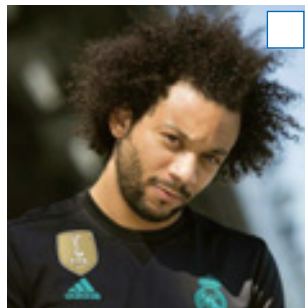
First name: Georgina **Surname:** ¹ _____
Date of birth: ² _____ 1994
Nationality: ³ _____
Address: Turin, in ⁴ _____
Family: one ⁵ _____, Ivana; one ⁶ _____,
 Alana Martina, and ⁷ _____ stepchildren.
Hobbies: playing with her ⁸ _____; ⁹ _____.



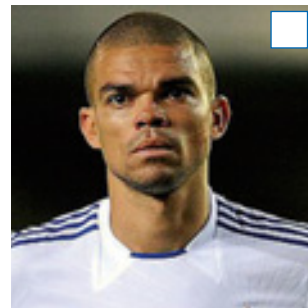
B. Cristiano Ronaldo is throwing a party in his mansion. Look at the pictures of some of his friends. Listen and tick (✓) the ones he invited to the party.



1. Ricardo Quaresma



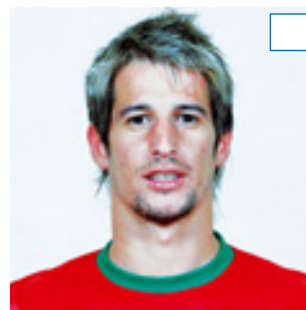
2. Marcelo



3. Pepe



4. Wayne Rooney



5. Fábio Coentrão



C. Listen and complete the daily routine of a famous footballer with the missing words.

He gets up early in the morning as he has football practice at ¹ _____ a.m. He always has a very nutritional ² _____ to give him the energy he needs. He doesn't live far from "Dragão" stadium, but he drives there. He practises the whole morning. After that he has a ³ _____ and then he goes home where he usually has ⁴ _____ at 1:30 p.m. In the afternoon, he usually ⁵ _____ some football techniques or he has practice again. He does some ⁶ _____ and he has a light ⁷ _____ before watching an episode of a series he likes on TV. He goes to ⁸ _____ at ⁹ _____ p.m.

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



A. Listen and complete the ID card with the missing information. Circle the correct words.

First name: Georgina **Surname:** ¹ Rodrigues / Rodriguez

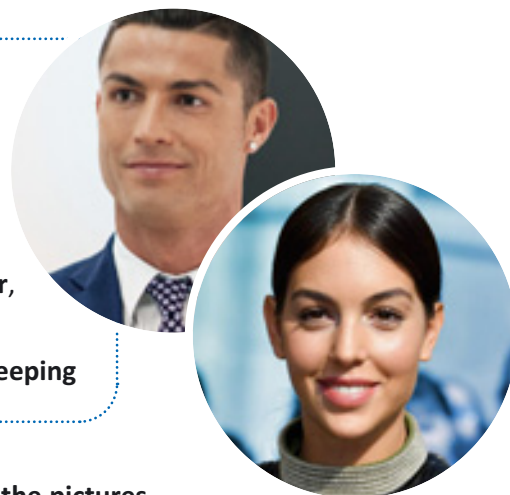
Date of birth: ² 17th January / 27th January 1994

Nationality: ³ Portuguese / Spanish

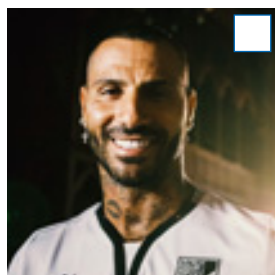
Address: Turin, in ⁴ Spain / Italy

Family: one ⁵ daughter / sister, Ivana; one ⁶ daughter / sister, Alana Martina, and ⁷ 3 / 2 stepchildren.

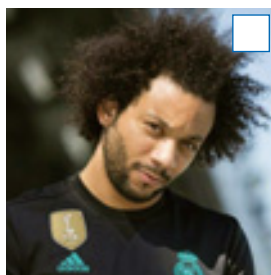
Hobbies: playing with her ⁸ dog / children and ⁹ running / sleeping



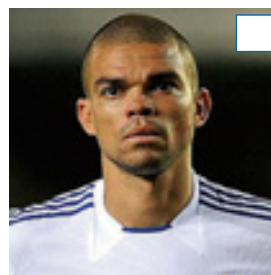
B. Cristiano Ronaldo is throwing a party in his mansion. Look at the pictures of some of his friends. Listen and tick (✓) the ones he invited to the party.



1. Ricardo Quaresma



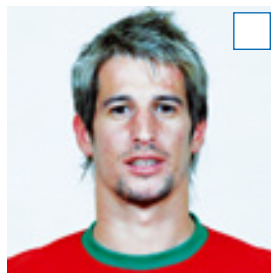
2. Marcelo



3. Pepe



4. Wayne Rooney



5. Fábio Coentrão



C. Listen. Complete the daily routine of a famous footballer with the words from the box.

dinner shower seven lunch breakfast bed eleven exercise studies

He gets up early in the morning as he has football practice at ¹ _____ a.m. He always has a very nutritional ² _____ to give him the energy he needs. He doesn't live far from "Dragão" stadium, but he drives there. He practises the whole morning. After that he has a ³ _____ and then he goes home where he usually has ⁴ _____ at 1.30 p.m. In the afternoon, he usually ⁵ _____ some football techniques or he has practice again. He does some ⁶ _____ and he has a light ⁷ _____ before watching an episode of a series he likes on TV. He goes to ⁸ _____ at ⁹ _____ p.m.

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



A. Listen to part of an English class. Match the students with the corresponding title. Write a-d.

- | | |
|--------------------------------------|----------------------|
| 1. Caroline ☐ | a) Glass house |
| 2. Louis ☐ | b) Out of this world |
| 3. Cindy ☐ | c) A touch of magic |
| 4. Charlie ☐ | d) Home sweet home |

B. Listen again. Match the pictures below with the students' dream houses. Write *Caroline, Louis, Cindy* or *Charlie* under each picture.



1. _____



2. _____



3. _____



4. _____

C. Listen again. Read the sentences and correct the wrong information. Use only one or two words in each sentence.

- Caroline's dream house has a giant TV screen on the wall. _____
- In her dream house, the bedroom, the kitchen, the living room and the bathroom are all in the same place. _____
- In Louis's dream house there's a garden which you can jump off. _____
- In his dream house, you can play the guitar in the kitchen. _____
- In Cindy's dream house, the door is made of marshmallow and the sofas are made of candy floss. _____
- The chairs and the armchairs in Cindy's living room are made of chocolate. _____
- Charlie has magical creatures in his lovely swimming pool. _____
- His study is *Star Wars* themed. _____

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



A. Listen to part of an English class. Match the students with the corresponding title. Write a-d.

- | | |
|--------------------------------------|--|
| 1. Caroline ☐ | a) A glass house |
| 2. Louis ☐ | b) A house in space |
| 3. Cindy ☐ | c) A house with a <i>Star Wars</i> touch |
| 4. Charlie ☐ | d) A very sweet house |

B. Match the pictures below with the students' dream houses. Write *Caroline, Louis, Cindy* or *Charlie* under each picture.

Enola Holmes film set! My favourite!



1. _____

My house is made of sweets!



2. _____

I can see the Earth from here!



3. _____

I can jump from here!



4. _____

C. Listen again. Read the sentences and circle the correct words.

- Caroline's dream house has a giant TV screen on the **ceiling** / **wall**.
- In her dream house, the bedroom, the kitchen, **living room** / **dining room** and the bathroom are all in the same place.
- In Louis's dream house there's a **garden** / **balcony** which you can jump off.
- In his dream house, you can play the **guitar** / **piano** in the **living room** / **kitchen**.
- In Cindy's dream house, the **floor** / **door** is made of marshmallow and the **sofa** / **pillows** are made of candy floss.
- The chairs and the **armchairs** / **sofa** in Cindy's living room are made of chocolate.
- Charlie has magical creatures in his lovely **garden** / **swimming pool**.
- His **bedroom** / **study** is *Star Wars* themed.

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



A. Melinda is in the competition “BBC reporter for a day”. She interviewed some students about their favourite school trip memory. Listen to the interview. Look at the photos she received from the students and write *Adam, Dan, Susie or Jacinta*.



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

B. Complete the speech bubbles with one of the words from the box. There are two extra words.

nightmare

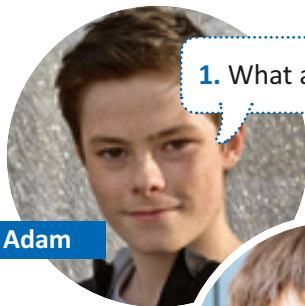
experience

trip

scary

coincidence

surprise



Adam

1. What a _____ !



Dan

2. What a _____ !



Susie

3. What a _____ !



Jacinta

4. What a _____ !

C. Listen to the interview again and answer with the questions. Use topic sentences.

1. What is the interview about?

2. Where did Adam go last year?

3. When did Dan go to the Christmas market?

4. Which football team won the championship during Susie's school trip to Trafalgar Square?

5. What did Jacinta see on the walls of the Oxford University library?

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



A. Melinda is in the competition “BBC reporter for a day”. She interviewed some students about their favourite school trip memory. Listen to the interview. Look at the photos she received from the students and write *Adam, Dan, Susie or Jacinta*.



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

B. Circle the correct word to complete the speech bubbles.

1. What a **trip** / nightmare!



Adam

3. What a **surprise** / coincidence!



Susie

2. What a **surprise** / nightmare!



Dan

4. What a **trip** / coincidence!



Jacinta

C. Listen to the interview again and circle the best way to complete the sentences.

- The interview is about **favourite school trip memories** / summer holidays.
- Last year Adam went to **Trafalgar Square** / Iceland.
- Dan went to the Christmas market **last year** / two years ago.
- Liverpool** / **Oxford** won the championship during Susie’s school trip to Trafalgar Square.
- Jacinta saw **books** / **her father’s photo** on the walls of Oxford University’s library.

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



A. Listen to part of an audio tour about the city of Porto, in Portugal. Are the sentences T (true) or F (false)?

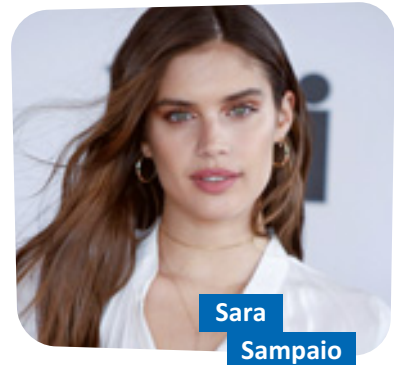
1. Another name for the city of Porto is "Cidade Invicta".
2. The city of Porto is in the south of Portugal.
3. In Porto there is good wine and food.
4. In summer the temperature can reach more than 30 °C.
5. The *Clérigos* Tower is near the *Douro* river.
6. The Cheese Castle is famous for its exhibitions.
7. *São João* is an event that happens from the 23rd to the 26th of June.
8. You can eat grilled sardines during *São João*.
9. *Tripas à moda do Porto* is a typical dish from the city.
10. More than two million tourists visit the city every year.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



B. Listen to a text about a famous portuguese model and circle the correct words.

Sara Sampaio is a famous international model from Porto and she considers it one of the most beautiful ¹ **places / cities** in the world... You should trust her, as she knows more than ² **20 / 12** different countries. What she really misses is the Portuguese food, the ³ **restaurants / museums** and going to the ⁴ **stadium / theatre** to watch her favourite football team playing – *FCP – Futebol Clube do Porto*! When she comes to Portugal she always goes for a ⁵ **walk / ride** in Ribeira and goes ⁶ **cycling / sightseeing**.

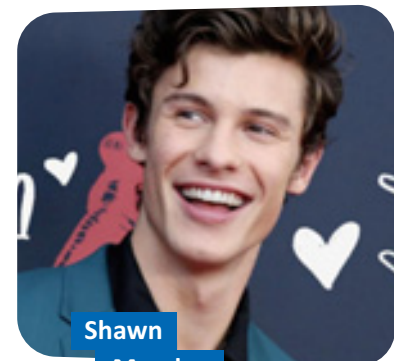


Sara
Sampaio



C. Listen to a text about a famous singer and fill in the gaps with the missing words.

Shawn Mendes, the ¹ _____ everyone talks about, has Portuguese origins, because his father is Portuguese. One of Shawn's favourite cities in Portugal is Porto. His father used to take him to a famous ² _____ (*Lello*) in the city and he often mentions that. As he says "Porto is one of the noisiest but also most incredible cities I know". He was in Porto several times and what he really likes is the people. He is also a fan of the art ³ _____ and buildings such as the ⁴ _____ or the churches. He usually eats at famous ⁵ _____ in the city and he enjoys walking along the ⁶ _____ at night.



Shawn
Mendes

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



- A. Listen to part of an audio tour about the city of Porto, in Portugal. Are the sentences **T** (true) or **F** (false)?

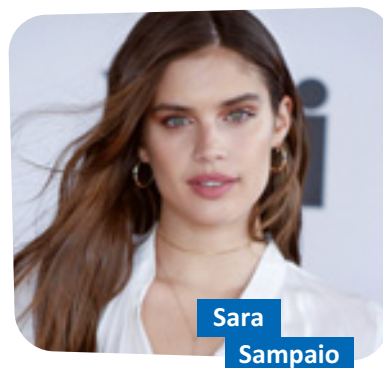
- Another name for the city of Porto is “Cidade Invicta”.
- The *Clérigos* Tower is near the *Douro* river.
- São João* is an event that happens from the 23rd to the 26th of June.
- You can eat grilled sardines during *São João*.
- Tripas à moda do Porto* is a typical dish from the city.
- More than two million tourists visit the city every year.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



- B. Listen to a text about a famous portuguese model and **circle** the correct words.

Sara Sampaio is a famous international model from Porto and she considers it one of the most beautiful ¹ **places / cities** in the world... and you should trust her, as she knows more than ² **20 / 12** different countries. What she really misses is the Portuguese food, the ³ **restaurants / museums** and going to the ⁴ **stadium / theatre** to watch her favourite football team playing – FCP – *Futebol Clube do Porto*! When she comes to Portugal she always goes for a ⁵ **walk / ride** in Ribeira and goes ⁶ **cycling / sightseeing**.



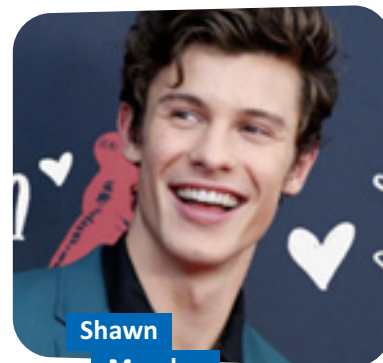
Sara
Sampaio



- C. Listen to a text about a famous singer and fill in the gaps with the words from the box.

restaurants bridges singer bookshop galleries streets

Shawn Mendes, the ¹ _____ everyone talks about, has Portuguese origins, because his father is Portuguese. One of Shawn's favourite cities in Portugal is Porto. His father used to take him to a famous ² _____ (*Lello*) in the city and he often mentions that. As he says “Porto is one of the noisiest but also most incredible cities I know”. He was in Porto several times and what he really likes is the people. He is also a fan of the art ³ _____ and buildings such as the ⁴ _____ or the churches. He usually eats at famous ⁵ _____ in the city and he enjoys walking along the ⁶ _____ at night.



Shawn
Mendes

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



A. Listen and tick (✓) the correct picture to answer the questions.

Tracks 24-25
(CD4)

1. What sport is Toby going to try next summer?



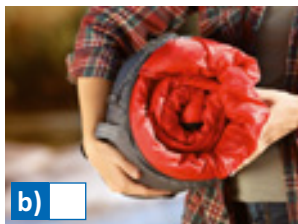
Tracks 26-27
(CD4)

2. Why isn't Lisa going to do gymnastics for a while?



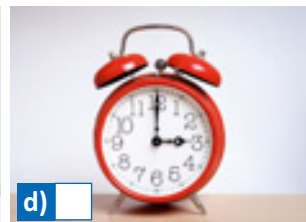
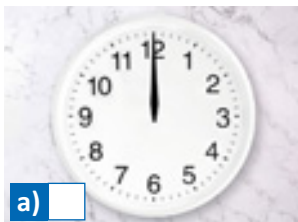
Tracks 28-29
(CD4)

3. What is Sarah going to take with her to the campsite?



Tracks 30-31
(CD4)

4. What time is Peter going to surf?



Tracks 32-33
(CD4)

B. Listen to the dialogue about summer plans and answer the questions using ONE word only.

- "What course did Sally go on last summer?" "A _____ course."
- "What didn't she like about the course?" "It was too _____ to play outside."
- "What kind of sports does Sally prefer?" "_____ sports."
- "What course are Jackson and Sally going to take this year?" "A _____ course."
- "What other activity are they going to try?" "_____."
- "What will Jackson work hard on first?" "On his _____."

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



A. Listen and tick (✓) the correct picture to answer the questions.

Tracks 24-25
(CD4)

1. What sport is Toby going to try next summer?



Tracks 26-27
(CD4)

2. Why isn't Lisa going to do gymnastics for a while?



Tracks 28-29
(CD4)

3. What is Sarah going to take with her to the campsite?



Tracks 30-31
(CD4)

4. What time is Peter going to surf?



Tracks 32-33
(CD4)

B. Listen to the dialogue and answer the questions using ONE word. Choose from the box.

- "What course did Sally go on last summer?" "A _____ course."
- "What didn't she like about the course?" "It was too _____ to play outside."
- "What kind of sports does Sally prefer?" "_____ sports."
- "What course are Jackson and Sally going to take this year?"
"A _____ course."
- "What other activity are they going to try?" "_____."
- "What will Jackson work hard on first?" "On his _____."

water
snorkelling
hot
surfing
tennis
swimming

Personal information

A. Fill in the gaps of this exclusive interview with Tom Felton with the words from the box.

children pleasure England brothers
22nd September parents famous actors divorced

Interviewer: Welcome to "Celebrity spot". Thanks for coming! Please, remind everyone of your name.

Tom: My ¹ _____! My name is Tom Felton!

Interviewer: So, Tom, when and where were you born?

Tom: I was born on ² _____ 1987 in Surrey, ³ _____.

Interviewer: You're definitely one of those typical British ⁴ _____ everyone loves! Tell us about your family.

Tom: Well, my ⁵ _____, Peter and Sharon, are ⁶ _____. I have got three older ⁷ _____.

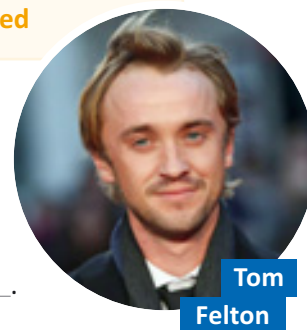
Interviewer: Have you got any ⁸ _____?

Tom: No, I haven't.

Interviewer: What role are you most ⁹ _____ for?

Tom: Everyone knows me for my role as Draco Malfoy in the *Harry Potter* films.

Interviewer: Well, Tom, let's now hear some of your fans' questions...



B. Role-play an interview in class with your partner. **Student A** is the interviewer and **Student B** is the celebrity (choose your favourite celebrity, do some research about him/her and assume his/her identity). Follow the model interview from exercise A and the guidelines below. Then you can change roles.

Student A – the interviewer

– greet the celebrity; invent a name for your show and ask the celebrity's name;

– ask him/her when/where he/she was born;

– say your guest's nationality and job; ask about his/her family;

– ask if he/she has got children;

– ask what he/she is famous for;

– say the fans are going to ask him/her more questions.

Student B – the celebrity

– say you're pleased; say your name;

– say when/where you were born;

– say who the members of your family are (parents, siblings...);

– answer and say if you have children or not. If so, tell the interviewer how many;

– say why you are famous.

TIP

Try not to read!

Personal information

A. Complete this exclusive interview with Tom Felton. Circle the correct words.

Interviewer: Welcome to "Celebrity spot". Thanks for coming! Please, remind everyone of your name.

Tom: My ¹pleasure / thanks! My name is Tom Felton!

Interviewer: So, Tom, when and where were you born?

Tom: I was born on ²England / 22nd September 1987 in Surrey,
³England / 22nd September.

Interviewer: You're definitely one of those typical British ⁴names / actors everyone loves! Tell us about your family.

Tom: Well, my ⁵friends / parents, Peter and Sharon are ⁶brothers / divorced. I have got three older ⁷brothers / grandparents.

Interviewer: Have you got any ⁸children / films?

Tom: No, I haven't.

Interviewer: What role are you most ⁹pleasure / famous for?

Tom: Everyone knows me for my role as Draco Malfoy in the *Harry Potter* films.

Interviewer: Well, Tom, let's now hear some of your fans' questions...



B. Role-play an interview in class with your partner. **Student A** is the interviewer and **Student B** is the celebrity (choose your favourite celebrity, do some research about him/her and assume his/her identity). Follow the model interview from exercise A and complete the interview below. Then you can change roles.

Student A

Welcome to _____ (give a name to your show). Thanks for coming! Please, remind everyone of your name.

So, _____? (ask when/where you were born)

You're definitely one of those typical _____ (guest's nationality) _____ (guest's job) everyone loves! Tell us about your family.

_____? (ask if he/she has got children)

What are you most famous for?

Well, let's now hear some of your fans' questions...

Student B

My _____ (say it's your pleasure)! My name is _____ (say your name).

I was born on _____ (your date of birth) in _____ (your birthplace).

Well, my _____ (tell about your family – parents and siblings).

_____, I _____. (say if you have children or not).

Everyone knows me for _____ (say why you are famous).

My bedroom's description

A. Read Gary's description of his bedroom.



My bedroom is super cool! I first imagined my bedroom while building it in the game *Sims 4*.

Have a look at a picture of it!

There's a small bed next to the wall with my pillow. In front of the bed there's a rack where I keep my favourite T-shirts and jackets.

Next to the bed there's also a small bedside table and there's a lamp on it.

There's a window between my wardrobe and the bedside table.

On the floor I have a big rug.

What's so special about my bedroom? The walls! I love horses, cars, planes and beautiful landscapes and I have paintings, posters and photos of all of these on the walls. I even have the front part of a car on the wall above my bed! One last thing that makes my bedroom special: my bike is always in there!

B. Look at two possible structures of a text where you describe your bedroom. Tick (✓) the one that matches the text in exercise A.

- Description of the bedroom (furniture and its position);
- What is so special about it/why;
- What is there on the floor/wall;
- Your general opinion on your bedroom.

1

- Your general opinion on your bedroom;
- Description of the bedroom (furniture and its position);
- What is there on the floor/wall;
- What is so special about it/why.

2

C. Describe your bedroom to the class using the text in exercise A as a model. You can bring a photo of it and display it on the board while you describe it. Alternatively, you can also create/imagine a different bedroom.

TIP

Use the verbs *to be*, *there to be* and *have got* together with the *prepositions of place* to better describe your bedroom!

My bedroom's description

A. Read Gary's description of his bedroom.



My bedroom is super cool! I first imagined my bedroom while building it in the game *Sims 4*.

Have a look at a picture of it!

There's a small bed next to the wall with my pillow. In front of the bed there's a rack where I keep my favourite T-shirts and jackets.

Next to the bed there's also a small bedside table and there's a lamp on it.

There's a window between my wardrobe and the bedside table.

On the floor I have a big rug.

What's so special about my bedroom? The walls! I love horses, cars, planes and beautiful landscapes and I have paintings, posters and photos of all of these on the walls. I even have the front part of a car on the wall above my bed!

One last thing that makes my bedroom special: my bike is always in there!

B. Match the paragraphs of the text with their subjects below. Write the letters a-d.

- | | | |
|-------------|--------------------------|---|
| Paragraph 1 | ☐ | a) Description of the bedroom (furniture and its position). |
| Paragraph 2 | ☐ | b) What is so special about it/why. |
| Paragraph 3 | ☐ | c) What is there on the floor/wall. |
| Paragraph 4 | ☐ | d) Your general opinion on your bedroom. |

C. Complete the text below with the description of your bedroom and then describe it to the class. Use the text in exercise A as a model. You can bring a photo of it and display it on the board while you describe it. In alternative, you can also create/imagine a different bedroom.

My bedroom is _____ (general opinion on your bedroom)!

There's _____ (furniture you have there and where it is).

On the floor I have _____ (what is there on the floor).

What's so special about my bedroom? _____
(the most special thing about your bedroom).

One last thing that makes my bedroom special: _____
(another thing that makes your bedroom special for you).

Describing school

- A. The famous Argentinian footballer Sergio Agüero answers some questions of one of his teenage English fans about his former middle school.

Fan: Where did you study?

Agüero: I studied in **Buenos Aires** in a **small middle school**.

Fan: What were your favourite subjects?

Agüero: **PE** and **Spanish**... and I also liked **art**.

Fan: Did you have a big **sports field** like in my school?

Agüero: **Not really!** There was a **sports field**, but it **wasn't big**. The school itself **wasn't big** either. There were **only 10** classrooms, a **canteen** and a **library**. The assembly hall was in **the school corridors** and the lab was in **Mrs Rodriguez's room (the art teacher)**, where we also had art.

Fan: Where did you spend most of your time when you weren't in classes?

Agüero: In the **sports field**, of course. I spent all my free time **playing football** there with my classmates.

Fan: What did you like the most about your school?

Agüero: Well, **apart from playing football** in that **tiny sports field**, I liked **my classmates** (they were all so cool and funny) and **my teachers** were all very friendly. Everything seemed so easy back then and we were very happy!



- B. Go to the dialogue in exercise A and find the words/expressions that match each of the categories below.

School subjects	School facilities	Adjectives to describe the school/classmates/teachers

- C. Work with a partner. **Student A** asks the questions. **Student B** is a celebrity you are going to ask questions about his/her former school.

You should do some research about this celebrity's school to give concrete information about it. Replace the words/expressions in bold in the dialogue in exercise A with your own words if necessary. Then you can change roles.

TIP

To talk about finished actions in the past, we use the *past simple*.

Describing school

- A.** The famous Argentinian footballer Sergio Agüero answers some questions of one of his teenage English fans about his former middle school.

Fan: Where did you study?

Agüero: I studied in Buenos Aires in a small middle school.

Fan: What were your favourite subjects?

Agüero: PE and Spanish... and I also liked art.

Fan: Did you have a big sports field like in my school?

Agüero: Not really! There was a sports field, but it wasn't big. The school itself wasn't big either. There were only 10 classrooms, a canteen and a library. The assembly hall was in the school corridors and the lab was in Mrs Rodriguez's room (the art teacher), where we also had art.

Fan: Where did you spend most of your time when you weren't in classes?

Agüero: In the sports field, of course. I spent all my free time playing football there with my classmates.

Fan: What did you like the most about your school?

Agüero: Well, apart from playing football in that tiny sports field, I liked my classmates (they were all so cool and funny) and my teachers were all very friendly. Everything seemed so easy back then and we were very happy!



- B.** Work with a partner. **Student A** asks the questions. **Student B** is a celebrity you are going to ask questions about his/her former school.

You should do some research about this celebrity's school to give concrete information about it. Use the model in exercise **A** to help you and complete the information in the dialogue below. Then you can change roles.

Student A: What's your name?

Student B: My name is _____.

Student A: Where did you study?

Student B: I studied in _____.

Student A: What were your favourite subjects?

Student B: _____ and _____.

Student A: Did you have a big _____ like in my school?

Student B: _____! There was a _____. The school was big/small. There were _____ classrooms, a _____ and a _____. The assembly hall was in _____ and the lab was in _____.

Student A: Where did you spend most of your time when you weren't in classes?

Student B: In the _____.

Student A: What did you like the most about your school?

Student B: Well, I liked _____.

TIP

To talk about finished actions in the past, we use the *past simple*.

Describing past situations through pictures

A. Look at this scene/picture from the film *To All the Boys: PS I Still Love You* and read the description.



We can see Lara and Peter in the picture.

They were at the Vancouver Aquarium, in Vancouver.

Lara was looking at the fish and Peter was touching her hair.

We can see colourful sea life species in the picture.

Lara and Peter seemed to be sad.

B. Answer the questions below with words/expressions from the description in exercise A.

1. **Who** is in the picture? _____
2. **Where** were they? _____
3. **What** were they doing? _____
4. **What else** can you see in the picture? _____
5. **How** were they feeling? _____

C. Choose a picture below and describe it to class using the words/expressions given. Use the model from exercise A to help you. Alternatively you can choose a scene from a film you like to describe and bring the picture of the scene to class.

- Archie, Betty and Veronica
- Rocko's Family Diner (Vancouver)
- drink milkshakes; eat; chat
- other friends; food and drinks on the table; red sofas
- relaxed



1. *Riverdale*



2. *The Flash*

- Barry and Patty
- Rooftop of the Vancouver library
- have a romantic dinner
- tall skyscrapers; lights above the dinner table
- happy; in love

TIP

To talk about an event/situation that was happening in the past, we use the *past continuous*.

Describing past situations through pictures

A. Look at this scene/picture from the film *To All the Boys: PS I Still Love You* and read the description.



We can see Lara and Peter in the picture.

They were at the Vancouver Aquarium, in Vancouver.

Lara was looking at the fish and Peter was touching her hair.

We can see colourful sea life species in the picture.

Lara and Peter seemed to be sad.

B. Match the questions with the words/expressions from the description in exercise A.

- | | |
|--|--|
| 1. Who is there in the picture? ☐ | a) Colourful sea life species. |
| 2. Where were they? ☐ | b) Vancouver Aquarium, in Vancouver. |
| 3. What were they doing? ☐ | c) sad |
| 4. What else can you see in the picture? ☐ | d) Lara was looking at the fish and Peter was touching her hair. |
| 5. How were they feeling? ☐ | e) Lara and Peter |

C. Look at the picture and describe it to class using the words/expressions given. Use the model from exercise A to help you. Alternatively you can choose a scene from a film you like to describe and bring the picture of the scene to class.



- Barry and Patty
- Rooftop of the Vancouver library
- have a romantic dinner
- tall skyscrapers; lights above the dinner table
- happy; in love

TIP

To talk about an event/situation that was happening in the past, we use the *past continuous*.

Asking about future plans

- A. Gary is going to spend part of his summer in his school “Cool summer school!” programme. Read his dialogue with Mr Spencer, the PE teacher who is organizing the event.

Mr Spencer: What’s your name?

Gary: Gary Parker. I’m in class 7E.

Mr Spencer: First I need your date of birth and one of your parents’ phone numbers.

Gary: I was born on 12th June 2008. My mother’s mobile phone number is 204 577 1894.

Mr Spencer: So, Gary, this summer programme offers many different activities for different periods of time. How long are you going to stay with us?

Gary: I will probably stay for two weeks. I can’t stay longer because I’m going to visit my grandparents in Switzerland.

Mr Spencer: Which activities are you going to do?

Gary: I’m going to swim with the dolphins, go camping and surf.

Mr Spencer: Aren’t you going to try sailing?

Gary: Sounds interesting! Yes, I guess I’ll try that, too!

Mr Spencer: OK! Have a great summer!



- B. Fill in the registration form below with information from the dialogue in A.

COOL SUMMER SCHOOL!

STUDENT’S NAME: ¹ _____ YEAR/CLASS: ² _____

DATE OF BIRTH: ³ _____ PARENTS’ PHONE NUMBER: ⁴ _____

DURATION: ⁵ 1 month ☐ 1 week ☐ 2 weeks ☐

ACTIVITIES: ⁶ swimming with dolphins ☐ snorkelling ☐ surfing ☐ camping ☐ sailing ☐

- C. **Student A** should fill in a registration form in his/her notebook similar to the one in exercise B with information about **Student B**. To do this, **Student A** and **Student B** should role-play a dialogue similar to the one in exercise A. Follow the model from exercise A and the guidelines below.

Student A

- Ask your partner’s name;
- Say you need his/her date of birth and parents’ phone number;
- Ask how long he/she is going to stay;
- Ask which activities he/she is going to take part in;
- Suggest a different activity.

Student B

- Say your name and class;
- Say your date of birth and one of your parents’ phone number;
- Say how long you are going to stay;
- Say which activities you are going to try;
- Accept/refuse the suggestion of a different activity.

TIP

To talk about future plans/intentions you use the future with *be going to*.

Asking about future plans

- A. Gary is going to spend part of his summer in his school “Cool summer school!” programme. Read his dialogue with Mr Spencer, the PE teacher who is organizing the event.

Mr Spencer: What’s your name?

Gary: Gary Parker. I’m in class 7E.

Mr Spencer: First I need your date of birth and one of your parents’ phone numbers.

Gary: I was born on **12th June 2008**. My mother’s mobile phone number is **204 577 1894**.

Mr Spencer: So, Gary, this summer programme offers many different activities for different periods of time. How long are you going to stay with us?

Gary: I will probably stay for **two weeks**.

Mr Spencer: Which activities are you going to do?

Gary: I’m going to **swim with the dolphins, go camping and surf**.

Mr Spencer: Aren’t you going to try **sailing**?

Gary: Sounds interesting! Yes, I guess I’m going to try that, too!

Mr Spencer: OK! Have a great summer!



- B. Fill in the registration form below with information from the dialogue in exercise A. The words/expressions in bold in the dialogue may help you.

COOL SUMMER SCHOOL!

STUDENT’S NAME: ¹ _____

YEAR/CLASS: ² _____

DATE OF BIRTH: ³ _____

PARENTS’ PHONE NUMBER: ⁴ _____

DURATION: ⁵ 1 month ☐ 1 week ☐ 2 weeks ☐

ACTIVITIES: ⁶ swimming with dolphins ☐ snorkelling ☐ surfing ☐ camping ☐ sailing ☐

- C. **Student A** should fill in a registration form in his/her notebook similar to the one in exercise B with information about **Student B**. Replace the words in bold in the dialogue from exercise A with the information from the registration card you have in your notebook.

Student A and **Student B** should role-play a dialogue similar to the one in exercise A. You can change roles.

TIP

To talk about future plans/intentions you use the future with *be going to*.

Answer key

READING WORKSHEETS

Reading worksheet 1A, page 162

- A. 1. Charli Grace | 2. D'Amelio | 3. 1st May 2004 | 4. American | 5. student | 6. dancer/TikTok star | 7. politician | 8. photographer | 9. 1 (one)
- B. a) 4 | b) 5 | c) 3 | d) 1 | e) 2
- C. 1. Dixie | 2. straight | 3. smile | 4. classes | 5. routines | 6. family
- D. 1. Charli has more than 90 million followers on TikTok. | 2. Charli gets out of bed at 9 a.m. | 3. No, they don't. They/her classes start at 10:30 a.m. | 4. She shares videos on TikTok every day. | 5. Her fans love her so much because she shares very creative videos on TikTok every day and Charli also uses her influence to raise money for many charity organisations.

Reading worksheet 1B, page 164

- A. 1. Charli Grace | 2. D'Amelio | 3. 1st May 2004 | 4. American | 5. student | 6. dancer | 7. politician | 8. photographer | 9. one
- B. a) 4 | b) 5 | c) 3 | d) 1 | e) 2
- C. 1. Dixie | 2. straight | 3. smile | 4. classes | 5. routines | 6. family
- D. 1 a) | 2. a) | 3. b) | 4. b) | 5. a)

Reading worksheet 2A, page 166

- A. 1. d) | 2. c) | 3. e) | 4. f) | 5. a) | 6. b)
- B. 1. T | 2. T | 3. T | 4. F | 5. F
- C. 1. Buckingham Palace has 775 (seven hundred and seventy-five) rooms. | 2. The balcony of the palace is one of the most famous in the world because this is where the Royal Family stands and waves to the public when there are important ceremonies or events. | 3. The chef in the photo is baking chocolates and cookies for more than 150 guests. | 4. No, they aren't. (They are setting the table.) | 5. Royal banquets and parties take place in the ballroom.

Reading Worksheet 2B, page 168

- A. 1. d) | 2. c) | 3. e) | 4. f) | 5. a) | 6. b)
- B. 1. T | 2. T | 3. T | 4. F | 5. F
- C. 1. a) | 2. b) | 3. a) | 4. b) | 5. b)

Reading worksheet 3A, page 170

- A. 1. discover | 2. entered | 3. authentic | 4. honest | 5. fantastic | 6. spacious
- B. 1. "an unusual" – a common | 2. "magic" – history | 3. "unfriendly" – great | 4. "a fantastic library" – Warner Bros. Studio Tour London
- C. 4 – 1 – 3 – 6 – 5 – 2
- D. 1. Jackie's school has spacious classrooms, labs, a fantastic library and a giant gym. | 2. They arrived to historic Oxford at 8 a.m. | 3. They felt Harry,

Hermione and Ron were right behind them during the walk. | 4. Jackie liked Professor Umbridge's office because it's the only pink room in Hogwarts. | 5. Jackie went to the souvenir shop before leaving. | 6. She really wanted to buy a backpack in the souvenir shop.

Reading worksheet 3B, page 172

- A. 1. huge | 2. find out | 3. real | 4. came in | 5. sincere | 6. amazing
- B. 1. "an unusual" – a common | 2. "magic" – history | 3. "unfriendly" – great | 4. "a fantastic library" – Warner Bros. Studio Tour London
- C. 4 – 1 – 3 – 6 – 5 – 2
- D. 1. classrooms... gym | 2. 8 (eight) | 3. Harry... Hermione... Ron... walk | 4. office... pink | 5. souvenir | 6. backpack

Reading Worksheet 4A, page 174

- A. 1, 4, 6
- B. 1, 2, 3, 6
- C. 1. d) | 2. c) | 3. a) | 4. e) | 5. f) | 6. b)
- D. 1. Eve/She went with her parents and her brother, Gabriel. | 2. They saw Chessnade Zoo and a castle in Greenhaily. | 3. No, she wasn't. (She was visiting the castle with Eve.) | 4. Bekonscot was the ideal place for Gabriel because he loves trains and they went on a train to get to know the village. | 5. Gabriel was trying to ruin Eve's photos. | 6. Eve and Gabriel's/ Their parents were waiting for them at a large outdoor area with a café.

Reading worksheet 4B, page 176

- A. 2, 3, 5
- B. 1, 2, 3, 6
- C. 1. d) | 2. c) | 3. a) | 4. e) | 5. b)
- D. 1. a) | 2. b) | 3. a) | 4. b) | 5. a)

Reading worksheet 5A, page 178

- A. 1. different | 2. love | 3. virtual | 4. giant | 5. everyone | 6. incredible
- B. 1. Justin | 2. Brianna | 3. Claire
- C. 1. Yes | 2. No | 3. Yes | 4. No | 5. No | 6. Yes
- D. 1. Claire's passion is travelling. / Travelling is Claire's passion. | 2. Claire is going to use electronic jewellery to communicate with her family. | 3. Justin is going to be a famous YouTuber in the future. | 4. (According to Justin/him) It will be great that everyone in the family watches TV in his/her own computer because there will be no arguments in people's houses when they want to watch different programmes. | 5. Brianna's biggest dream for the future is to be famous. | 6. Her book is going to be in the form of a hologram.

Reading worksheet 5B, page 180

A. 1. love | 2. different | 3. virtual | 4. incredible | 5. giant | 6. everyone

B. 1. Justin | 2. Brianna | 3. Claire

C. 1. Yes | 2. No | 3. Yes | 4. No | 5. No

D. 1. c) | 2. d) | 3. a) | 4. f) | 5. b) | 6. e)

LISTENING WORKSHEETS

Listening worksheet 1, pages 192-193

Listening scripts

A. Tracks 8-9 (CD4)

Ken has Barbie, Shrek has Fiona and Cristiano Ronaldo has Georgina Rodriguez. A true romantic couple from the movies! Her boyfriend, Ronaldo, calls her "Gio", but the world knows her as "Georgina Rodriguez". She was born on the 27th January 1994. She is Spanish, but she lives in Turin, in Italy with her boyfriend and children.

She has got one sister, Ivana, one daughter, Alana Martina, and three stepchildren.

She is very dedicated to her family life, so she loves playing with her children and running is also one of her favourite hobbies.

B. Tracks 10-11 (CD4)

Well, dear listeners, Cristiano Ronaldo is throwing one of his famous parties, but not everyone was invited... let me play a game with you. I'll describe some of his guests and you can post their names on the Radio's Facebook page. Let's do it!

– He is tall and athletic. He has got very short dark hair, a beard and a moustache. His eyes are dark and he has got many tattoos.

– The next one is tall and thin. He has got curly, black hair and brown eyes.

– The last one is medium height. He has short hair and blue eyes. He has got a beard and a moustache.

Now can you guess who they are? The time starts counting now... you have 2 minutes to post your guesses!

C. Tracks 12-13 (CD4)

And now I have another challenge for you, football fans! I'll describe the daily routine of a famous footballer. See if you can guess who I'm talking about... He gets up early in the morning as he has football practice at 7 a.m. He always has a very nutritional breakfast to give him the energy he needs. He doesn't live far from "Dragão" stadium, but he drives there. He practises the whole morning. After that he has a shower and then he goes home where he usually has lunch at 1.30 p.m.

In the afternoon, he usually studies some football techniques or has practice again. He does some exercise and he has a light dinner before watching an episode of a series he likes. He goes to bed at 11 p.m. And now... let's see who was the first to guess...

Congratulations, Maria, from Portugal, it's Pepe's daily routine. You got it!

Answer key

Listening worksheet 1A, page 192

A. 1. Rodriguez | 2. 27th January | 3. Spanish | 4. Italy | 5. sister | 6. daughter | 7. three (3) | 8. children | 9. running

B. 1, 2, 4

C. 1. 7 (seven) | 2. breakfast | 3. shower | 4. lunch | 5. studies | 6. exercise | 7. dinner | 8. bed | 9. 11 (eleven)

Listening worksheet 1B, page 193

A. 1. Rodriguez | 2. 27th January | 3. Spanish | 4. Italy | 5. sister | 6. daughter | 7. three (3) | 8. children | 9. running

B. 1, 2, 4

C. 1. seven | 2. breakfast | 3. shower | 4. lunch | 5. studies | 6. exercise | 7. dinner | 8. bed | 9. eleven

Listening worksheet 2, pages 194-195

Listening script

Tracks 14-15 (CD4)

Teacher: Hello, everyone! Today our class is about your dream house. So, close your eyes and imagine you are inside it. Describe it to us. Caroline, you can start...

Caroline: Wow! I can see the Earth from here. I'm in space! My dream house orbits the Earth. It has a lot of high-tech stuff and, of course, a button to turn off zero gravity because I don't like sleeping and floating at the same time. I have a giant TV screen on the ceiling! I don't have separate rooms in here. This means the bedroom is the same place where the kitchen, the dining room and the bathroom is. There is also a teleporter that allows me to go anywhere on Earth, as I need to see my friends and family all the time.

Teacher: Well done, Caroline! That's quite creative! Louis, do you want to be next?

Louis: Yes, miss! My dream house is shaped like a sphere and made of glass. There's a balcony which you can jump off. There is also a garden with all types of flowers. Oh... and I also have a piano in the living room because I love playing and listening to the piano in my free time.

Teacher: Good! That is very relaxing! Cindy, what about your dream house?

Cindy: You know I love sweets, so my house is entirely made of candy. The door is made of my favourite butter cookies and the rooftop is made with chocolate bars. There are yummy sweets stuck all over the walls. Inside, the floor is made of marshmallow and the pillows are made of candy floss. The chairs and the sofa in the living room are also made of chocolate.

Answer key

Teacher: Cindy, you are a true candy lover!!! And to finish... let's listen to you, Charlie...

Charlie: My dream house is just like one from the cinema... It has a lovely garden with lots of magical creatures from the film *Fantastic Beasts*, but the house itself is a country house very similar to the one from the Netflix film *Enola Holmes* from the outside. Inside the house everything is very tidy. The rooms are classical, but each one has a different theme with a modern touch. It has a gorgeous living room and my bedroom? Well, my bedroom is *Star Wars* themed and it looks like a snowy cave! It's awesome!

Teacher: Awesome! You may say it has classical and modern style in the same house... great idea! Congratulations...

Answer key

Listening worksheet 2A, page 194

A. 1. b) | 2. a) | 3. d) | 4. c)

B. 1. Charlie | 2. Cindy | 3. Caroline | 4. Louis

C. 1. ceiling | 2. dining room | 3. balcony | 4. piano... living room | 5. floor... pillows | 6. sofa | 7. garden | 8. bedroom

Listening worksheet 2B, page 195

A. 1. b) | 2. a) | 3. d) | 4. c)

B. 1. Charlie | 2. Cindy | 3. Caroline | 4. Louis

C. 1. ceiling | 2. dining room | 3. balcony | 4. piano... living room | 5. floor... pillows | 6. sofa | 7. garden | 8. bedroom

Listening worksheet 3, pages 196-197

Listening script

Tracks 16-17 (CD4)

Melinda: Well, first of all, I want to thank you for helping me in this competition. The topic of this talk is "school trip memories" and my question for you four is: What's your favourite school trip memory? Let's hear what you have to say. You start, Adam, then Dan, Susie and finally Jacinta.

Adam: I travelled to Iceland with the school last year. We were on an eTwinning project that really helped me improve my love for geography. It was an awesome experience. What a trip!

Dan: In year 6, two years ago, we went to the village Christmas market right before the Christmas holidays. My friend Andrew got lost in the market and ended up ruining the whole visit. It was a bit scary! What a nightmare!

Susie: We went to Trafalgar Square and when we got there thousands of people were celebrating the victory of the Liverpool team in the football championship. I'm crazy about this team and I forgot about the school trip – all I wanted was to celebrate, too. What a surprise!

Jacinta: We went to Oxford University to visit the facilities of a real university. We saw large auditoriums; the university is very historic and inspired me a lot. We went to the library and on the walls there were photos of former students. Can you imagine who I saw in one of the photos? My father! He studied medicine there! What a coincidence!

Answer key

Listening worksheet 3A, page 196

A. 1. Dan | 2. Adam | 3. Jacinta | 4. Susie

B. 1. trip | 2. nightmare | 3. surprise | 4. coincidence

C. 1. (favourite) school trip memories | 2. to Iceland | 3. in the 6th grade/ two years ago/right before Christmas holiday | 4. Liverpool | 5. photos of former students/her father's photo

Listening worksheet 3B, page 197

A. 1. Dan | 2. Adam | 3. Jacinta | 4. Susie

B. 1. trip | 2. nightmare | 3. surprise | 4. coincidence

C. 1. favourite school trip memories | 2. Iceland | 3. two years ago | 4. Liverpool | 5. her father's photo

Listening worksheet 4, pages 198-199

Listening scripts

A. Tracks 18-19 (CD4)

The city of Porto, also called "Cidade Invicta" is in the north of Portugal. It is famous for its wine, bridges, buildings, beautiful historical centre, and also its restaurants and tasty food. In winter, the temperature is usually between 5 °C and 14 °C. In summer, it is between 15 °C and 25 °C and reaches 35 °C in July and August.

You can visit the *Clérigos* Tower, the Cathedral, the *Serralves* Foundation, the Historical Centre or the tourist area of *Foz*, one of the most beautiful areas of the city near the Douro river. There are many museums in the city, for example, the Port Wine Museum, the Military Museum of Porto, and the Cheese Castle, famous for its viewpoint and exhibitions. And there is also the House of Music and the *Bolhão* Market, a symbol of traditional culture.

The city's biggest event is *São João do Porto*, celebrated from the 23rd to the 24th of June. Thousands of people from the whole country invade the city streets to celebrate. It is a time for grilled sardines, plastic hammers and *bailaricos*.

The typical dish of the city is *Tripas à moda do Porto* and also the *Francesinha*, a sandwich with various meats, covered with cheese and a special sauce. This city welcomes more than one million tourists a year. It is one of the most visited cities in Europe.

B. Tracks 20-21 (CD4)

Sara Sampaio is a famous international model from Porto and she considers it one of the most beautiful

cities in the world... and you should trust her, as she knows more than twenty different countries. What she really misses is the food, the museums and going to the stadium to watch her favourite football team – *FCP – Futebol Clube do Porto!*

When she comes to Portugal she always goes for a walk in Ribeira and goes sightseeing.

C. Tracks 22-23 (CD4)

Shawn Mendes, the singer everyone talks about, has Portuguese origins, because his father is Portuguese. One of Shawn's favourite cities in Portugal is Porto. His father used to take him to a famous bookshop (*Lello*) in the city and he often mentions that. As he says "Porto is one of the noisiest but also most incredible cities I know". He was in Porto several times and what he really likes is the people. He is also a fan of the art galleries and buildings such as the bridges or the churches. He usually eats at famous restaurants in the city and he enjoys walking along the streets at night.

Answer key

Listening worksheet 4A, page 198

A. 1. T | 2. F | 3. T | 4. T | 5. T | 6. T | 7. F | 8. T | 9. T | 10. F

B. 1. cities | 2. 20 | 3. museums | 4. stadium | 5. walk | 6. sightseeing

C. 1. singer | 2. bookshop | 3. galleries | 4. bridges | 5. restaurants | 6. streets

Listening worksheet 4B, page 199

A. 1. T | 2. T | 3. F | 4. T | 5. T | 6. F

B. 1. cities | 2. 20 | 3. museums | 4. stadium | 5. walk | 6. sightseeing

C. 1. singer | 2. bookshop | 3. galleries | 4. bridges | 5. restaurants | 6. streets

Listening worksheet 5, pages 200-201

Listening scripts

A.

1. What is Toby going to try next summer?

Tracks 24-25 (CD4)

I started playing football when I was seven and now I'm going to try something different. My brother thinks I should join his basketball team, but I want a sport which is more challenging, so I'm going to try hockey. It's not as exciting as bungee jumping, but I'm sure it will be fun!

2. Why isn't Lisa going to do gymnastics for a while?

Tracks 26-27 (CD4)

When I was young I loved gymnastics and I always found time to do it without forgetting about school and friends. I remember that when I was 12 I broke my arm in one of the sessions, but that didn't stop me. Now, three years later I'm going to stop doing gymnastics for two months, but that's for a good

reason: I'm going to visit my grandparents in London and all I want to do is to spend time with them. I'll get back to my gymnastics sessions in two months.

3. What is Sarah going to take with her to the campsite?

Tracks 28-29 (CD4)

Salesman: Hello! How can I help you?

Sarah: I need some trainers, please.

Salesman: Winter or summer trainers?

Sarah: Summer... they're a present for my sister.

Salesman: Anything else?

Sarah: Yes, a sleeping bag for the camping activity next weekend and that black raincoat, please.

Salesman: The black raincoat? Good option for a campsite!

Sarah: Oh, I'm not going to take the raincoat next weekend. That's for my mother.

Salesman: Is that all?

Sarah: Yes, that's it...

4. What time is Peter going to surf?

A. Tracks 30-31 (CD4)

Well, according to the weather forecast today is an awesome day to surf! I have classes until midday and at half past one I'm going to meet my friend Jordan. We have to study for the geography test. One hour later, at half past two, I'm going to pick my sister Julia at school and I should take her to the ballet lesson at three, so I think the best time to go surfing is probably after that, at half past three.

B. Tracks 32-33 (CD4)

Jackson: It's almost summer time. Any plans for this year's holiday, Sally?

Sally: I'm not sure! Last year, I went on a tennis course at the new tennis centre.

Jackson: Did you like it?

Sally: Yes, but it was too hot to play outside for hours and hours. I'm not going to take that risk again this year. I love water sports, so I'm going to take a snorkelling course at the diving school.

Jackson: That sounds interesting. Do you mind if I join you?

Sally: Don't be silly. Of course, not! It's going to be even better! And if we get good waves, we will also try surfing. What do you think?

Jackson: Great idea! But I'll work hard at my swimming first...

Answer key

Listening worksheet 5A, page 200

A. 1. a) | 2. d) | 3. b) | 4. c)

B. 1. tennis | 2. hot | 3. Water | 4. snorkelling | 5. Surfing | 6. swimming

Listening Worksheet 5B, page 201

A. 1. a) | 2. c) | 3. b) | 4. c)

B. 1. tennis | 2. hot | 3. Water | 4. snorkelling | 5. Surfing | 6. swimming

Answer key

SPEAKING WORKSHEETS

Speaking worksheet 1A, page 202

A. 1. pleasure | 2. 22nd September | 3. England | 4. actors | 5. parents | 6. divorced | 7. brothers | 8. children | 9. famous

Speaking worksheet 1B, page 203

A. 1. pleasure | 2. 22nd September | 3. England | 4. actors | 5. parents | 6. divorced | 7. brothers | 8. children | 9. famous

Speaking worksheet 2A, page 204

B. 2

Speaking worksheet 2B, page 205

Paragraph 1 – d) | Paragraph 2 – a) | Paragraph 3 – c) | Paragraph 4 – b)

Speaking worksheet 3A, page 206

B. **School subjects:** PE, Spanish, art | **School facilities:** sports field; classrooms; canteen; library; assembly hall; lab | **Adjectives to describe the school/classmates/teachers:** big; small; cool; funny; friendly; happy

Speaking worksheet 4A, page 208

B. 1. Lara and Peter. | 2. Vancouver Aquarium, in Vancouver. | 3. Lara was looking at the fish and Peter was touching her hair. | 4. Colourful sea life species. | 5. sad

C. Suggested answer:

1. We can see Archie, Betty and Veronica in the picture. They were at the Rocko's Family Diner

(known in the series as Pop's Chock'lit Shoppe) in Mission, Vancouver. They were drinking milkshakes, eating and chatting.

We can see their other friends looking through the window and food and drinks on the table. They seemed relaxed.

2. We can see Barry and Patty in the picture. They were on the rooftop of the Vancouver library. They were having a romantic dinner. We can see tall skyscrapers and lights above the table in the picture. They seemed happy and in love.

Speaking worksheet 4B, page 209

B. 1. e) | 2. b) | 3. d) | 4. a) | 5. c)

C. Suggested answer:

We can see Barry and Patty in the picture. They were on the rooftop of the Vancouver library. They were having a romantic dinner. We can see tall skyscrapers and lights above the table in the picture. They seemed happy and in love.

Speaking worksheet 5A, page 210

B. 1. Gary Parker | 2. 7E | 3. 12th June 2008 | 4. 2045771894 | 5. 2 weeks | 6. swimming with dolphins; surfing; camping; sailing

Speaking worksheet 5B, page 211

B. 1. Gary Parker | 2. 7E | 3. 12th June 2008 | 4. 2045771894 | 5. 2 weeks | 6. swimming with dolphins; surfing; camping; sailing

Focus on Skills and Language

Vocabulary worksheets (three levels)

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Grammar worksheets (two levels)

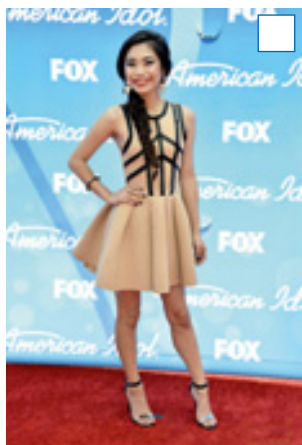
1	Present simple	248
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21	Indefinite pronouns	288

Answer key	290
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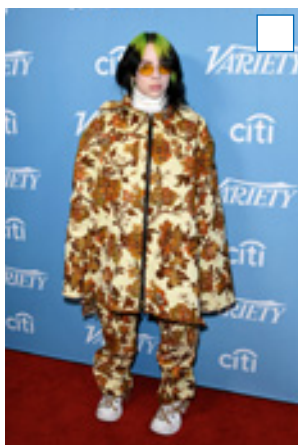
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Look at the photos and read the text. Who is Colin's favourite singer?

Tick (✓) the correct option.



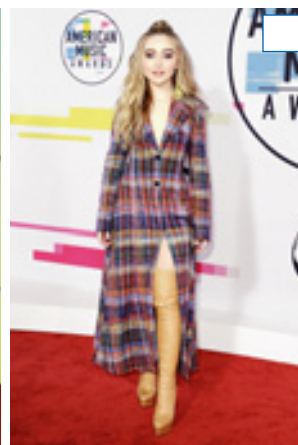
1. Jessica Sanchez



2. Billie Eilish



3. Olivia Holt



4. Sabrina Carpenter

She is quite **beautiful** and **young**. She is **tall** and she isn't **fat** – she's **slim**. She hasn't got **dark** hair. Her hair is **blonde** and **wavy**, but it isn't **long** – it's **short**. Her skin isn't **dark** – it's **fair**.

B. List the words in bold from the text in exercise A in the correct columns.

1. Height	2. Build/Weight	3. Age	4. Hair	5. Skin	6. General appearance

C. Which category from the table in exercise B do these words belong to? Write 1-6.

a) curly ☐c) freckles ☐e) medium height ☐b) handsome ☐d) plump ☐f) old ☐

D. Look at Billie Eilish's photo in exercise A and complete her description.

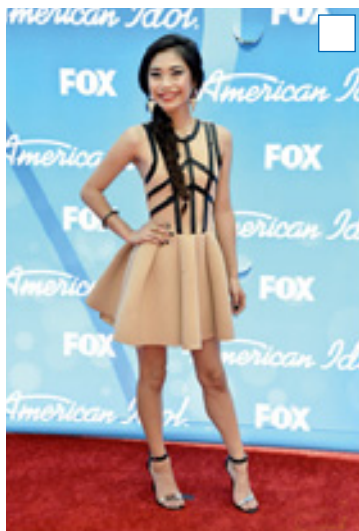
Billie is ¹ _____ (weight) and slim. Her face is ² _____.She has got big eyes and ³ _____ skin.She has got ⁴ _____ ⁵ _____ ⁶ _____ hair.

E. Think about your favourite singer and complete his/her description.

_____ (your favourite singer's name) is _____ (height) and
 _____ (weight). His/ Her face is _____. He/She has got _____
 eyes and _____ skin. He/She has got _____
 hair.

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

- A. Look at the photos and read the text. Who is Colin's favourite singer?
Tick (✓) the correct option.



1. Jessica Sanchez



2. Billie Eilish



3. Olivia Holt

She is quite beautiful and young. She is tall and she isn't fat – she's slim. She hasn't got dark hair. Her hair is blonde and wavy, but it isn't long – it's short. Her skin isn't dark – it's fair.

- B. Complete the table with the words from the box.

blonde young tall fat pale slim wavy beautiful

1. Height	2. Build/Weight	3. Age	4. Hair	5. Skin	6. General appearance

- C. Which category from the table in exercise B do these words belong to? Write 1-6.

a) curly ☐c) freckles ☐e) medium height ☐b) handsome ☐d) plump ☐f) old ☐

- D. Look at Billie Eilish's photo in exercise A and circle the correct option to complete her description.

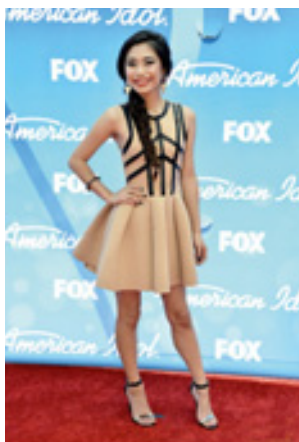
Billie is ¹medium height / small and slim. Her face is ²oval / short.

She has got big green eyes and ³dark / fair skin.

She has got ⁴long / short ⁵straight / curly ⁶dark / light hair.

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

A. Look at the photos. Read the descriptions and find out who is who. Write their names.



Jessica Sanchez

1

She is beautiful and young. She is tall and slim. Her hair is blonde and wavy. Her eyes are brown and her skin is light.

2

She is medium height and slim. Her hair is long and dark. Her eyes are dark too.



Olivia Holt

B. Look at Billie Eilish's photo and label it with the expressions from the box.

small mouth

green eyes

oval face

black hair

pale skin

1. _____



2. _____

3. _____

4. _____

5. _____

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

A. Complete the expressions for routine activities.

- | | | |
|---------------------|--------------------|------------------------|
| 1. _____ your teeth | 4. _____ dressed | 7. _____ lunch |
| 2. _____ breakfast | 5. _____ to school | 8. _____ your homework |
| 3. _____ a shower | 6. _____ classes | 9. _____ to sleep |

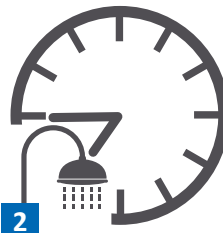
B. Look at the pictures and complete the sentences. Use expressions from exercise A and the correct times.



Hi, I'm Neil! Here's some of my daily routine activities!



1



2



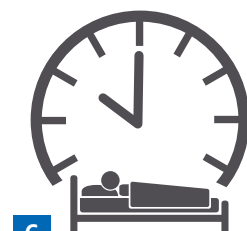
3



4



5



6

- | | |
|--|----------------------|
| 1. I _____ at <u>half past seven</u> . | 4. I _____ at _____. |
| 2. I _____ at _____. | 5. I _____ at _____. |
| 3. I _____ at _____. | 6. I _____ at _____. |

C. Complete the questions with the words from the box. Then answer shortly about YOU.

wake up foot home shower sleep
cereal lunch homework watch

- "What time do you _____?" "At _____."
- "Do you have _____ for breakfast?" "_____, _____."
- "Do you leave _____ at eight o'clock?" "_____, _____."
- "Do you go to school on _____?" "_____, _____."
- "Do you usually have _____ at school?" "_____, _____."
- "Do you do your _____ in your bedroom?" "_____, _____."
- "Do you _____ TV after dinner?" "_____, _____."
- "Do you have a _____ before going to bed?" "_____, _____."
- "Do you go to _____ late at night?" "_____, _____."

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

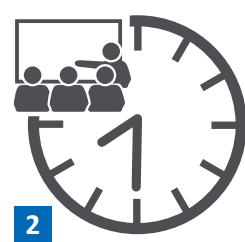
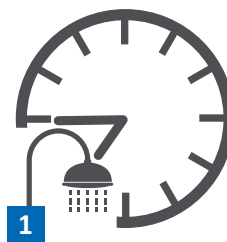
A. Circle the correct verb to complete the phrases for routine activities.

- | | | |
|----------------------------|-------------------------|-----------------------|
| 1. comb / brush your teeth | 4. get / go dressed | 7. have / go lunch |
| 2. drink / have breakfast | 5. go / catch to school | 8. have / do homework |
| 3. send / have a shower | 6. have / do classes | 9. go / have to sleep |

B. Look at the pictures and complete the sentences. Use expressions from exercise A and circle the correct times.



Hi, I'm Neil! Here's some of my daily routine activities!



- I have breakfast at half past seven / half past eight.
- I _____ at a quarter to eight / a quarter past eight.
- I _____ at half past eight / a quarter past eight.
- I _____ at quarter to one / quarter past one.
- I _____ at six o'clock / five o'clock.
- I _____ to sleep at half past nine / ten o'clock.

C. Complete the questions with the words from the box.

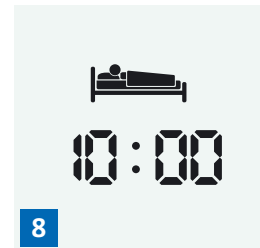
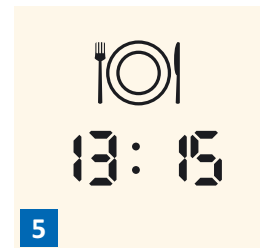
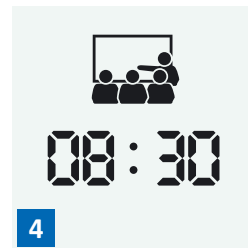
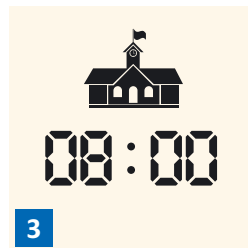
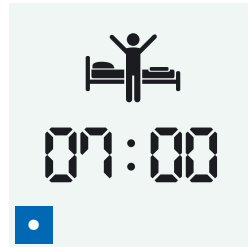
~~wake up~~ foot home sleep cereal lunch watch

- Do you wake up early?
- Do you have _____ for breakfast?
- Do you leave _____ at eight o'clock?
- Do you go to school on _____?
- Do you usually have _____ at school?
- Do you _____ TV after dinner?
- Do you go to _____ late at night?

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

A. Look at the pictures and circle the correct daily routine activity and time to complete the sentences.

Hi, I'm Neil! Here's
some of my daily
routine activities!



- I wake up / go to sleep at seven o'clock / ten past seven.
- 1. I have breakfast / have a shower at half past seven / a quarter past seven.
- 2. I have breakfast / have a shower at a quarter to eight / a quarter past eight.
- 3. I go to school / go home at seven o'clock / eight o'clock.
- 4. I have classes / finish classes at half past eight / half past nine.
- 5. I have lunch / have dinner at half past twelve / a quarter past one.
- 6. I go home / go to school at half past four / half past three.
- 7. I do my homework / watch TV at twenty past six / six o'clock.
- 8. I go to sleep / read a book at nine o'clock / ten o'clock.

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

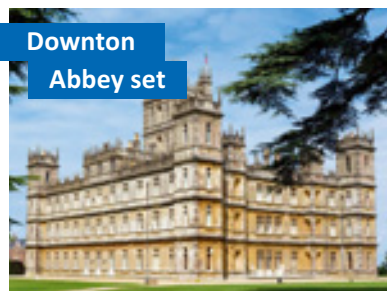
A. Cheryl has lots of energy! Match the two parts of the pictures and write the household chores she does to help at home.



- A + E = make the bed 3. D + _____ = _____ 6. K + _____ = _____
 1. B + _____ = _____ 4. I + _____ = _____ 7. L + _____ = _____
 2. C + _____ = _____ 5. J + _____ = _____

B. Are you a busy bee or a couch potato? Which chores from exercise A do you usually do?

C. Read the text and complete it with the missing types of houses. The first letter is given.



The Netflix show *The World's Most Extraordinary Homes* presents different types of houses that are able to leave you more surprised than ever. From a ¹ m _____ with more than 25 bedrooms and three swimming pools to a luxurious ² c _____ in the countryside, you won't believe your eyes. You will see a ³ f _____ on the 145th floor of a skyscraper and a ⁴ d _____ h _____ that is often used as a film set, such as the Wheeler House, from the series *Stranger things*. Check out the ⁵ c _____ similar to the one from the series *Downton Abbey* or even a ⁶ f _____ where the farm animals join you for breakfast!! Finally, get ready to get to know the ⁷ s _____ – d _____ house of your dreams. There you'll see two houses sharing a wall made of glass... isn't that amazing?

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

A. Cheryl has lots of energy! **Circle** the correct household chore to label her activities.



• **make the bed** / clear the table

1. set the table / dust the furniture

2. do the washing-up / dust the furniture

3. do the laundry / do the washing-up

4. do the ironing / vacuum the floor

5. take the rubbish out / vacuum the floor

6. do the laundry / do the ironing

7. do the laundry / take the rubbish out

B. Read the text and unscramble the types of houses to complete it. Start with the coloured letter.



The Netflix show *The World's Most Extraordinary Homes* presents different types of houses that are able to leave you more surprised than ever. From a • **namison** – **mansion** with more than 25 bedrooms and three swimming pools to a luxurious ¹ **aetogtc** – _____ in the countryside, you won't believe your eyes. You will see a ² **aftl** – _____ on the 145th floor of a skyscraper and a ³ **ehetadcd** – _____ house that is often used as a film set, such as the Wheeler House, from the series *Stranger things*. Check the ⁴ **scaetl** – _____ similar to the one from the series *Downton Abbey* or even a ⁵ **ouhsarime** – _____ where the farm animals join you for breakfast!! Finally, get ready to get to know the ⁶ **iems-ehetadcd** – _____ house of your dreams. There you'll see two houses sharing a wall made of glass... isn't that amazing?

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

A. Complete Cheryl's household chores with the missing vowels (a, e, i, o, u).



• m a k e
th e b e d



1. s _ t
th _ t _ b l _



2. d _ s t th _
f _ r n _ t _ r _



3. d _ th _
w _ sh _ ng - _ p



4. d _ th _
_ r _ n _ ng



5. v _ c _ _ m
th _ fl _ _ r



6. d _ th _
l _ _ ndry



7. t _ k _ th _
r _ bb _ sh _ _ t

B. Match the pictures with the corresponding type of house.

a) mansion

b) castle

c) cottage

d) flat

e) semi-detached house

f) detached house



C. Circle the one that corresponds to the type of house you live in.

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

A. Read the clues. Guess which rooms these *The Umbrella Academy*'s characters are talking about.

- Vanya bedroom 2. Allison _____ 4. Diego _____
 1. Five _____ 3. Luther _____ 5. Klaus _____

B. Label the items in these rooms from the series *The Umbrella Academy*.

1. _____ 4. _____ 7. _____ 10. _____
 2. _____ 5. _____ 8. _____ 11. _____
 3. _____ 6. _____ 9. _____ 12. _____

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

- A. Read the clues. Guess which rooms these *The Umbrella Academy*'s characters are talking about. Circle the correct option.



- Vanya – bedroom / garden 2. Allison – dining room / garden 4. Diego – toilet / living room
1. Five – kitchen / study 3. Luther – bathroom / kitchen 5. Klaus – attic / garden

- B. Label the items in these rooms from the series *The Umbrella Academy*. The first and the last letters are given.



1. a r 4. t e 7. d k 10. b d
2. l p 5. s a 8. c s 11. r g
3. f e 6. c e t e 9. p s 12. b e t e

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

- A. Read the clues and guess which are these *The Umbrella Academy* characters's favourite rooms. Circle the correct option. There is one example.



- Vanya likes to sleep: bedroom / garden
- 1. Five's mother works a lot: kitchen / study
- 2. Allison loves picking flowers: dining room / garden
- 3. Luther cooks well: bathroom / kitchen
- 4. Diego watches TV every day: toilet / living room
- 5. Klaus keeps his things stored: dining room / attic

- B. Match the pictures from rooms you see in the series *The Umbrella Academy* with the words below.



- a) fireplace ☐
b) coffee table ☐
c) armchair ☐

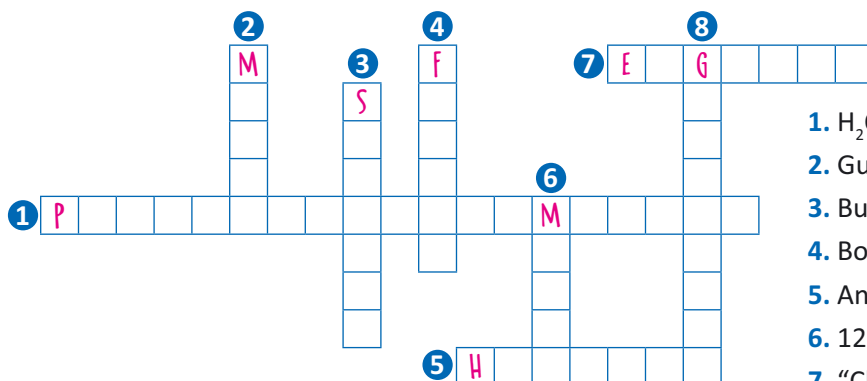
- d) lamp ☐
e) sofa ☐
f) table ☐

- g) curtains ☐
h) bed ☐
i) bedside table ☐

- j) rug ☐
k) pillows ☐
l) desk ☐

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

A. Complete the crosswords with school subjects.



1. H₂O
2. Guitar, piano, flute...
3. Buenos días!
4. Bonjour!
5. Ancient Greece...
6. 12585 -198 x 10...
7. "Chess" means "xadrez"
8. Lisbon, Madrid, Paris, London...

B. Look at the pictures and tick (✓) the correct option. Then label the pictures with the names of the correct after-school clubs.

a) I learn dance routines. ☐b) I play chess. ☐

1. _____ Club

a) I play video games. ☐b) I love watching films. ☐

2. _____ Club

a) I organise campaigns. ☐b) I learn how to sing. ☐

3. _____ Club

a) I take amazing photos. ☐b) I send text messages. ☐

4. _____ Club

a) I make experiments. ☐b) I study history. ☐

5. _____ Club

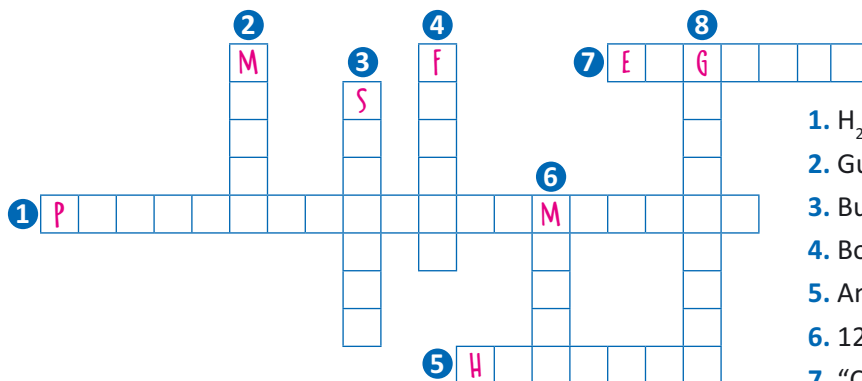
a) I play Minecraft. ☐b) I play team games. ☐

6. _____ Club

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

A. Complete the crosswords with school subjects. Choose from the box.

maths English geography French history Spanish physics and chemistry music



1. H₂O
2. Guitar, piano, flute...
3. Buenos días!
4. Bonjour!
5. Ancient Greece...
6. 12585 -198 x 10...
7. "Chess" means "xadrez"
8. Lisbon, Madrid, Paris, London...

B. Label the pictures with after-school clubs. The first letter is given.

1. D Club2. F Club3. N Club4. P Club5. S Club6. S Club

C. Do you go to an after-school club? If so, which one?

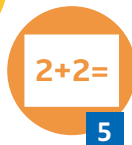
Yes, I do I go to

/ No, I don't.

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

A. Find seven school subjects in the wordsearch (⇧⇨).

1. Guitar, piano, flute...
2. Buenos días!
3. Bonjour!
4. Ancient Greece...
5. 12585 -198 x 10...
6. Chess" means "xadrez"
7. Lisbon, Madrid, Paris, London...



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

B. Look at the pictures and circle the correct after-school club.

1. Dance Club / Computer Club



2. Film Club / Maths Club



3. Music Club / Nature Club

4. Book Club /
Photography Club

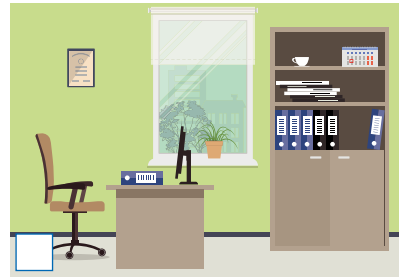
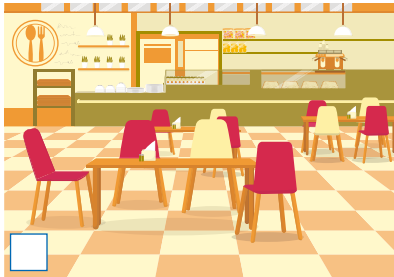
5. Science Club / Chess Club



6. Minecraft Club / Sports Club

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

- A. Look at the pictures of school facilities. Read the clues and cross out the pictures to find out where the impostor is. Write the correct school facility to complete the sentence at the end.



He isn't in the classroom.

He isn't in the sports field.

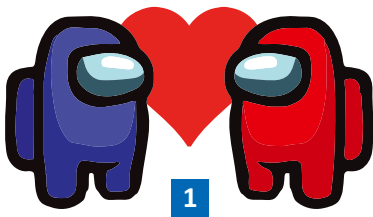
He isn't in the changing room.

He isn't in the headmaster's office.

He isn't in the gym.

So the impostor  is in the _____. Tricky hungry boy!!!

- B. Look at the pictures and read the sentences. Which school event are these characters from the game *Among Us* going to participate in? Complete the name of the event with the missing letters.



1



2



3



4



5

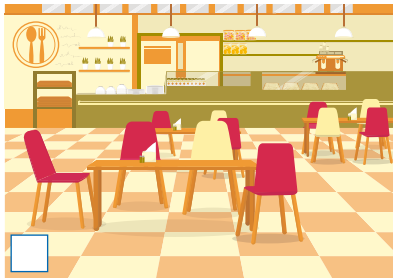


6

1. We go to a V _ _ L _ _ N T I _ _ E' _ _ Day party! Love is in the air!
2. I'm wearing a Harry Potter costume for the _ _ A _ _ N I _ _ A _ _ party.
3. The _ _ _ _ Z _ _ A party is always awesome.
4. The H _ _ L _ _ O _ _ E _ _ _ party at school is always scary! I'm a pumpkin this year!
5. I hope to be elected as "the King" in this year's P _ _ _ M.
6. Ho! Ho! Ho! Don't forget my present for the _ _ H _ _ I _ _ _ M _ _ S party.

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

- A. Look at the pictures of school facilities. Read the clues and cross out the pictures to find out where the impostor is. Write the correct school facility to complete the sentence at the end.



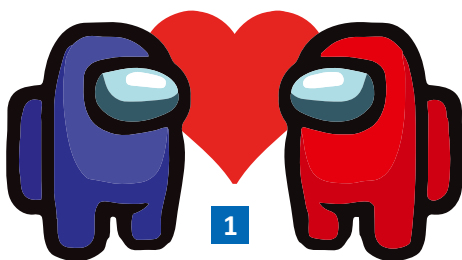
He isn't in the classroom.

He isn't in the sports field.

He isn't in the gym.

So the impostor  is in the _____. Tricky hungry boy!!!

- B. Look at the pictures and read the sentences. Which school event are these characters from the game *Among Us* going to participate in? Complete the name of the event with the missing letters.



1



3



2

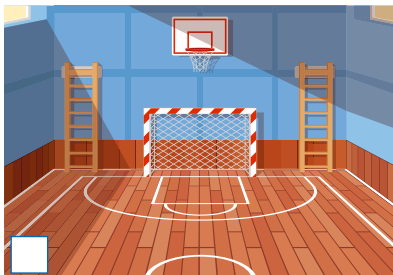
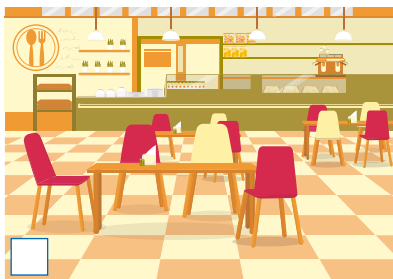


4

- We go to a V _ _ L _ _ N T I _ _ E' _ _ Day party! Love is in the air!
- I'm wearing a Harry Potter costume for the _ _ A _ _ N I _ _ A _ _ party.
- The H _ _ L _ _ O _ _ E _ _ _ party at school is always scary! I'm a pumpkin this year!
- Ho! Ho! Ho! Don't forget my present for the _ _ H _ _ I _ _ _ M _ _ S party.

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

- A. Read the clues and cross out the pictures to find out where the impostor is. Write the correct school facility to complete the sentence at the end.



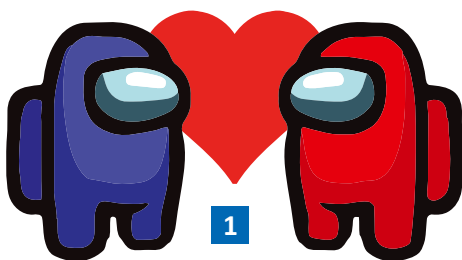
He isn't in the classroom.

He isn't in the sports field.

He isn't in the gym.

So the impostor  is in the _____. Tricky hungry boy!!!

- B. Read the sentences and look at the pictures. Which school event are these characters from the game *Among Us* going to participate in?



1



2



3



4

1. We go to a **Valentine's Day / Foam** party! Love is in the air!
2. I'm wearing a Harry Potter costume for the **Christmas / Carnival** party.
3. The **Halloween party / gaming tournament** at school is always scary! I'm a pumpkin this year!
4. Ho! Ho! Ho! Don't forget my present for the **Christmas party / book fair**.

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

A. Where is Johnny English going to strike again? Unscramble each of the clue words to find city places. Then, copy the letters in the numbered cells to the cells below with the same number.

PORRIAT

A							
9	1		11				

TAR GEYLARL

A									
			7		12				

FEIR NOITAST

F									
			13					2	

RRIYBAL

L							
		3					

RYLWIAA TASNOIT

R														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SUAMIDT

S									
			4		10				

TOSP ECFOF

P									
							5		

RACREKSSPY

S											
					6						

MESMUU

M							
---	--	--	--	--	--	--	--

THLOE

H							
		8					

1	2

3	4	5	6	1	2	7	8	9	10					

11	9	12	9	5	13									



B. Complete the sentences with the missing city activities. The first letter is given.

1. I **g** _____
to watch a football match.
Go, go Manchester United!

2. I always **v** _____
at the weekends. Madame Tussauds' wax museum is my favourite.

3. I **g** _____
to watch a film. I love James Bond films!

4. I love London. That's why I usually **g** _____
to get to know the city better.

5. There are excellent restaurants in London and I often **e** _____!

6. Imagine Dragons is my favourite band. I always **g** _____
by this band!

7. I love pets, especially dogs! That's why I always help people that **w** _____ their **d** _____ in the city!



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

- A. Where is Johnny English going to strike again?** Unscramble each of the clue words to find city places. Then, copy the letters in the numbered cells to the cells below with the same number.

PORRIAT

A							
9	1		11				

TAR GEYLARL

A									
			7		12				

FEIR NOITAST

F									
			13					2	

RRIYBAL

L							
	3						

RYLWIAA TASNOIT

R												
---	--	--	--	--	--	--	--	--	--	--	--	--

SUAMIDT

S							
		4		10			

TOSP ECFOF

P									
						5			

RACREKSSPY

S										
					6					

MESMUU

M					
---	--	--	--	--	--

THLOE

H					
	8				

1	2

3	4	5	6	1	2	7	8	9	10			

11	9	12	9	5	13				



- B. Complete the sentences with the missing city activities. Choose from the box.**

eat out go to the stadium go to a concert walk their dogs
visit a museum go sightseeing go to the cinema

1. I _____ to watch a football match. Go, go Manchester United!

3. I _____ to watch a film. I love James Bond films!

5. There are excellent restaurants in London and I often _____!

7. I love pets, especially dogs! That's why I always help people that _____ in the city!

2. I always _____ at the weekends. Madame Tussauds' wax museum is my favourite.

4. I love London. That's why I usually _____ to get to know the city better.

6. Imagine Dragons is my favourite band. I always _____ by this band!



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

A. Where is Johnny English going to strike again? Label the pictures with city places from the box.

airport

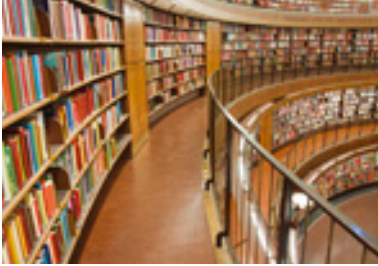
hotel

library

railway station

stadium

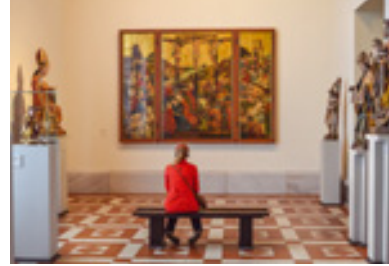
museum



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Read the sentences and circle the correct option.

1. I go to the stadium /
go shopping to watch a
football match. Go, go
Manchester United!!

2. Imagine Dragons is my favourite
band. I always
walk along the street / go to a concert
by this band!

3. I go to the cinema /
go sightseeing to watch
a film. I love
James Bond films!

4. There are excellent
restaurants in London
that's why I often
go to the theatre / eat out!

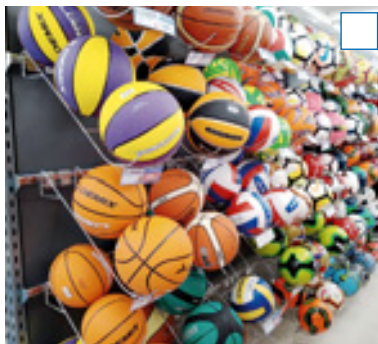
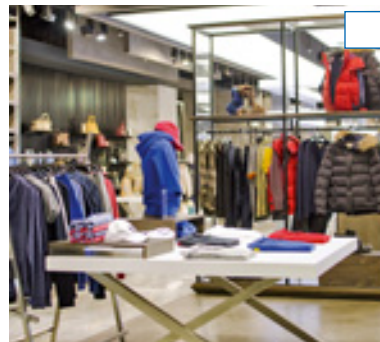
5. I love pets, especially dogs! That's why I always
help people that eat ice cream / walk their dogs
in the city!



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

A. Complete the sentences with the shops. Then match them with the pictures. Write numbers 1-6.

1. You can buy potatoes at the _____. 4. You can buy bread at the _____.
 2. You can buy books at the _____. 5. You can buy a dress at the _____.
 3. You can buy a football at the _____. 6. You can buy magazines at the _____.

**B. Complete the text with the city features from the box. There are three extra words/expressions.**

zebra crossing

bridge

roundabout

traffic lights

tunnel

pavements

bus stops

crossroads

cycle lane



Hi, I'm Petra. I'm a policewoman and I love the town where I work. There's a ¹ _____ that crosses a river and the ² _____ where people walk are all very clean. People respect the road signs and cyclists only use the ³ _____ to ride their bikes. Pedestrians, cyclists and drivers always respect the ⁴ _____ and they never ignore a red light, especially next to a ⁵ _____ where people usually cross the street. There are also many buses, so we have more than one hundred ⁶ _____ in town.

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

A. Write the names of the shops. The first and last letters are given.



1. b _____ s



2. b _____ p



3. c _____ p



4. g _____ s



5. s _____



6. n _____ s

B. Complete the sentences with the shops from exercise A.

1. You can buy a  at the _____.4. You can buy  at the _____.2. You can buy  at the _____.5. You can buy  at the _____.3. You can buy a  at the _____.6. You can buy  at the _____.

C. Complete the text with the missing words/expressions from the box. The pictures will help you.

zebra crossing

bridge

traffic lights

pavements

bus stops

cycle lane

Hi, I'm Petra. I'm a policewoman and I love my little town. There's a

1 _____  that crosses a river and the 2 _____ 

where people walk are all very clean. People respect the road signs and

cyclists only use the 3 _____  to ride their bikes.Pedestrians, cyclists and drivers always respect the 4 _____ and they never ignore a red light, especially next to a 5 _____ 

where people usually cross the street. There are also many buses, so we have

more than one hundred 6 _____  in town.

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

A. Look at the pictures and tick (✓) the correct shop.



a) fishmonger's

☐

b) baker's

☐

a) greengrocer's

☐

b) bookshop

☐

a) clothes shop

☐

b) pet shop

☐

a) chemist's

☐

b) greengrocer's

☐

a) sports shop

☐

b) computer shop

☐

a) shoe shop

☐

b) newsagent's

☐

B. Label the pictures with the words from the box.

zebra crossing

bridge

traffic lights

pavement

bus stop

cycle lane



1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

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

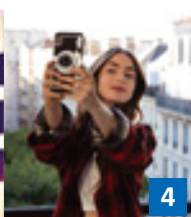
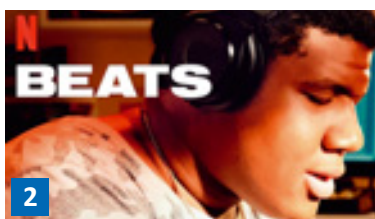
A. Label with the names of the sports.

WE ARE SPORTS STARS!



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Check out some posters of films/series and complete the sentences with free time activities.



- I love _____. Their routines are amazing!
- _____ is the best to relax.
- _____ and _____ the guitar are two of my favourites!
- _____ is definitely something I love!
- _____ with friends is lots of fun!
- I enjoy _____ all kinds of _____ to help me concentrate!

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

A. Label with the sports from the box.

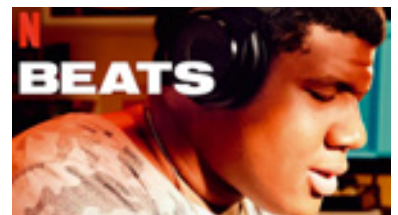
WE ARE SPORTS STARS!



tennis running football gymnastics snowboarding volleyball rugby basketball

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Check out some posters of films/series and tick (✓) the correct sentence to label them.

1. a) Taking selfies is the best way to relax before competitions! ☐b) Playing video games is so much fun! ☐2. a) Drawing is definitely something I love! ☐b) Listening to music is definitely something I love! ☐3. a) I love dancing. Their routines are amazing! ☐b) I love riding a bike. Their routines are amazing! ☐

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

A. Look at the pictures and circle the correct sport.

WE ARE SPORTS STARS!



1. football / karate

2. gymnastics / running

3. baseball / volleyball

4. rugby / gymnastics

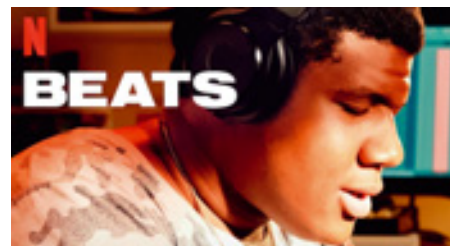
5. gymnastics / hockey

6. snowboarding / basketball

7. volleyball / tennis

8. hockey / basketball

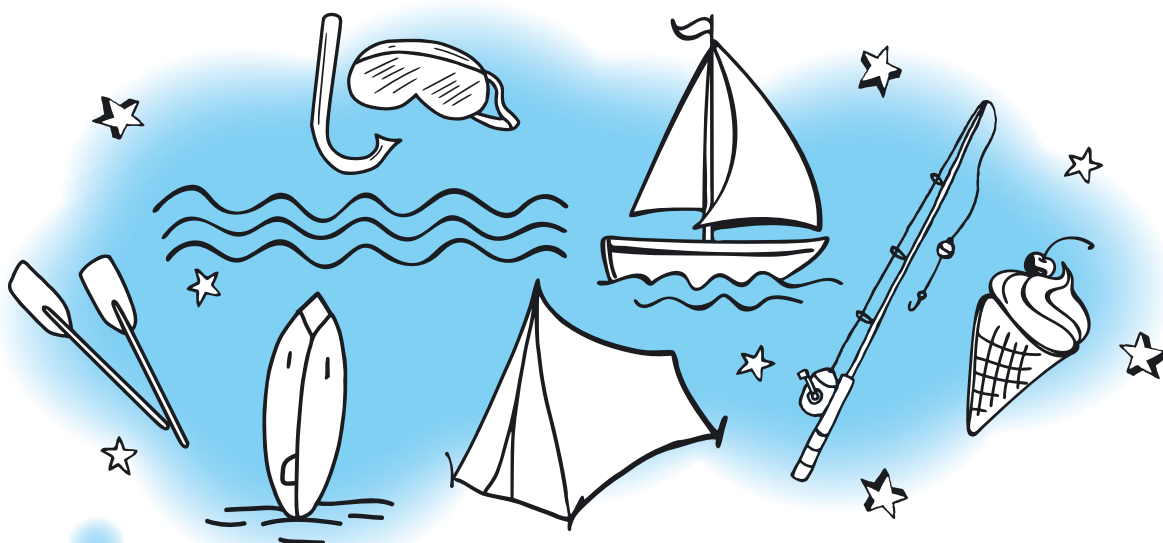
B. Check out some posters of films/series and tick (✓) the correct option to label them.

1. a) Taking selfies ☐b) Playing video games ☐2. a) Drawing ☐b) Listening to music ☐3. a) Dancing ☐b) Riding a bike ☐

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

A. Which word or phrase in each group is different? Circle it.

1. camping – dancing – having a picnic – going to the swimming pool
2. sunbathing – going to the beach – swimming – singing
3. surfing – swimming – eating ice creams – snorkelling
4. going to a theme park – canoeing – fishing – snorkelling
5. sailing – taking photos – going to a theme park – eating ice creams

B. Look at these doodles and use the words/expressions from exercise A to find out which activities Ricky is going to do next summer. Complete the text with those activities.

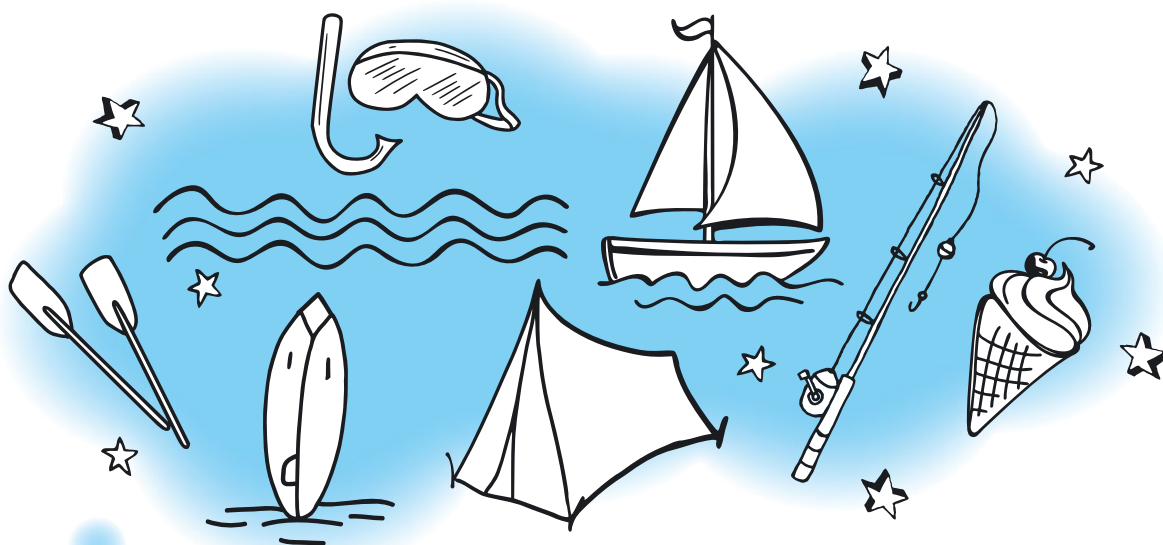
I'm • going to the beach every day in the morning. That's where I'm going to meet my friends: in that sunny beach! We're ¹ _____ the big waves with our new surfboards early in the morning. After that we need to find our lunch, so we're ² _____ to try to find some fresh fish! We're ³ _____ in the sea the rest of the time with our goggles to admire the undersea creatures! In the afternoon, we're ⁴ _____. Vanilla and strawberry are our favourites! If we have time, we're definitely ⁵ _____ with Jonathan's canoe or we're ⁶ _____ in his little boat! We still want to try ⁷ _____. We avoid it because our friend Tina hates sleeping in the outdoors, but this year she is going to try it!

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

A. Which word or phrase in each group is different? Circle it.

1. camping – dancing – going to the swimming pool
2. sunbathing – going to the beach – singing
3. surfing – swimming – eating ice creams
4. going to a theme park – fishing – snorkelling
5. sailing – taking photos – eating ice creams

B. Look at these doodles and unscramble the words/expressions in the text to find out which activities Ricky is going to do next summer. Start each word with the coloured letters.

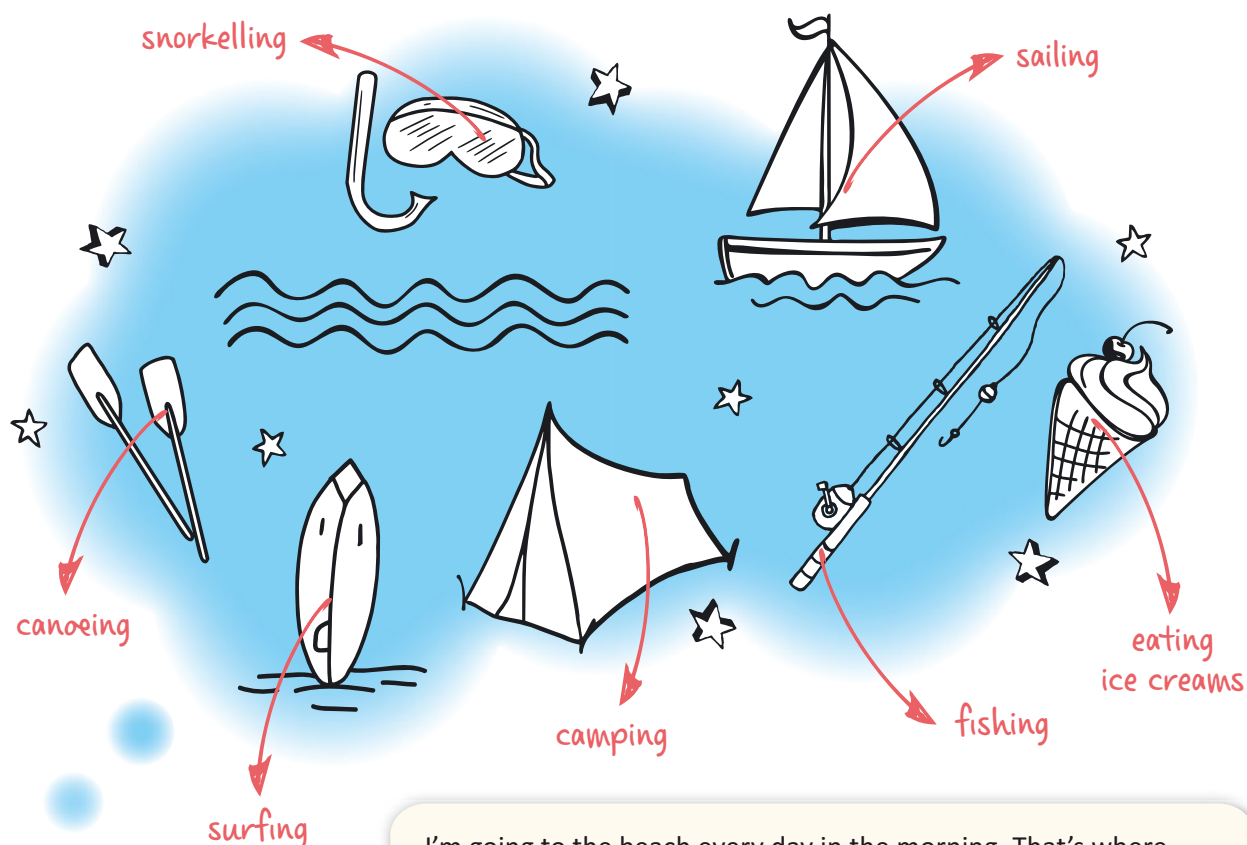


I'm going to the beach every day in the morning. That's where I'm going to meet my friends: in that sunny beach! We're going ¹ **fsingur** the big waves with our new surfboards early in the morning. After that we need to find our lunch, so we're going ² **isfhngi** to try to find some fresh fish! We're going ³ **nkllsoreing** in the sea the rest of the time with our goggles to admire the undersea creatures! In the afternoon, we're going to ⁴ **tae cei recams**. Vanilla and strawberry are our favourites! If we have time, we're definitely canoeing with Jonathan's canoe or we're going ⁵ **ilsangi** in his little boat! We still want to try going ⁶ **mpcaing**. We avoid it because our friend Tina hates sleeping in the outdoors, but this year she is going to try it!

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

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

- A. Look at these doodles and unscramble the words in the text to find out which activities Ricky is going to do next summer. Start each word with the coloured letters.



I'm going to the beach every day in the morning. That's where I'm going to meet my friends: in that sunny beach! We're going ¹fsingur – _____ the big waves with our news surfboards early in the morning. After that we need to find our lunch, so we're going ²isfhngi – _____ to try to find some fresh fish! We're going ³nkllsoreing – _____ in the sea the rest of the time with our goggles to admire the undersea creatures! In the afternoon, we're going to ⁵tae cei recams – _____. Vanilla and strawberry are our favourites! If we have time, we're definitely canoeing with Jonathan's canoe or we're going ⁶ilsangi – _____ in his little boat! We still want to try going ⁷mpcaing – _____. We avoid it because our friend Tina hates sleeping in the outdoors, but this year she is going to try it!

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

A. Rewrite the verbs from the box in the 3rd person singular in the correct column.

go study play watch like cry kiss walk fly

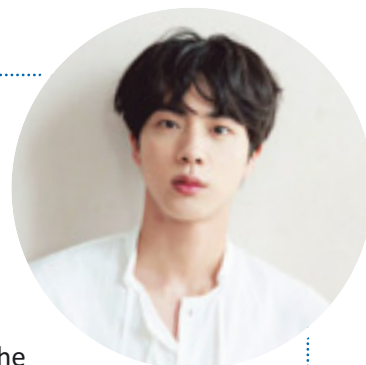
Verb + -s	Verb + -es	Verb + -ies

B. Complete the sentences using some of the verbs from exercise A in the present simple.

- Will _____ video games.
- We _____ TV every day.
- My sister _____ to school by bus.
- Ted and Jack _____ for the tests.
- Chris _____ when he is sad.
- I _____ going to BTS concerts.

C. Fill in the gaps using the verbs in brackets in the present simple.

This is Suga, a member of the famous band BTS. On Saturdays, he ¹ _____ (**get up**) early and ² _____ (**have**) a shower. Then, he ³ _____ (**go**) to a dance class. He ⁴ _____ (**meet**) his colleagues from the band before the class, but they ⁵ _____ (**not have**) lunch together. Suga ⁶ _____ (**enjoy**) spending time with his family, so he ⁷ _____ (**not forget**) a good meal with his parents on Saturdays. Suga ⁸ _____ (**write**) songs every day, even at the weekends and he ⁹ _____ (**do**) that in the evening when everything ¹⁰ _____ (**get**) quieter!



D. Write sentences about the band. Use the present simple (affirmative, negative or interrogative).

- J-Hope / wear / new shoes for every concert _____
- they / speak / English very well _____
- they / not take / our phones to concerts _____
- Jin / not like / to wake up early _____
- Jimin and Suga / call / their parents all the time _____
- your friends / go / to your concerts / ? _____
- What time / they / leave / home / ? _____
- Suga / enjoy / playing video games / ? _____

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

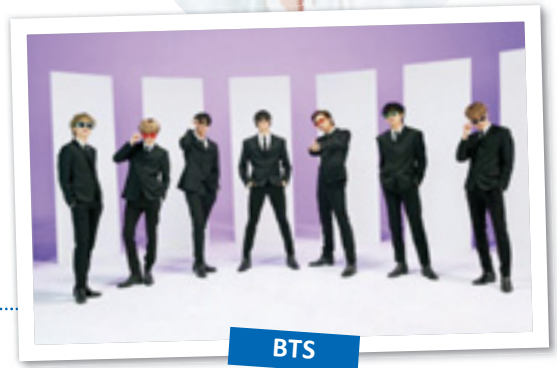
A. Rewrite the verbs from the box in the 3rd person singular in the correct column.~~go~~ study play watch ~~like~~ cry kiss walk ~~fly~~

Verb + -s	Verb + -es	Verb + -ies
likes	goes	flies

B. Circle the correct present simple form to complete the text.

This is Suga, a member of the famous band BTS. On Saturdays, he ¹ **get up / gets up** early and ² **haves / has** a shower. Then, he ³ **go / goes** to a dance class at 9 a.m. He ⁴ **meets / meet** his colleagues from the band before the class, but they **not have / don't have** lunch together. Suga ⁶ **enjoys / enjoies** spending time with his family, so he ⁷ **doesn't forget / don't forget** a good meal with his parents on Saturdays.

Suga ⁸ **write / writes** songs every day, even at the weekends and he ⁹ **does / do** that in the evening when everything ¹⁰ **get / gets** quieter!



BTS

C. Tick (✓) the correct sentences about an interview to the band.

1.

- a) J-Hope **wear** new shoes for every concert. ☐ b) J-Hope **wears** new shoes for every concert. ☐

2.

- a) they **don't take** their phones to concerts. ☐ b) They **doesn't take** their phones to concerts. ☐

3.

- a) Jin **doesn't like** to wake up early. ☐ b) Jin **doesn't likes** to wake up early. ☐

4.

- a) Your friends **go** to your concerts? ☐ b) **Do** your friends **go** to your concerts? ☐

5.

- a) What time **do** they **leave** home? ☐ b) What time they **leave** home? ☐

6.

- a) **Do** Suga **enjoy** playing video games? ☐ b) **Does** Suga **enjoy** playing video games? ☐

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

A. Complete the sentences with the correct adverb of frequency from the box.

sometimes

~~never~~

usually

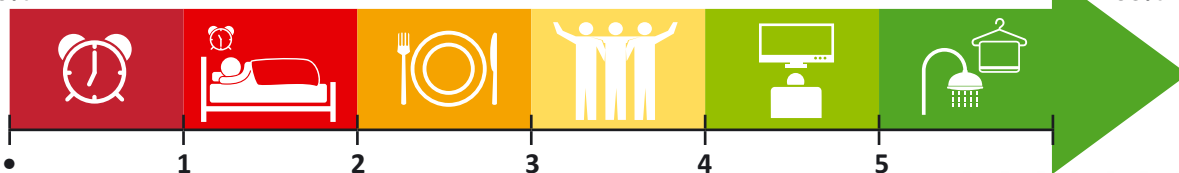
always

hardly ever

often

0%

100%



- I never get up before 7 a.m.
- 1. I _____ go to bed late.
- 2. _____ have lunch at school.
- 3. I _____ meet my friends.
- 4. I _____ watch TV.
- 5. I _____ have a shower.



B. Rewrite the sentences. Put the adverbs of frequency in the correct place.

- 1. Tom and his friends chat after work. (**often**) _____
- 2. Tom does a lot of sports. (**usually**) _____
- 3. He is impatient. (**hardly ever**) _____
- 4. I'm happy to see him as Spider-Man. (**always**) _____

C. Answer the questions. Use the adverbs of frequency from exercise A. Write complete sentences.

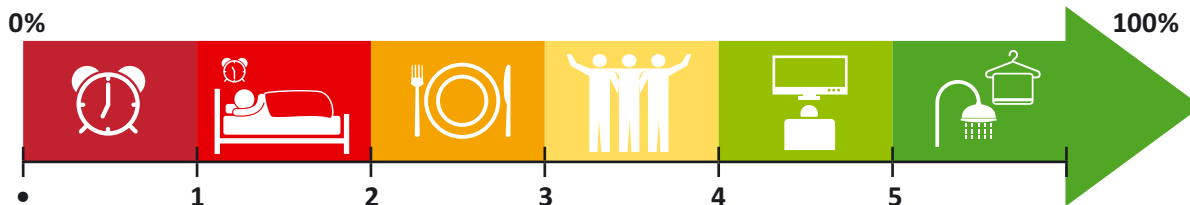
- How often do you read a book? I sometimes read a book.
- 1. How often do you do your homework? _____
- 2. How often does your mother go shopping? _____
- 3. How often does Helen go to the cinema? _____
- 4. How often do Ted's parents drive to work? _____
- 5. How often is Mike late for football practice? _____

D. Write sentences that are true for YOU. Use adverbs of frequency.

- I / be / at home / at the weekend I am often at home at the weekend.
- 1. We / speak / Portuguese / in the English class _____
- 2. My friends and I / watch Marvel films _____
- 3. The weather / be / nice / in Portugal _____
- 4. I / play video games / after school _____
- 5. I / go swimming _____

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

A. Circle the correct adverb of frequency to complete the sentences.



- I **never** / **often** get up before 7 a.m.
- 1. I **hardly ever** / **always** go to bed late.
- 2. I **never** / **sometimes** have lunch at school.
- 3. I **often** / **sometimes** meet my friends.
- 4. I **always** / **usually** watch TV.
- 5. I **always** / **hardly ever** have a shower.

B. Answer the questions. Use the adverbs of frequency from exercise A.

- How often do you read a book? I sometimes read a book.
- 1. How often do you do your homework? I _____ do my homework.
- 2. How often does your mother go shopping? My mother _____ goes shopping.
- 3. How often does Helen go to the cinema? Helen _____ goes to the cinema.
- 4. How often do Ted's parents drive to work? Ted's parents _____ drive to work.
- 5. How often is Mike late for football practice? Mike is _____ late for football practice.

C. Complete the sentences so that they are true for YOU. Use adverbs of frequency.

- I am often at home at the weekend.
- 1. We _____ speak Portuguese in the English class.
- 2. My friends and I _____ watch Marvel films.
- 3. The weather is _____ nice in Portugal.
- 4. I _____ play video games after school.
- 5. I _____ go swimming.



D. Rewrite the sentences. Put the adverbs of frequency in the correct place.

- Tom Holland's films are great. (**always**) Tom Holland's films are always great.
- He plays superheroes. (**sometimes**) He sometimes plays superheroes.
- 1. Tom and his friends chat after work. (**often**) _____
- 2. Tom does a lot of sports. (**usually**) _____
- 3. He is impatient. (**hardly ever**) _____
- 4. I'm happy to see him as Spider-Man. (**always**) _____

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

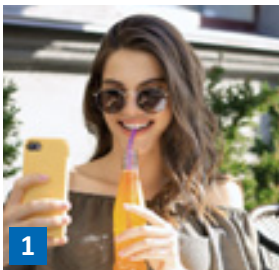
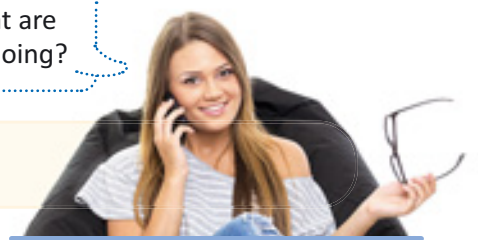
A. Read the sentences and tick (✓) the correct one.

1. a) I'm waiting for my friends. ☐b) I waiting for my friends. ☐2. a) My friends and I aren't swimming. ☐b) My friends and I isn't swimming. ☐3. a) My sister is surf the net. ☐b) My sister is surfing the net. ☐4. a) Caroline is write a message. ☐b) Caroline is writing a message. ☐5. a) Lina isn't helping her parents at home. ☐b) Lina not is helping her parents at home. ☐

B. What are her friends saying? Complete the sentences with the verbs from the box in the present continuous.

What are you doing?

play not have take chat not do sleep drink watch



1. I _____ lunch right now, but I _____ juice.

2. I _____ care of my sister. She _____.

3. I _____ TV at the moment. Doug and I _____ too.

4. Jack and I _____ our homework. We _____ video games.

C. Look at the pictures. Write questions and answers using the present continuous.



they / run / celebrate



Aurea / sing / visit London



Bruno Mars / cook / dance

1. _____ they _____? No, they _____. They _____.

2. _____? _____, _____. _____.

3. _____? _____, _____. _____.

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

A. Tick (✓) the correct present continuous forms.

1. a) I'm waiting. ☐b) I waiting. ☐2. a) We aren't swimming. ☐b) We isn't swimming. ☐3. a) He is surf. ☐b) He is surfing. ☐4. a) She is write. ☐b) She is writing. ☐5. a) It isn't helping. ☐b) It not is helping. ☐

What are you doing?



B. What are his friends saying? Circle the correct present continuous form to complete the sentences.



1



2



3

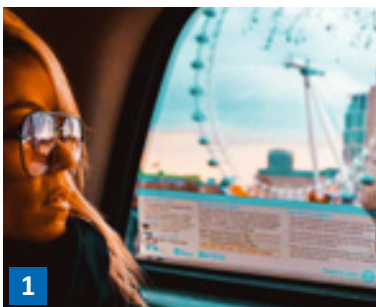
1. I am taking / am looking care of my sister. She is playing / is sleeping.
2. I am eating / am watching TV at the moment. Doug and I are chatting / are working too.
3. Jake and I aren't doing / aren't reading our homework. We are studying / are playing video games.

C. Look at the pictures. Write questions and answers using the present continuous.



•

run / celebrate



1

sing / visit



2

cook / dance

- Are they running? No, they aren't. They are celebrating.
- 1. _____ Aurea _____? No, she _____. She _____ London.
- 2. _____ Bruno Mars _____? _____, _____. _____.

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

A. Read the sentences and tick (✓) PS (present simple) or PC (present continuous).

- | | PS | PC |
|---|--------------------------|--------------------------|
| 1. Look! The waiter is bringing our pizza now. | ☐ | ☐ |
| 2. We usually make the bed before we leave home. | ☐ | ☐ |
| 3. I'm not watching TV at the moment. | ☐ | ☐ |
| 4. Jackie is tidying her bedroom today. | ☐ | ☐ |
| 5. My friends don't cook meals, but I cook very well! | ☐ | ☐ |

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

What do they do on a usual Friday afternoon? • What are they doing this Friday afternoon?

Bob Brave usually wears wears (wear) a uniform and
 1 _____ (help) people in danger. This Friday afternoon
 he 2 _____ (not do) that. He 3 _____ (swim)
 in the pool. He always 4 _____ (stay) at the fire
 station, but today he 5 _____ (not work)!

Helen House always 6 _____ (clean) the house,
 7 _____ (wash) the car or 8 _____ (look)
 after her children. She 9 _____ (not have) free
 time. But this Friday she 10 _____ (enjoy) her free
 time. She and her friends 11 _____ (shop) in the city!



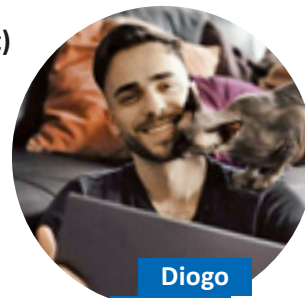
Bob Brave



Helen House

C. Fill in the gaps using the verbs in brackets in the present simple or present continuous.

- Look at this photo! Diogo Piçarra's cat _____ (play) with him! How cute!
- Katy _____ (not set) the table every day. She _____ (set) the table twice a week.
- Peter _____ (ride) his bike to school every morning.
- Hurry up! Matt and Liz _____ (wait) for us. I really _____ (not want) to be late!
- "Where _____ (your mother/buy) your clothes?"
"She usually _____ (buy) them at that new shop in town."
- "_____ (you/cut) the grass now?"
"No, I _____. I _____ (sweep) the floor!"
- "_____ (they/come) home before 5 p.m. every day?" "Yes, they _____."
- "What _____ (Bill and Peter/do) at the moment?"
"They _____ (not play) football, they _____ (listen) to music."



Diogo Piçarra

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

A. Read the sentences and tick (✓) **PS** (present simple) or **PC** (present continuous). Pay attention to the coloured time expressions.

- | | PS | PC |
|--|--------------------------|--------------------------|
| 1. Look! The waiter is bringing our pizza now . | ☐ | ☐ |
| 2. We usually make the bed before we leave home. | ☐ | ☐ |
| 3. I'm not watching TV at the moment . | ☐ | ☐ |
| 4. Jackie is tidying her bedroom today . | ☐ | ☐ |
| 5. My friends never cook meals, but I cook very well! | ☐ | ☐ |

B. **Circle** the correct verb form to complete the texts.

What do they do on a usual Friday afternoon? • What are they doing this Friday afternoon?

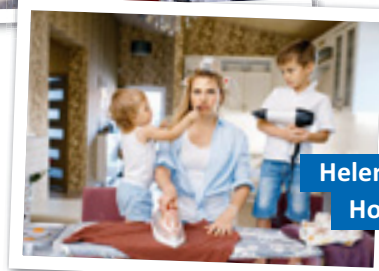
Bob Brave usually ~~wears~~ / ~~is wearing~~ a uniform. and ¹ **is helping** / **helps** people in danger. This Friday afternoon he ² **does** / **isn't doing** that. He ³ **swims** / **is swimming** in the pool.

He always ⁴ **stays** / **is staying** at the fire station, but today he ⁵ **doesn't work** / **isn't working**!

Helen House always ⁶ **is cleaning** / **cleans** the house, ⁷ **is washing** / **washes** the car or ⁸ **looks** / **is looking** after her children on Friday afternoons. She ⁹ **isn't having** / **doesn't have** free time. But this Friday she ¹⁰ **enjoys** / **is enjoying** her free time. She and her friends ¹¹ **shop** / **are shopping** in the city!



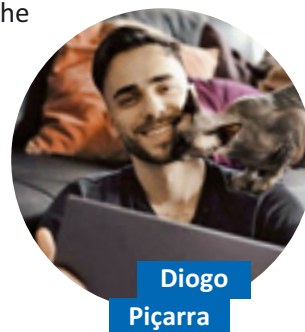
Bob Brave



Helen House

C. Read the sentences and **circle** the correct option: present simple or present continuous.

- Look at this photo! Diogo Piçarra's cat **is playing** / **plays** with him **now**! How cute!
- Katy **doesn't set** / **isn't setting** the table **every day**. She **is setting** / **sets** the table **twice a week**.
- Peter **is riding** / **rides** his bike to school **every morning**.
- Hurry up! Matt and Liz **are waiting** / **wait** for us **now**. I really **am not wanting** / **don't want** to be late!
- "Where is your mother **usually buying** / **does your mother usually buy** your clothes?" "She usually **is buying** / **buys** them at that new shop in town."
- "Are you cutting / Do you cut the grass **at the moment**?"
"No, I'm not / don't. I **sweep** / **am sweeping** the floor **right now**!"
- "Do they come / Are they coming home before 5 p.m. **every day**?" "Yes, they **do** / **are**."



Diogo Piçarra

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

A. Read these riddles. Then write the plural form of the coloured nouns in the correct column.

When you walk into a living ~~room~~
 You might see a coffee **table**
 You also see this **item**
 You can turn on and watch **cable**

Answer: **television**

This is something in your **kitchen**
 An **apple**, an **egg** and a **potato** it does hold
 The reason you put them in this
 Is because it helps keep them cold

Answer: **fridge**

I'm something in your kitchen
 Although I am not a **cup**
 You can find me in the **cupboard**
 Used to cut all your food up

Answer: **knife**

In every **person's bathroom**
 This is a **thing** that will be seen
 For it is used by all the **family**
 To keep your **teeth** white and clean

Answer: **toothbrush**

1. Noun + -s	2. Noun + -es	3. Noun + -ies	4. Nouns + -ves	5. Irregular nouns
rooms				

B. Look at the pictures. Tick (✓) the correct sentences to label them.



Will Smith

1



Shawn Mendes

2



Jacob Elordi

3

- a) Will loves his children. ☐ a) There are two taxis here. ☐ a) Jacob takes great photos. ☐
 b) Will loves his children. ☐ b) There are two taxi here. ☐ b) Jacob takes great photos. ☐

C. Rewrite the sentences and change the underlined words into the plural form. Make other necessary changes.

- Look at the chimney! _____
- The woman in the red dress is my aunt. _____
- The house has got a balcony. _____
- There is a black tree leaf in the garden. _____
- That block of flats has got a studio and a yellow roof. _____

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

- A. Tick (✓) the correct plural forms box from the coloured nouns in the riddles. Then write the plural form of the coloured nouns in the correct column.

1. I'm something in your kitchen

Although I am not a **cup**

You can find me in the **cupboard**

Used to cut all your food up

Answer: **knife**

cups
cupboards
knives

a) ☐

cups
cupboardes
knifes

b) ☐

2. In every **person's** **bathroom**

This is a **thing** that will be seen

For it is used by all the **family**

To keep your **teeth** white and clean

Answer: **toothbrush**

persons; bathrooms;
things; families; tooth;
toothbrushes

a) ☐

people; bathrooms;
things; families; teeth;
toothbrushes

b) ☐

- B. Put the plural forms of the coloured nouns from exercise A in the correct column.

1. Noun + -s	2. Noun + -es	3. Noun + -ies	4. Nouns + -ves	5. Irregular nouns

- C. Look at the pictures. Choose a sentence from the box to label them. Write the letters a-c.

a) There are two **taxis** here.

b) Jacob takes great **photos**.

c) Will loves his **children**.

Will Smith



1 ☐

Shawn Mendes



2 ☐

Jacob Elordi



3 ☐

- C. Tick (✓) the correct sentence in the plural form.

1. Look at the chimney!

a) Look at the chimneys! ☐

b) Look at the chimneies! ☐

2. The woman in the red dress is my aunt.

a) The womans in the red dresses is my aunts. ☐

b) The women in the red dresses are my aunts. ☐

3. The house has got a balcony.

a) The house has got two balconies. ☐

b) The houses have got two balconies. ☐

4. There is a black tree leaf in the garden.

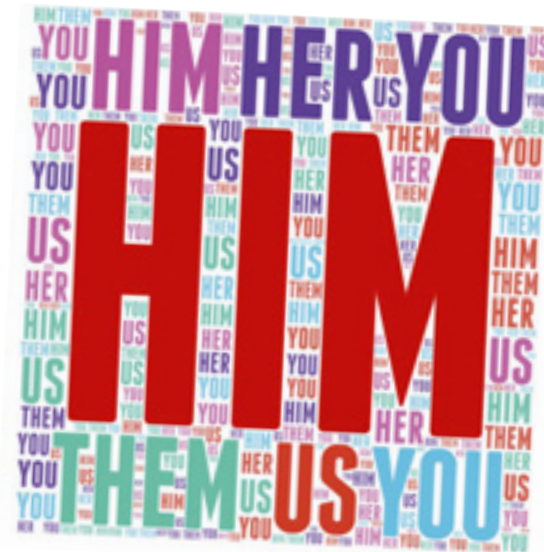
a) There are black tree leafs in the garden. ☐

b) There are black tree leaves in the gardens. ☐

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

A. Find the missing object pronouns in the word cloud and write them on the table.

Subject	I	you	he	she
Object	me	1 _____	2 _____	3 _____
Subject	it	we	you	they
Object	it	4 _____	5 _____	6 _____



B. Circle the correct option to complete the sentences.

- Can you give **me** / I your book, please?
- This is Gary's mobile. Can you give it to **you** / him?
- Tom sets the table every day. **He** / Him is very helpful.
- My dogs are great. I really like **it** / them.
- We cut the grass on Saturday. Do you want to help **we** / us?
- My sister and I share a bedroom. **Us** / We clean **her** / it together.

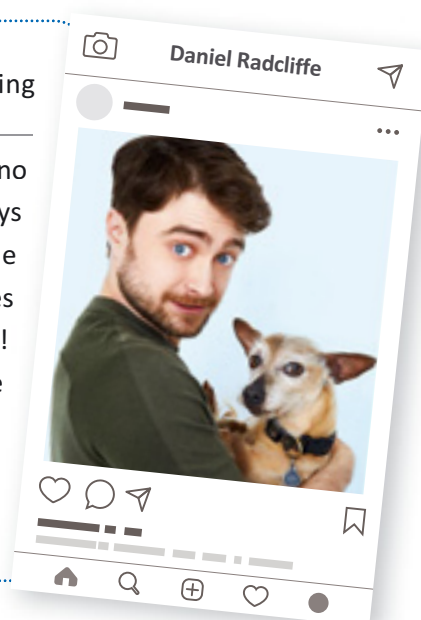
C. Fill in the blanks with the correct personal pronoun **subject** or **object**.

- My father** washes the dishes. _____ also cooks meals.
- Amy** lives in my street. I see _____ every day after school.
- Are **Amy and you** at the park? I can meet _____ there.
- Matilde and Robert** live next door. _____ are very friendly neighbours.
- That's **my favourite actor**! Do you know _____?

D. Complete the text with the correct personal pronouns (subject or object).

What a boring Saturday! I'm so bored! My mother says it's cleaning day, so my sisters and I help ¹ _____ with the chores. ² _____ are against this idea, but we have to accept ³ _____! There's no other option! My brother Tom never does anything. ⁴ _____ says he has to study! Good excuse! My sisters Paula and Beth dust the furniture and I sometimes help ⁵ _____! Our Dad also washes the car on Saturdays and my sister Lydia always helps ⁶ _____! It's a boring family cleaning day... well, not for everyone because my brother doesn't do it with ⁷ _____! How lucky!

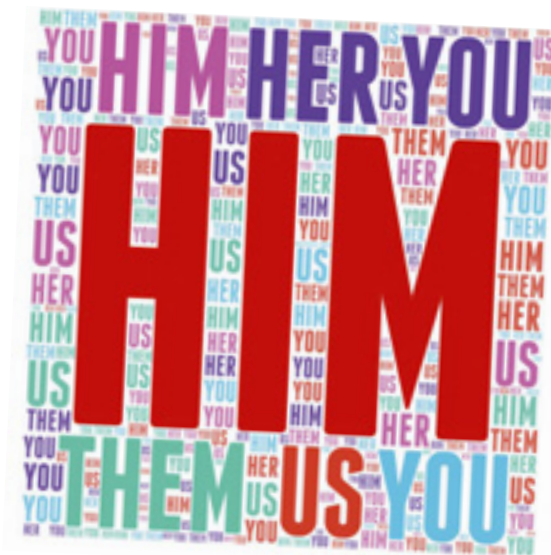
The only thing that cheered me up?? A photo of Daniel Radcliffe with his dog  Check it out! Aren't ⁸ _____ funny?



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

A. Find the missing object pronouns in the word cloud and write them on the table.

Subject	I	you	he	she
Object	me	1 _____	2 _____	her
Subject	it	we	you	they
Object	it	3 _____	4 _____	5 _____



B. Circle the correct option to complete the sentences.

1. This is Gary's mobile. Can you give it to **you** / him?
2. Tom sets the table every day. **He** / Him is very helpful.
3. My dogs are great. I really like **it** / them.
4. We cut the grass on Saturday. Do you want to help **we** / us?

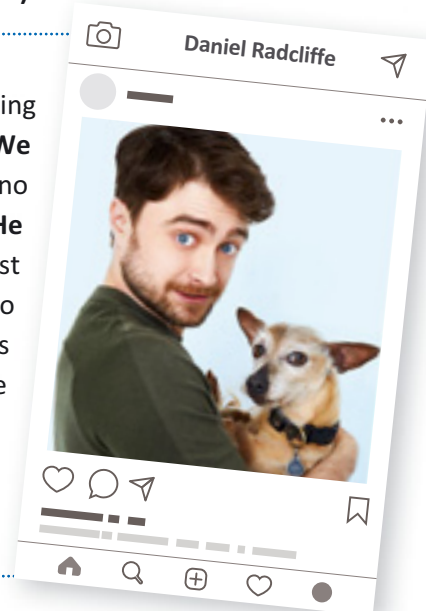
C. Fill in the blanks with the correct personal pronoun **subject** or **object** from the box.

1. My father washes the dishes. _____ also cooks meals.
2. Amy lives in my street. I see _____ every day after school.
3. Are Amy and you at the park? I can meet _____ there.
4. Matilde and Robert live next door. _____ are very friendly neighbours.
5. That's my favourite actor! Do you know _____?

her
you
him
they
he

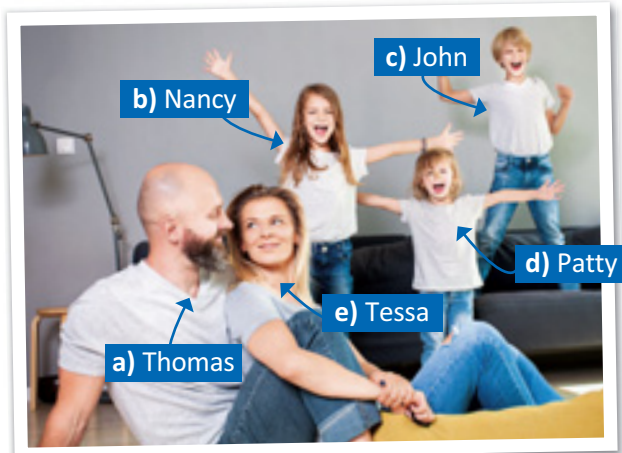
D. Complete the text with the correct personal pronouns (subject or object).

What a boring Saturday! I'm so bored! My mother says it's cleaning day, so my sisters and I help ¹him / her with the chores. ²I / We are against this idea, but we have to accept ³you / it! There's no other option! My brother Tom never does anything. ⁴They / He says he has to study! Good excuse! My sisters Paula and Beth dust the furniture and I sometimes help ⁵they / them! Our Dad also washes the car on Saturdays and my sister Lydia always helps ⁶he / him! It's a boring family cleaning day... well, not for everyone because my brother doesn't do it with ⁷us / we! How lucky! The only thing that cheered me up?? A photo of Daniel Radcliffe with his dog [REDACTED] Check it out! Aren't ⁸he / they funny?



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

A. Look at the picture. Who is speaking? More than more answer is possible. Write the letters a-e.



1. "I'm sitting on the floor."
2. "I'm on the sofa."
3. "I'm between Nancy and John."
4. "There are two cushions behind me."
5. "I'm behind Tessa."
6. "I'm in front of Thomas."
7. "I'm next to Patty."
8. "John is behind me."

B. Look at this picture. Fill in the gaps with the prepositions of place from the box.

on (x4)

next to

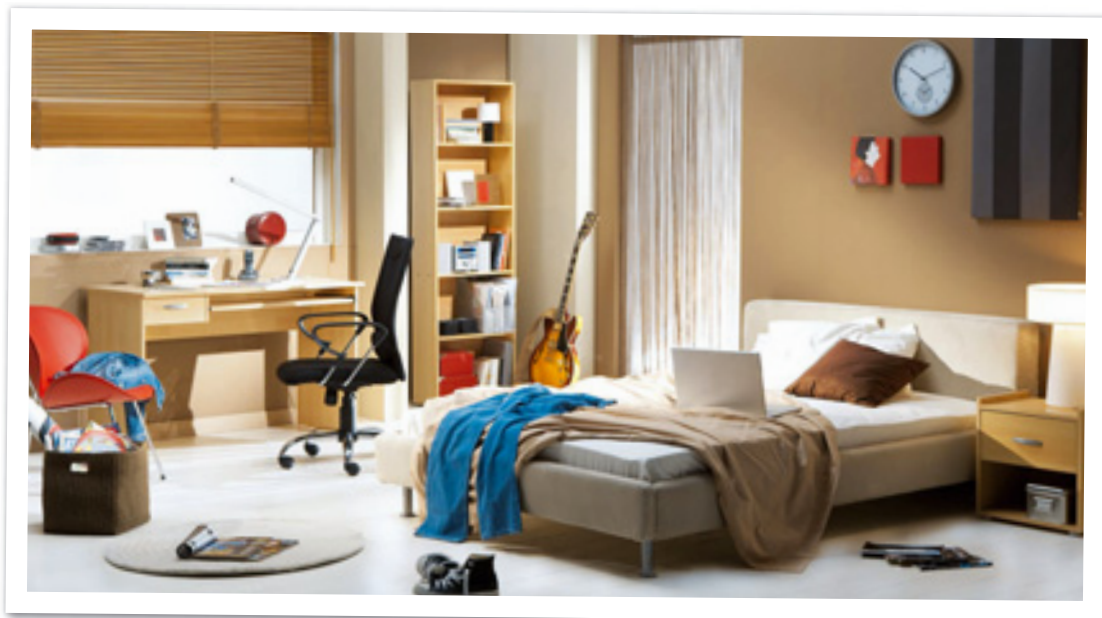
between

in

opposite

above

under



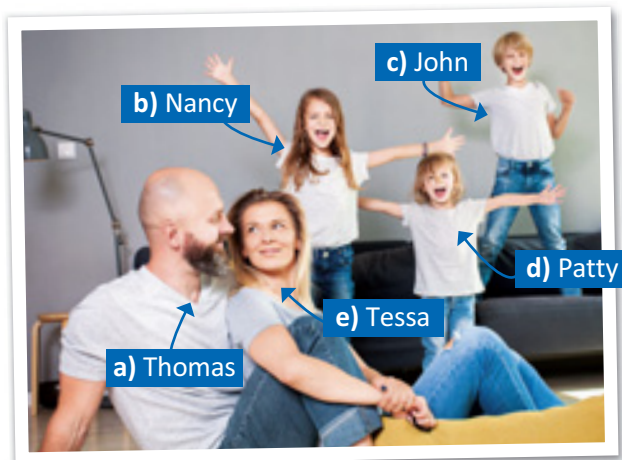
1. The clock is _____ the wall.
2. The trainers are _____ the floor.
3. The books are _____ the bookcase.
4. The pillows are _____ the bed.
5. The bedside table is _____ the bed.
6. The clock is _____ the pictures.
7. The rug is _____ the magazines.
8. The bookcase is _____ the bed.
9. The jacket is _____ the red chair.
10. The black chair is _____ the desk and the bed.

C. Make two different sentences about the picture from exercise B using prepositions of place.

1. _____
2. _____

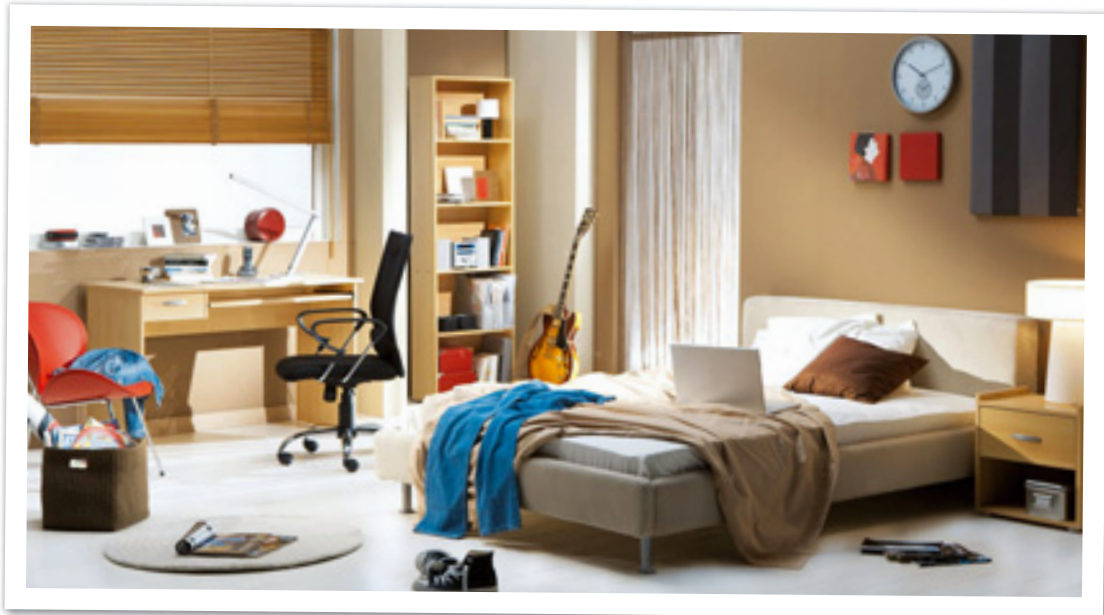
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Look at the picture. Who is speaking? Write the letters a-e. First check the meaning of the coloured prepositions of place.



1. "I'm sitting **on** the floor."
2. "I'm **on** the sofa."
3. "I'm **between** Nancy and John."
4. "There are two cushions **behind** me."
5. "I'm **behind** Tessa."
6. "I'm **in front** of Thomas."
7. "I'm **next to** Patty."
8. "John is **behind** me."

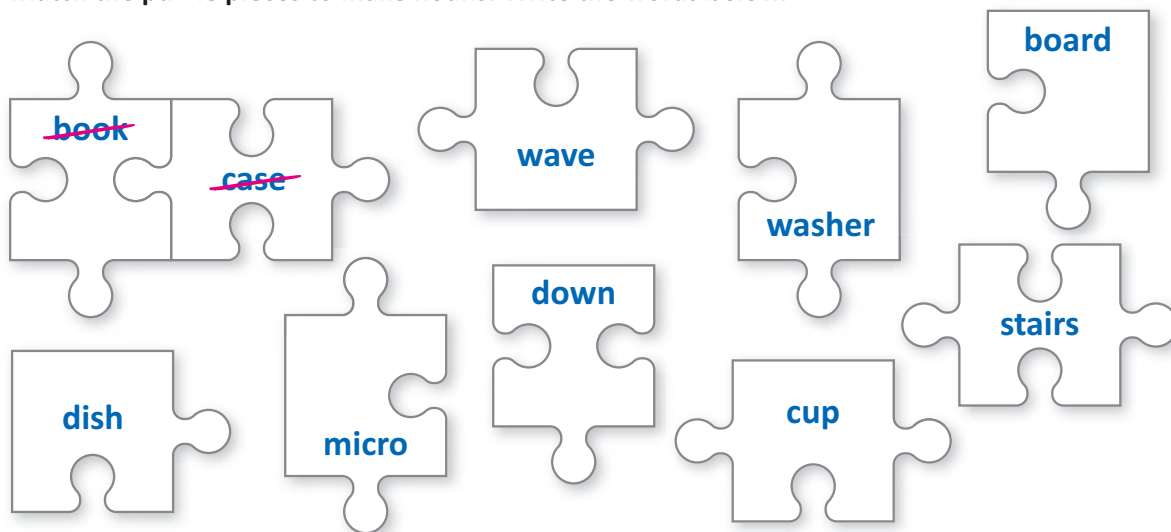
- B. Look at this picture. Circle the correct preposition of place to complete the sentences.



1. The clock is **under** / **on** the wall.
2. The trainers are **under** / **on** the floor.
3. The books are **in** / **above** the bookcase.
4. The pillows are **on** / **under** the bed.
5. The bedside table is **next to** / **in** the bed.
6. The clock is **above** / **on** the pictures.
7. The rug is **on** / **under** the magazines.
8. The bookcase is **opposite** / **in** the bed.
9. The jacket is **on** / **below** the red chair.
10. The black chair is **in** / **between** the desk and the bed.

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

A. Match the puzzle pieces to make nouns. Write the words below.



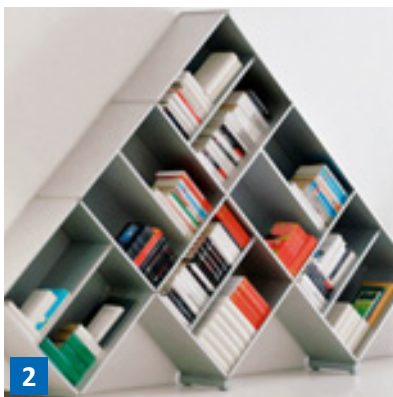
- bookcase

B. Complete the words with the correct prefix or suffix from the boxes. Use each one only once.

prefixes: *in-; un-; dis-; im-*suffixes: *-er; -ful; -less; -ly*

- _____ usual
- care _____
- final _____
- _____ honest
- _____ possible
- cook _____
- help _____
- _____ complete

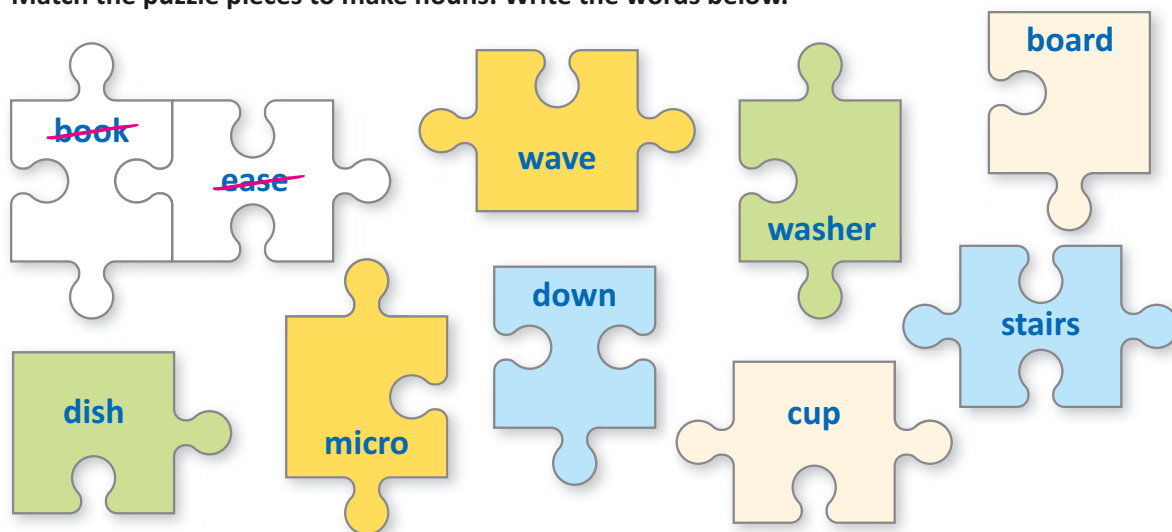
C. Use some words from exercises A and B to complete the sentences and label the pictures. The first letter of the words is given.



- The ¹c _____ is very heavy, but it's ²f _____ ³d _____ on the ground floor!
- What an ⁴u _____ ⁵b _____ !
- Be ⁶c _____ with the food in the ⁷m _____ ! It can be hot!

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

A. Match the puzzle pieces to make nouns. Write the words below.

• bookcase

B. Circle the correct option to make new words.

1. usual – **unusual** / inusual2. care – **careful** / uncare3. final – **finalful** / finally4. honest – **unhonest** / dishonest5. possible – **impossible** / unpossible6. cook – **cookly** / cooker7. help – **helpless** / helply8. complete – **incomplete** / incomplete

C. Choose words from the box to complete the sentences and label the pictures.

bookcase

microwave

unusual

downstairs

cupboard

finally

careful



1



2

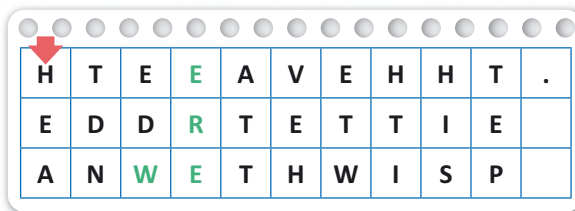
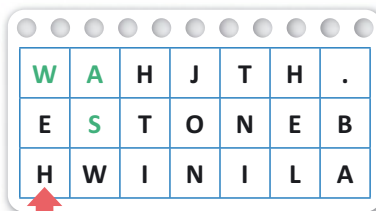
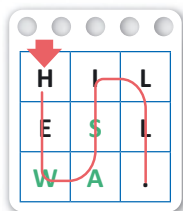


3

1. The ¹ _____ is very heavy, but it's ² _____ ³ _____ on the ground floor!2. What an ⁴ _____ ⁵ _____ !3. Be ⁶ _____ with the food in the ⁷ _____ ! It can be hot!

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

A. Colin was absent from classes every day last week. What were some of his excuses?



- He was ill. 1. _____ 2. _____

B. Some students were absent from school yesterday. Complete the excuse notes with the past simple of the verb *to be* – affirmative or negative (*was/wasn't; were/weren't*).

1. Jason _____ absent yesterday because he _____ ill.

2. I'm sorry that Ed and Jackie _____ at school yesterday. They _____ at their cousin's birthday party.

3. Jenny _____ at school yesterday because she _____ on time to catch the bus.

4. Grace and Rupert _____ absent yesterday. They _____ at the dentist.

C. Look at the pictures. Ask and answer.



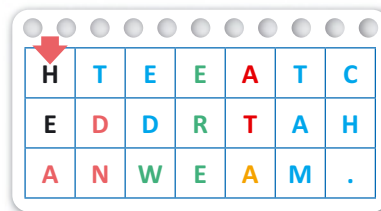
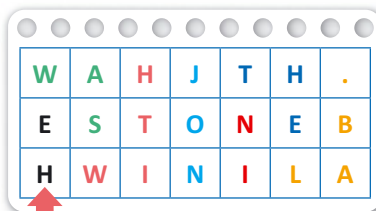
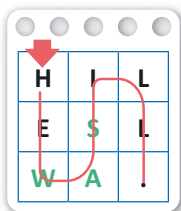
1. _____ Colin and Jon at the lab yesterday?
No, they _____.
2. _____ Jason ill?
_____, _____.
3. _____ Ed and Jackie at their cousin's birthday party?
_____, _____.

D. Complete the sentences with the past simple form of the verb *to be*.

- My brother and I _____ (**not**) at school yesterday because we _____ in a school trip.
- "_____ you with Paul during the break yesterday?" "No, I _____."
- "Where _____ your brother yesterday?" "He _____ at the sports field."
- I _____ (**not**) on time for the English class, but the teacher _____ also a bit late.

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

A. Colin was absent from classes every day last week. What were some of his excuses?



1. He was ill.

2. _____

3. _____

B. Some students were absent from school yesterday. Circle the correct form of the past simple of the verb *to be* to complete the excuse notes.

1. Jason was / were absent yesterday because he was / wasn't ill.

2. I'm sorry that Ed and Jackie were / weren't at school yesterday. They was / were at their cousin's birthday party.

3. Jenny weren't / wasn't at school yesterday because she wasn't / was on time to catch the bus.

4. Grace and Rupert was / were absent yesterday. They was / were at the dentist.

C. Look at the pictures. Ask and answer.



1. Were Colin and Jon at the lab yesterday?
No, they weren't.

2. _____ Jason ill?
Yes, _____.

3. _____ Ed and Jackie at their cousin's birthday party?
_____, _____.

D. Complete the sentences with the past simple form of the verb *to be*. Choose from the box.

- My brother and I _____ at school yesterday because we _____ in a school trip.
- "_____ you with Paul during the break yesterday?" "No, I _____."
- "Where _____ your brother yesterday?" "He _____ at the sports field."
- I _____ on time for the English class, but the teacher _____ also a bit late.

**Were / wasn't
wasn't / was
weren't / were
was / was**

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

A. Match the two columns to make sentences. Write the letters a-f.

- | | |
|--|---|
| 1. In Springfield Elementary school you learn science and ☐ | a) she is terrible at PE. |
| 2. A lot of students attend this school because ☐ | b) he doesn't study. |
| 3. Lisa has great marks at history, but ☐ | c) geography. |
| 4. Bart hates school. Therefore , ☐ | d) he helps his kids with calculations. |
| 5. Marge helps her children with their homework. However , ☐ | e) the teachers are nice. |
| 6. Homer was excellent at maths, so ☐ | f) Bart never wants her help. |

B. Cross out the extra word in the sentences.

- Maths **and** ~~or~~ English are my favourite subjects.
- I love films, **so** **because** I'm joining the Film Club.
 - Bart and Maggie don't like school that much. **However** **Therefore**, they don't learn easily.
 - In the Sports Club I play tennis **or** **but** football.
 - I have PE today, **but** **or** I forgot my trainers at home.



C. Complete the text with the connectors from the box.



Hello, my friends! As you all know, I hate school! The teachers and the classes are boring, ¹_____ I prefer skateboarding. I don't like doing homework ²_____ studying. My school isn't that cool and I hate lunches there ³_____ the food in the canteen is awful! ⁴_____, as you should also know... you can't trust what I say! School is our life ⁵_____ that's what you need to concentrate on! Without school you are NOTHING! That's true! Believe in your teachers and parents! Don't believe in me!

or
and
However
because
so

D. Rewrite the sentences using the connectors in brackets. Make the necessary changes.

- Sue and Tina like the PE teacher. They also like the English teacher. (**and**)

- Caroline was extremely happy. She finally passed the Spanish test. (**because**)

- Today is Friday. We don't have classes in the afternoon. (**Therefore**)

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

A. Tick (✓) the correct option to complete the sentences.

1. In Springfield Elementary school you learn science **and**...a) she is terrible at PE. ☐b) geography. ☐2. A lot of students attend this school **because**...a) he doesn't study. ☐b) the teachers are nice. ☐3. Lisa has great marks at history, **but**...a) she is terrible at PE. ☐b) he doesn't study. ☐4. Bart hates school. **Therefore**, ...a) he helps his kids with calculations. ☐b) he doesn't study. ☐5. Marge helps her children with their homework. **However**,a) Bart never wants her help. ☐b) the teachers are nice. ☐6. Homer was excellent at maths, **so**...a) Bart never wants her help. ☐b) he helps his kids with calculations. ☐

B. Circle the correct connectors to complete the text.



Hello, my friends! As you all know, I hate school! The teachers and the classes are boring, ¹ **so / but** I prefer skateboarding. I don't like doing homework ² **but / or** studying. My school isn't that cool and I hate lunches there ³ **however / because** the food in the canteen is awful! ⁴ **Because / However**, as you should also know... you can't trust what I say! School is our life ⁵ **but / and** that's what you need to concentrate on! Without school you are NOTHING! That's true! Believe in your teachers and parents! Don't believe in me.



C. Tick (✓) the correct sentence.

1. a) They like the PE and the English teachers. ☐b) They like the PE but the English teachers. ☐2. a) Caroline was extremely happy because she finally passed the Spanish test. ☐b) Caroline was extremely happy, but she finally passed the Spanish test. ☐3. a) Today is Friday. Therefore we don't have classes in the afternoon. ☐b) Today is Friday. Therefore, we don't have classes in the afternoon. ☐

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

- A. Find the past simple form of the verbs below in the word search (⇒⇧). Write it next to the corresponding infinitive form.

1. watch

5. stay

2. study

6. live

3. stop

7. dance

4. plan

8. work

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

- B. Complete a short biography of the Portuguese footballer, Eusébio, using the past simple of the regular verbs in brackets.

A football legend!



Eusébio da Silva Ferreira, also known as “The Black Panther”, was born in 1942 in Mozambique. He ¹ _____ (attend) school there, but he ² _____ (skip) classes just to play football! He ³ _____ (not arrive) classes on time as he ⁴ _____ (kick) every object that ⁵ _____ (look) like a ball on his way to school! He ⁶ _____ (move) to Lisbon in 1960. He ⁷ _____ (start) his career and ⁸ _____ (turn) into one of the greatest footballers of all time. He ⁹ _____ (play) for Benfica most of his career until he badly ¹⁰ _____ (injure) his knee in 1974. After his recovery, he ¹¹ _____ (not return) to Benfica. He ¹² _____ (not stop) playing until 1979, when he ¹³ _____ (retire). He ¹⁴ _____ (score) a total of 896 goals! He always ¹⁵ _____ (try) really hard to be a good professional and a caring human being. He ¹⁶ _____ (die) in 2014, in Lisbon.

- C. Write questions and short answers about Eusébio's life.

- Eusébio / like / football as a child *Did Eusébio like football as a child* ? *Yes, he did* .
- 1. he / live / in Mozambique _____ ? _____ .
- 2. when / he / arrive / in Portugal _____ ? _____ .
- 3. where / he / play / most of his career _____ ? _____ .
- 4. he / continue / playing after 1979 _____ ? _____ .
- 5. how many / goals / he / score _____ ? _____ .
- 6. he / die / in Mozambique _____ ? _____ .

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

- A. Circle the past simple form of the verbs from the box in the word search (⇒⇧).

watch

study

stop

plan

stay

live

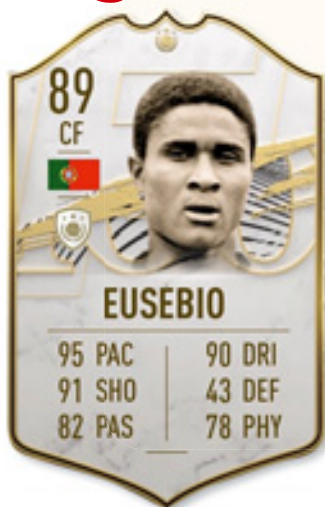
dance

work

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

- B. Circle the correct past simple form of the verbs to complete a short biography of the Portuguese footballer, Eusébio.

A football legend!



Eusébio da Silva Ferreira, also known as “The Black Panther”, was born in 1942 in Mozambique. He ¹attend / attended school there, but he ²skipped / skipped classes just to play football! He ³didn't arrive / not arrive classes on time as he ⁴kick / kicked every object that ⁵looked / look like a ball on his way to school! He ⁶move / moved to Lisbon in 1960. He ⁷starts / started his career and ⁸turned / turn into one of the greatest footballers of all time. He ⁹plaied / played for Benfica most of his career until he ¹⁰injure / injured his knee in 1974. After his recovery, he ¹¹didn't return / didn't returned to Benfica. He ¹²not stopped / didn't stop playing until 1979, when he ¹³retires / retired. He ¹⁴scored / score a total of 896 goals! He always ¹⁵tries / tried really hard to be a good professional and a caring human being. He ¹⁶die / died in 2014, in Lisbon.

- C. Complete the questions and circle the correct short answers about Eusébio's life.

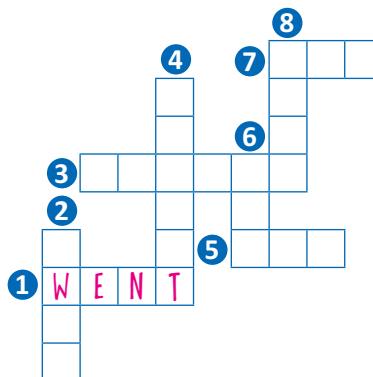
- “ Did Eusébio like football as a child?” “Yes, he did. / No, he didn't.”
- 1. “_____ he _____ (live) in Mozambique?” “Yes, he did. / No, he didn't.”
- 2. “When _____ he _____ (arrive) in Portugal?” “In 1960. / In 1979.”
- 3. “Where _____ he _____ (play) most of his career?” “In Mozambique. / In Benfica.”
- 4. “_____ he _____ (continue) playing after 1979?” “Yes, he did. / No, he didn't.”
- 5. “How many goals _____ he _____ (score)?” “896 goals. / 2014 goals.”
- 6. “_____ he _____ (die) in Mozambique?” “Yes, he did. / No, he didn't.”

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

A. Complete the sentences and the crossword puzzle with the past simple form of the irregular verbs from the box.

~~go~~ have buy do send swim see catch

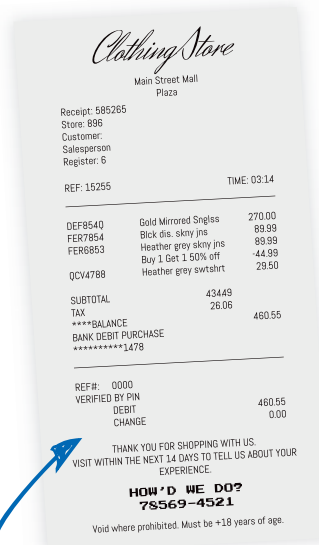
- Mrs Preston went to a museum.
- She _____ in the river.
- She _____ new clothes and accessories.
- She _____ a taxi to school.
- She _____ some shopping at the supermarket.
- She _____ a sandwich for lunch.
- She _____ an old student.
- She _____ her students text messages.



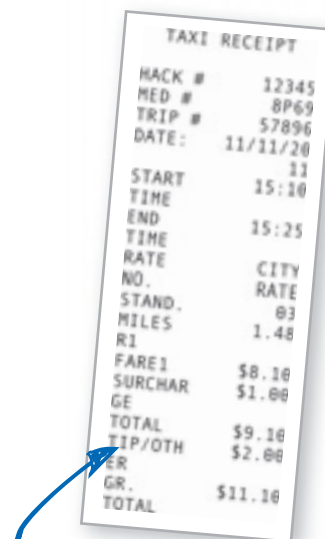
B. Mrs Preston, the English teacher, lost her memory for two hours during a school trip. No one could find her! The pictures below show what she had in her pocket. Label them with some sentences from exercise A to find out what she did during those two hours!



1. _____



2. _____



3. _____

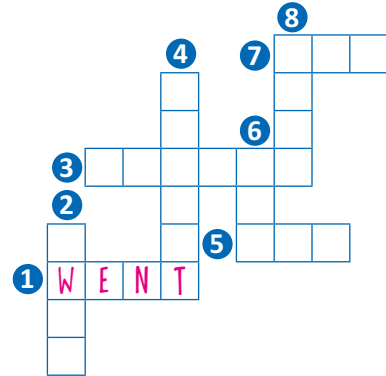
C. Rewrite the sentences in the correct past simple form (negative and interrogative).

- Mrs Preston saw an old student. **Neg.:** _____ **Int.:** _____
- She ate a giant ice cream. **Neg.:** _____ **Int.:** _____
- She did some shopping. **Neg.:** _____ **Int.:** _____
- She went to a museum. **Neg.:** _____ **Int.:** _____
- She ran in the park. **Neg.:** _____ **Int.:** _____

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

A. Complete the sentences with the past simple form of the irregular verbs in brackets. Then write the past simple verb forms in the crossword puzzle.

- Mrs Preston went (go) to a museum.
- She _____ (swim) in the river.
- She _____ (buy) ten new dresses.
- She _____ (catch) a taxi to school.
- She _____ (do) some shopping at the supermarket.
- She _____ (have) a sandwich for lunch.
- She _____ (see) an old student.
- She _____ (send) her students text messages.

**B. Mrs Preston, the English teacher, lost her memory for two hours during a school trip. No one could find her! The pictures below show what she had in her pockets. Which sentences tell us what she did during those two hours?**

- a) She saw an old student. ☐
 - b) She had a sandwich for lunch. ☐
- a) She swam in the river. ☐
 - b) She bought new clothes. ☐
- a) She caught a taxi. ☐
 - b) She ran in the park. ☐

C. Tick (✓) the correct sentences.

- a) Mrs Preston didn't saw an old student. ☐
 - b) Mrs Preston didn't see an old student. ☐
- a) She didn't eat a giant ice cream. ☐
 - b) She didn't ate a giant ice cream. ☐
- a) Did she do any shopping? ☐
 - b) Did she any shopping? ☐
- a) Did she went to a museum? ☐
 - b) Did she go to a museum? ☐

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

- A. Look at the scenes from the film *Tom & Jerry* and complete the sentences with the past continuous of the verbs in brackets.

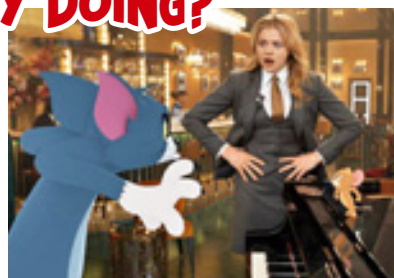
WHAT WERE TOM AND JERRY DOING?



- Tom and Jerry were having (have) fun in Tower Bridge.



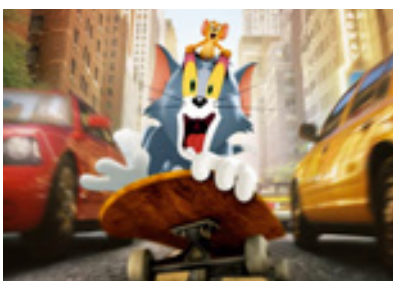
1. Tom _____ (chase) Jerry; Jerry _____ (run) away from Tom.



2. Tom _____ (play) the piano while Kayla _____ (stare) at him.



3. Tom _____ (wait) for Jerry at the bus stop.



4. They _____ (skateboard) in the road and they _____ (try) to escape the New York traffic.



5. They _____ (walk) in the middle of the road.

- B. Read part of the film synopsis and fill in the gaps with the past continuous of the verbs from the box.

Tom and Jerry ¹ _____ a tough time being homeless. They ² _____ with their owners anymore, so they ³ _____ about being friends and having a fresh start! Jerry ⁴ _____ to live in a comfortable place: a hotel in Manhattan, NYC, where everyone ⁵ _____ the "wedding of the century". Kayla, a hotel staff member, ⁶ _____ the wedding and hired Tom to get rid of Jerry, starting their never-ending fight again. But Kayla ⁷ _____ everything that was about to come... you have to watch to guess what it was!

not live
 have
 prepare
 not expect
 hope
 think
 organise

- C. Ask and answer, according to the text in exercise B.

1. _____ Tom and Jerry _____ (live) in the UK? No, they _____.
2. _____ Tom and Jerry _____ (try) to be friends? _____, _____.
3. _____ Tom _____ (stay) with Jerry at the hotel? _____, _____.
4. _____ Kayla _____ (help) to prepare the wedding? _____, _____.

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

- A. Look at the scenes from the film *Tom & Jerry* and circle the correct past continuous form of the verbs to complete the sentences.

WHAT WERE TOM AND JERRY DOING?



1. Tom and Jerry were having / was having fun in Tower Bridge.



2. Tom ~~was chase~~ / ~~was chasing~~ Jerry; Jerry ~~was running~~ / ~~were running~~ away from Tom.



3. Tom ~~was play~~ / ~~was playing~~ the piano while Kayla ~~were stare~~ / ~~was staring~~ at him.



4. Tom ~~was waiting~~ / ~~was wait~~ for Jerry at the bus stop.



5. They ~~skateboard~~ / ~~were~~ **skateboarding** in the road.



6. They ~~walk~~ / ~~were walking~~ in the middle of the road.

- B. Tick (✓) the correct sentence in the negative.

- | | |
|---|--------------------------|
| 1. a) Tom and Jerry weren't having fun at the Eiffel Tower. | ☐ |
| b) Tom and Jerry not having fun at the Eiffel Tower. | ☐ |
| 2. a) Tom wasn't not waiting for Kayla at the bus stop. | ☐ |
| b) Tom wasn't waiting for Kayla at the bus stop. | ☐ |
| 3. a) They didn't were walking in the middle of the park. | ☐ |
| b) They weren't walking in the middle of the park. | ☐ |

- C. Complete the questions and the short answers.

- " was Tom running (run) after Jerry?" "Yes, he was."
- 1. " _____ Jerry _____ (play) the guitar?" "No, _____."
- 2. " _____ Tom and Jerry _____ (drive) in New York?" "No, _____."
- 3. " _____ Kayla _____ (look) angrily at Tom while he was on the piano?" "Yes, _____."

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

A. Circle the correct verb form to complete the sentences – past simple or past continuous.

1. Tom and I **were watching** / **watched** *Rick & Morty* on TV while our brother **was sleeping** / **slept**.
2. Ann **was walking** / **walked** along the streets yesterday at 7 a.m.
3. I **ate** / **was eating** at a famous restaurant in London last week.
4. After dinner I **had** / **was shaving** a shower and then I **went** / **was going** to bed.
5. While I **was waiting** / **waited** for the bus, Toby **called** / **was calling** me.



B. Complete the text using the past simple or the past continuous of the verbs in brackets.



Chris Evans ¹ _____ (**sit**) on his sofa watching TV *Rick & Morty* on TV yesterday at 9 p.m. when something strange ² _____ (**happen**). He ³ _____ (**hear**) the doorbell ringing. He ⁴ _____ (**open**) the door, but he ⁵ _____ (**not see**) anyone. While he ⁶ _____ (**hope**) for someone to show up, he ⁷ _____ (**look**) down to the floor and there it was: the latest volume of the *Rick & Morty* book! Surprise and coincidence? For sure! He ⁸ _____ (**have**) no idea how the book ⁹ _____ (**appear**) there while he ¹⁰ _____ (**watch**) the show, but he ¹¹ _____ (**not worry**) about that!

C. Put the verbs in brackets in the past simple or past continuous.

"What ¹ _____ (**Ray/do**) at 10 o'clock yesterday morning?"
 "He ² _____ (**shop**) for a pair of trainers at the sports shop."

"³ _____ (**you/meet**) Ann yesterday?"
 "Yes, we ⁴ _____ (**go**) to the gym together."

"⁵ _____ (**you/enjoy**) your trip?"
 "Not really! It ⁶ _____ (**rain**) the whole time!"

"Why ⁷ _____ (**you/not call**) Tracy yesterday?"
 "I wanted to but, I ⁸ _____ (**not have**) time!
 I ⁹ _____ (**study**) for the maths test until late."

"What happened to you?"
 "I ¹⁰ _____ (**play**) football when I ¹¹ _____ (**fall**) down."

"When ¹² _____ (**you/see**) Andy?"
 "While I ¹³ _____ (**do**) the shopping! But he ¹⁴ _____ (**not buy**) anything, he ¹⁵ _____ (**eat**) a pizza."

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

A. What's the tense of the verb forms in bold? Tick (✓) PS (past simple) or PC (past continuous).

- | | PS | PC |
|--|--------------------------|--------------------------|
| 1. Jackie and I were watching <i>Rick & Morty</i> on TV while our brother was sleeping . | ☐ | ☐ |
| 2. Ann was walking along the streets yesterday at 7 a.m. | ☐ | ☐ |
| 3. I ate at a famous restaurant in London last week. | ☐ | ☐ |
| 4. After dinner I had a shower and then I went to bed. | ☐ | ☐ |
| 5. While I was waiting for the bus, Toby called me. | ☐ | ☐ |

B. Cross out the wrong verbs forms in the text.



Chris Evans • **was sitting** / ~~sat~~ on his sofa watching *Rick & Morty* on TV yesterday at 9 p.m. when something strange ¹ **happened** / **was happening**. He ² **was hearing** / **heard** the doorbell ringing. He ³ **opened** / **was opening** the door, but he ⁴ **didn't see** / **wasn't seeing** anyone. While he ⁵ **was hoping** / **hoped** for someone to show up, he ⁶ **looked** / **was looking** down to the floor and there it was: the latest volume of the *Rick & Morty* book! Surprise and coincidence? For sure! He ⁷ **had** / **was having** no idea how the book ⁸ **was appearing** / **appeared** there while he ⁹ **watched** / **was watching** the show, but he ¹⁰ **didn't worry** / **wasn't worrying** about that!

C. Circle the correct option to complete the conversations.

"What ¹ **was Ray doing** / **did Ray do** at 10 o'clock yesterday morning?"

"He ² **was shopping** / **shopped** for a pair of trainers at the sports shop."

"Why ⁷ **didn't you call** / **weren't you calling** Tracy yesterday?"

"I wanted to but I ⁸ **didn't have** / **wasn't having** time! I ⁹ **was studying** / **studied** for the maths test until late."

"³ **Did you meet** / **Were you meeting** Ann yesterday?"

"Yes, we ⁴ **were going** / **went** to the gym together."

"What happened to you?"

"I ¹⁰ **was playing** / **played** football when I ¹¹ **fell** / **was falling** down."

"⁵ **Were you enjoying** / **Did you enjoy** your trip?"

"Not really! It ⁶ **was raining** / **rained** the whole time!"

"When ¹² **did you see** / **were you seeing** Andy?"

"While I ¹³ **was doing** / **did** the shopping! But he ¹⁴ **wasn't buying** / **didn't buy** anything, he ¹⁵ **ate** / **was eating** a pizza."

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

- A. Look at these heroes and their super powers. Complete the sentences with *can* or *can't* and match them with the correct super hero's name.



- "I can go forward in time, but I can't (not) sing. I'm Fast Forward."
- 1. "I _____ do what I want, but I _____ (not) control my power. I'm _____."
- 2. "I _____ (not) stretch my body, but I _____ sing. I'm _____."
- 3. "I _____ go back in time, but I _____ (not) fast forward in time. I'm _____."
- 4. "I _____ (not) sing, but I _____ stretch my head a lot. I'm _____."

- B. Here are some rules these super heroes must obey in their school. Put the words in the correct order and add *must* or *mustn't*.

- at school / you / wear / a uniform You must wear a uniform at school.
- 1. before 9 a.m. / arrive / you _____
- 2. animals / not bring / you / to school _____
- 3. you / polite / be / to teachers _____
- 4. not use / your powers / in the classroom / you _____

- C. Complete the sentences with the correct modal verb from the box.

should (x2)

might

may

can

must

1. You _____ exercise more often to keep fit.
2. _____ I go out, Mr Smith?
3. Who's that? I think it _____ be Guppy, but I'm not sure!
4. I'm sorry! I _____ (not) meet you after school! I have an extra class!
5. Oh, not again! You know you _____ (not) run in the corridors! It's not allowed!
6. Wheels is super intelligent, but he _____ study anyway!

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

- A. Look at these heroes and their super powers. Complete the sentences with *can* or *can't* and match them with the correct super hero's name.



- "I can go forward in time, but I can't sing. I'm Fast Forward."
- 1. "I _____ do what I want, but I _____ (not) control my power. I'm Wild Card."
- 2. "I _____ (not) stretch my body, but I _____ sing. I'm _____."
- 3. "I _____ go back in time, but I _____ (not) fast forward in time. I'm _____."
- 4. "I _____ (not) sing, but I _____ stretch my head a lot. I'm _____."

- B. Here are some rules these super heroes must obey in their school. Rewrite the sentences and add *must* or *mustn't*.

- you / wear / a uniform / at school You must wear a uniform at school.
- 1. you / arrive / before 9 a.m. _____
- 2. you / not bring / animals to school _____
- 3. you / be polite / to teachers _____
- 4. you / not use / your powers in the classroom _____

- C. Circle the correct modal verb to complete the sentences.

1. You **should** / **mustn't** exercise more often to keep fit.
2. **Must** / **May** I go out, Mr Smith?
3. Who's that? I think it **might** / **can't** be Guppy, but I'm not sure!
4. I'm sorry! I **must** / **can't** meet you after school! I have an extra class!
5. Oh, not again! You know you **should** / **mustn't** run in the corridors! It's not allowed!
6. Wheels is super intelligent, but he **shouldn't** / **should** study anyway!

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

A. Here are some basic rules of parkour. Circle the correct imperative to complete them.

**Do's**

1. Walk / Run first, then run!
2. Plan / Swim before you jump!
3. Respect / Harm the environment!
4. Forget / Wear comfortable clothes!
5. Enjoy / Know your limits!

**Don'ts**

6. Don't leave / Not leave trash around.
7. Don't do / Do something you're not sure you can.
8. Don't try / Try to do it in crowded areas.
9. Don't be / Not be overconfident!
10. Not practise / Don't practise it when you're injured!

B. Carla is a parkour fan. She needs to know all the city signs to do it safely. Choose a verb from the box and complete the sentences to label the signs. Use the imperative.

leave

pay

be

not walk

not circulate



1



2



3



4



5

1. _____ in this area.
2. _____ careful! Road under construction!
3. _____! Pedestrians aren't allowed!
4. _____ attention! Narrow bridge ahead!
5. Please, _____ your bikes at home!

C. Make affirmative and negative sentences in the imperative.

- cross the road / the red light (X) *Don't cross the road with the red light.*
- 1. park / here (X) _____
- 2. jump / without looking (X) _____
- 3. go / over the obstacles (✓) _____
- 4. run / get some speed (✓) _____
- 5. cross / busy streets (X) _____
- 6. be / aware / traffic (✓) _____

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

A. Here are some basic rules of parkour. Circle the correct verb form in the imperative to complete the rules.

**Do's**

1. Walk / **Don't walk** first, then run!
2. Plan / **Don't plan** before you jump!
3. Respect / **Don't respect** the environment!
4. **Don't wear** / Wear comfortable clothes!
5. **Don't know** / Know your limits!

**Don'ts**

6. **Don't leave** / Not leave trash around.
7. **Don't do** / Do something you're not sure you can.
8. **Don't try** / Try to do it in crowded areas.
9. **Don't be** / Not be overconfident!
10. Not practise / **Don't practise** it when you're injured!

B. Carla is a parkour fan. She needs to know most city signs to do it safely. Choose a verb form from the box and complete the sentences to label the signs.

leave

pay

be

don't walk

don't circulate



1



2



3



4



5

1. _____ in this area.
2. _____ careful! Road under construction!
3. _____! Pedestrians aren't allowed!
4. _____ attention! Narrow bridge ahead!
5. Please, _____ your bikes at home!

C. Make affirmative and negative sentences in the imperative.

- Don't cross (cross) the road with the red light. (X).
1. _____ (park) here. (X)
 2. _____ (jump) without looking. (X)
 3. _____ (go) over the obstacles. (✓)
 4. _____ (run) to get some speed. (✓)
 5. _____ (cross) busy streets. (X)
 6. _____ (be) aware of the traffic. (✓)

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

A. Fill in the blanks to complete Simon's cat's movements. Use the prepositions of movement from the box.

over

into

towards

onto

down

across



1. He is climbing _____ Simon's back.



2. He is flying _____ Simon's head.



3. He is jumping _____ the box.



4. He's walking _____ Simon.



5. He is running _____ the bookshelf.



6. He is coming _____ the stairs.

B. Read the text and complete it with the correct preposition of movement. The pictures next to each gap will help you.

There's a party today at Simon's house. His cat secretly invited ALL his friends. Here's the secret note he sent them with his house directions:

Come ¹ _____  the train station and turn left. Turn right into Park Road and go ² _____  the little bridge. Walk ³ _____  the supermarket.

From there you'll see a tunnel. Go ⁴ _____  that tunnel and walk ⁵ _____  the park. Turn right ⁶ _____  Chester Road. My block of apartments is next to the pet shop. Go ⁷ _____  the stairs to the 2nd floor. My door is on the left! See you at the party...

Cat's greetings



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

A. Circle the correct preposition of movement to complete Simon's cat's movements.

1. He is climbing **onto** / down Simon's back.2. He is flying **towards** / over Simon's head.3. He is jumping **into** / out of the box.4. He's walking **through** / towards Simon.5. He is running **across** / down the bookshelf.6. He is coming **down** / over the stairs.

B. Read the text and complete it with a preposition of movement from the box. The pictures next to each gap will help you.

towards

across

over

through

into

up

out of

There's a party today at Simon's house. His cat secretly invited ALL his friends. Here's the secret note he sent them with his house directions:

Come ¹  the train station and turn left. Turn right into Park Road and go ²  the little bridge. Walk ³  the supermarket.

From there you'll see a tunnel. Go ⁴  that tunnel and walk ⁵  the park. Turn right ⁶  Chester Road. My block

of apartments is next to the pet shop. Go ⁷  the stairs to the 2nd floor. My door is on the left! See you at the party...

Cat's greetings



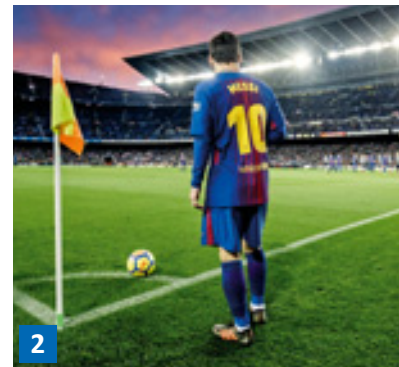
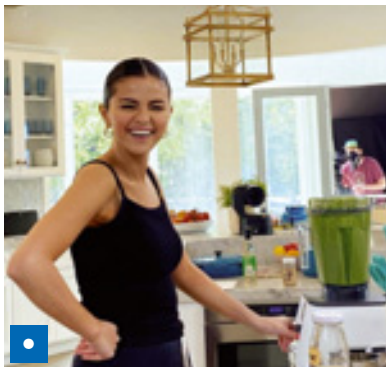
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Match the columns to make correct pairs. Write the letters a-e.

- | | |
|---|------------------------------|
| 1. You will like the film <i>The Kissing Booth</i> . ☐ | a) I will be on holiday. |
| 2. I won't see you next week. ☐ | b) I can't draw or paint. |
| 3. I definitely won't become an artist. ☐ | c) I hate the traffic noise. |
| 4. We've got a lot of time. ☐ | d) It's excellent! |
| 5. I definitely won't live in the city. ☐ | e) We won't be late! |



B. What are they going to do? Ask and answer.



- Selena / have a shower / have breakfast

"Is Selena going to have a shower?" "No, she isn't. She is going to have breakfast."

- Ronaldo / exercise / travel

"_____?"

"_____, _____."

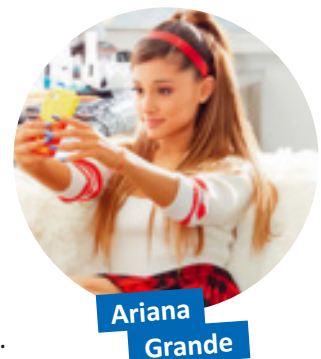
- Messi / rest / play a match

"_____?"

"_____, _____."

C. Circle the correct future form to make correct sentences.

- Will you be / Are you being a famous footballer in the future?
- That's Ariana Grande! She is going to take / will take a selfie!
- I'm meeting / will meet my teacher on Sunday. We have work to do!
- I don't know where John is! I will send / am sending him a message.
- I promise I won't leave / am going to leave you alone at the concert.
- Next weekend we are going to ride / will ride our bikes.
- I hate football, so I probably won't go / am probably going to the match.
- "Are you going / Will you go to the dentist tomorrow?" "Yes, I am."



Ariana Grande

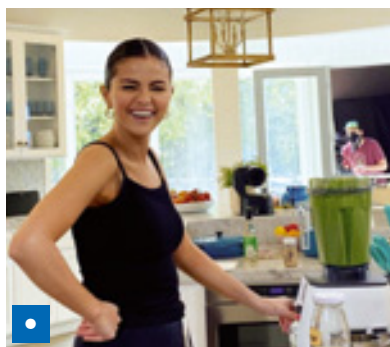
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Match the two columns. Write the letters a-e.

- | | |
|---|---|
| 1. You will like the film <i>The Kissing Booth</i> . ☐ | a) I will be on holiday next week. |
| 2. I won't see you next week. ☐ | b) I can't draw or paint as an artist. |
| 3. I definitely won't become an artist. ☐ | c) I hate the traffic noise in the city. |
| 4. We've got a lot of time. ☐ | d) It's an excellent film! |
| 5. I definitely won't live in the city. ☐ | e) We won't be late! The match is only in 1 hour. |



B. What are they going to do? Ask and answer.



- Selena / have a shower / have breakfast

"Is Selena going to have a shower?" "No, she isn't. She is going to have breakfast."

- Ronaldo / exercise / travel

"_____ Ronaldo _____?"

"No, _____. He _____."

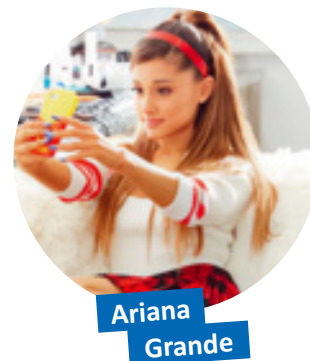
- Messi / rest / play a match

"_____ Messi _____?"

"No, _____. _____."

C. Tick (✓) the correct sentences.

- Will you be a famous footballer in the future? ☐
 - Are you being a famous footballer in the future? ☐
- That's Ariana Grande! She is going to take a selfie! ☐
 - That's Ariana Grande! She will take a selfie! ☐
- I'm meeting my teacher on Sunday. We have work to do! ☐
 - I will meet my teacher on Sunday. We have work to do! ☐
- I promise I am going to leave you alone at the concert. ☐
 - I promise I won't leave you alone at the concert. ☐
- "Will you go to the dentist tomorrow?" "Yes, I am." ☐
 - "Are you going to the dentist tomorrow?" "Yes, I am." ☐



Ariana Grande

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

A. Match the zero conditional sentences with the pictures. Write the letters a-d.



a) If he doesn't run fast, he doesn't win his races.

b) If you want to be happy, you need to have fun with your friends.



c) If I listen to music too loud, my mum complains.

d) If it is a good musical, I always watch it.

B. Fill in the gaps with the correct tense to complete the zero conditional sentences.

1. If their favourite team _____ (play), Jaden and Will always _____ (go) to the stadium.
2. Cameron always _____ (watch) TV if there _____ (be) a film with Jaden Smith.
3. If you _____ (drop) ice in water, it _____ (melt).
4. The baby always _____ (wake up) if we _____ (make) too much noise.
5. If Susan _____ (eat) too much fast food, she _____ (not lose) weight.
6. If the weather _____ (be) bad, people usually _____ (not have) picnics.

C. Use the phrases to make zero conditional sentences. Start with "If...".

- I / stay out late → my parents / worry *If I stay out late, my parents worry.*
1. you / freeze water → it turn / into ice _____
 2. you / mix blue and yellow → you / get green _____
 3. you / lie in the sun too long → your skin / turn red _____
 4. you / run too fast → you / get exhausted _____
 5. my little sister / get angry → she / cry _____
 6. you / not drink enough water → you / get / dehydrated _____

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

A. Match the zero conditional sentences with the pictures. Write the letters a-d. The coloured words will help you.



a) If he doesn't **run** fast, he doesn't win **his races**.

b) If you want to be happy, you need to have fun with your **friends**.



c) If I listen to **music** too loud, my **mum** complains.

d) If it is a good **musical**, I always watch it.

B. Circle the correct verb form to make zero conditional sentences.

1. If their favourite team **play / plays**, Jaden and Will always **goes / go** to the stadium.
2. Cameron always **watch / watches** TV if there **be / is** a film with Jaden Smith.
3. If you **drops / drop** ice in water, it **melts / melt**.
4. The baby **wakes up / wake up** if we **make / makes** too much noise.
5. If Susan **eat / eats** too much fast food, she **not lose / doesn't lose** weight.
6. If the weather **are / is** bad, people usually **doesn't have / don't have** picnics.

C. Tick (✓) the correct sentences.

1. If I stay out late, my parents worry. ☐
2. If you freeze water, it turn into ice. ☐
3. If you mix blue and yellow, you get green. ☐
4. If you lie in the sun too long, your skin turn red. ☐
5. If you run too fast, you gets exhausted. ☐
6. If my little sister gets angry, she cries. ☐

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

A. Read the sentences. Tick (✓) R (right) or W (wrong).

1. If Sam doesn't start saving, he won't be able to go on holiday.
2. If Ron doesn't arrive soon, we'll go to the beach without him.
3. Millie doesn't go to the water park if her mother won't buy her the ticket.
4. If you go to the beach today, you will take great photos.
5. If it rain tomorrow afternoon, we don't go to the swimming pool.
6. Paula and I go to the summer camp if Anita will come with us.

R	W
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B. What will you do if...? Match to make correct sentences.

1. ... you miss the bus to the beach? ☐	2. ... you become rich and famous? ☐	3. ... visit London for a day? ☐	4. ... have all the free time you want? ☐
a) I will buy Juventus football team!	b) I will stay at home!	c) I will play video games!	d) I will try to see the Queen!

C. Look at the summer festival poster. Then complete the dialogue.

Becky: Hi, there! Are you coming to the festival? If you ¹ _____ (not come), I ² _____ (be) extremely sad!

Richard: Of course, I'm going! And if my parents ³ _____ (let) him, my brother ⁴ _____ (come) with us too.

Becky: And are you going to camp there?

Richard: I ⁵ _____ (stay) there if it ⁶ _____ (not rain). You know I hate rainy weather!

Becky: How about the surfing programme they have?

Richard: Well, I'm definitely in! If my brother ⁷ _____ (not want) to come with me, you ⁸ _____ (do) it! I'm sure!

Becky: You bet I will! Do you know Drake was invited to perform?

Richard: Really? Well, then if that ⁹ _____ (be) true, I ¹⁰ _____ (forget) about the rain and I ¹¹ _____ (not leave) the festival, not even for a night!



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

- A. Look at the examples and tick (✓) **R** (right) or **W** (wrong). Three sentences are right and three are wrong.

Examples: If you **study** hard, you **will get** good grades.
If you **don't study** hard, you **won't get** good grades.

1. If Sam **doesn't start** saving, he **won't be** able to go on holiday.
2. If Ron **doesn't arrive** soon, we'll **go** to the beach without him.
3. Millie **doesn't go** to the water park **if** her mother **won't buy** her the ticket.
4. If you **go** to the beach today, you **will** take great photos.
5. If it **rain** tomorrow afternoon, we **don't go** to the swimming.
6. Paula and I **go** to the summer camp **if** Anita **will come** with us.

R	W
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

- B. What will you do if...? Match to make correct sentences.

1. ... you miss the bus to the beach? ☐	2. ... you become rich and famous? ☐	3. ... visit London for a day? ☐	4. ... have all the free time you want? ☐
a) I will buy Juventus football team!	b) I will stay at home!	c) I will play video games!	d) I will try to see the Queen!

- C. Look at the summer festival poster. Then circle the correct verb forms to complete the dialogue.

Becky: Hi, there! Are you coming to the festival?

If you ¹ **don't come / won't come**, I ² **am / will be** extremely sad!

Richard: Of course, I'm going! And if my parents ³ **let / will let** him, my brother ⁴ **come / will come** with us too.

Becky: And are you going to camp there?

Richard: I ⁵ **stay / will stay** there if it ⁶ **doesn't rain / won't rain**. You know I hate rainy weather!

Becky: How about the surfing programme they have?

Richard: Well, I'm definitely in! If my brother ⁷ **won't want / doesn't want** to come with me, you ⁸ **do / will do** it! I'm sure!

Becky: You bet I will! Do you know Drake was invited to perform?

Richard: Really? Well, then if that ⁹ **is / will be** true, I ¹⁰ **forget / will forget** about the rain and I ¹¹ **won't leave / don't leave** the festival, not even for a night!



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

A. Circle the correct indefinite pronoun in the sentences.

1. "I think there's **someone** / **anyone** at the door!" "You're right! I'll see who it is."
2. "Can **no one** / **anyone** help me fix this?" "Sure! Let me have a look!"
3. **Nobody** / **Everybody** came to my party and I was very sad.
4. "Where did **everyone** / **somebody** go?" "They all went to the swimming pool."
5. Does **nobody** / **anybody** have a pen I can borrow?

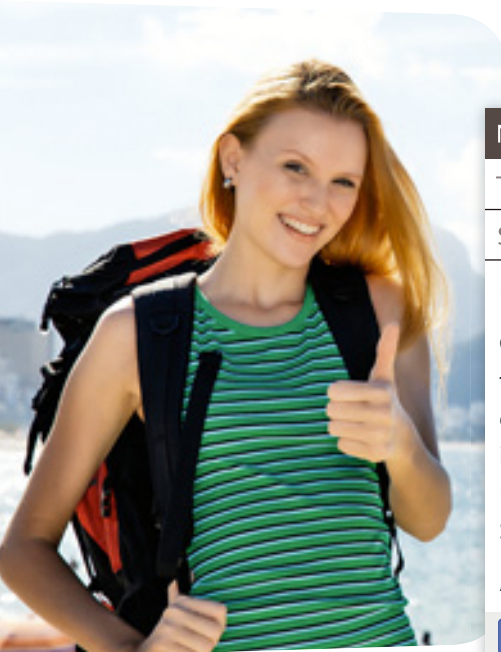
B. Complete Alice's email. Use the pronouns from the box.

nothing

something

everything

anything



New message

To dennis@gmail.com

Subject Fantastic vacations

Hi, Dennis!

Greetings from Brazil! We're having a lot of fun here. ¹ _____ is fantastic: the people, the food, the weather... Jackson is lazy, you know, so he's doing ² _____ special, but I'm enjoying every moment. There isn't ³ _____ bothering me. I will send you some photos and later I will buy ⁴ _____ to take home as a souvenir!

See you in two days!

Alice

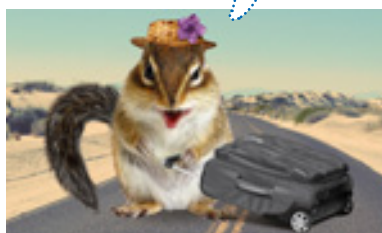
Send

C. Fill in the gaps with the correct indefinite pronoun: *somewhere, everywhere, anywhere* or *nowhere*.

1. They said Neymar is _____ on this beach. Let's find him!
2. "Where are you going on holiday?" "_____! We're staying home this summer."
3. I looked _____ for my surfing equipment but I can't find it _____.

D. Complete the speech bubbles with the correct indefinite pronoun.

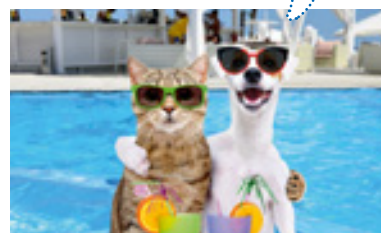
1. Can _____ help me with my luggage, please?



2. There is _____ that makes me happier than a good day sunbathing!



3. We looked _____ for our sunglasses, but we couldn't find them!



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

A. Circle the correct indefinite pronoun in the sentences.

1. "I think there's **someone** / **anyone** at the door!" "You're right! I'll see who it is."
2. "Can **no one** / **anyone** help me fix this?" "Sure! Let me have a look!"
3. **Nobody** / **Everybody** came to my party and I was very sad.
4. "Where did **everyone** / **somebody** go?" "They all went to the swimming pool."
5. Does **nobody** / **anybody** have a pen I can borrow?

B. Circle the correct pronouns to complete Alice's email.

New message

To dennis@gmail.com

Subject Fantastic vacations

Hi, Dennis!

Greetings from Brazil! We're having a lot of fun here. ¹ **Everything** / **Nothing** is fantastic: the people, the food, the weather... Jackson is lazy, you know, so he's doing ² **something** / **nothing** special, but I'm enjoying every moment. There isn't ³ **anything** / **nothing** bothering me. I will send you some photos and later I will buy ⁴ **something** / **anything** to take home as a souvenir!

See you in two days!

Alice

Send



C. Which sentence is correct? Only one is right! Tick (✓) it!

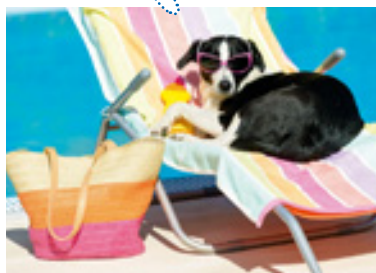
1. They said Neymar is **somewhere** on this beach. Let's find him! ☐
2. "Where are you going on holiday?" "**Everywhere!** We're staying home this summer." ☐
3. I looked **nowhere** for my surfing equipment but I can't find it everywhere. ☐

D. Complete the speech bubbles with the correct indefinite pronoun: *someone, everywhere* or *nothing*.

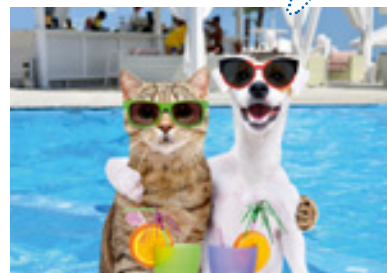
1. Can _____ help me with my luggage, please?



2. There is _____ that makes me happier than a good day sunbathing!



3. We looked _____ for our sunglasses, but we couldn't find them!



Answer key

VOCABULARY WORKSHEETS

Worksheet 1A, page 218

A. 3. Olivia Holt

B. 1. Height: tall | 2. Build/Weight: fat; slim | 3. Age: young | 4. Hair: dark; blonde; wavy; long; short | 5. Skin: dark; fair | 6. General appearance: beautiful

C. a) 4 | b) 6 | c) 5 | d) 2 | e) 1 | f) 3

D. 1. medium height | 2. oval/long | 3. fair/light/pale | 4. short | 5. straight | 6. dark/black and green

E. Personal answer.

Worksheet 1B, page 219

A. 3. Olivia Holt

B. 1. tall | 2. fat; slim | 3. young | 4. blonde; wavy | 5. pale | 6. beautiful

C. a) 4 | b) 6 | c) 5 | d) 2 | e) 1 | f) 3

D. 1. medium height | 2. oval | 3. fair | 4. long | 5. straight | 6. dark

Worksheet 1 C, page 220

A. 1. Olivia Holt | 2. Jessica Sanchez

B. 1. oval face | 2. black hair | 3. pale skin | 4. green eyes | 5. small mouth

Worksheet 2A, page 221

A. 1. brush | 2. have | 3. have | 4. get | 5. go/walk | 6. have | 7. have | 8. do | 9. go

B. 1. have breakfast | 2. have a shower... a quarter to eight | 3. have classes... half past eight | 4. have lunch... a quarter past one | 5. do (my) homework... six o'clock | 6. go to sleep... ten o'clock

C. 1. wake up | 2. cereal | 3. home | 4. foot | 5. lunch | 6. homework | 7. watch | 8. shower | 9. sleep

Worksheet 2B, page 222

A. 1. brush | 2. have | 3. have | 4. get | 5. go | 6. have | 7. have | 8. do | 9. go

B. 1. have a shower... a quarter to eight | 2. have classes... half past eight | 3. have lunch... a quarter past one | 4. do (my) homework... six o'clock | 5. go to sleep... ten o'clock

C. 1. cereal | 2. home | 3. foot | 4. lunch | 5. watch | 6. sleep

Worksheet 2C, page 223

A. 1. have breakfast... half past seven | 2. have a shower... a quarter to eight | 3. go to school... eight o'clock | 4. have classes... half past eight | 5. have lunch... a quarter past one | 6. go home... half past three | 7. do my homework... six o'clock | 8. go to sleep... ten o'clock

Worksheet 3A, page 224

A. 1. B + G = set the table | 2. C + H = dust the furniture | 3. D + F = do the washing-up | 4. I + M = do the ironing | 5. J + P = vacuum the floor | 6. K + N = do the laundry | 7. L + O = take the rubbish out

B. Personal answer.

C. 1. mansion | 2. cottage | 3. flat | 4. detached house | 5. castle | 6. farmhouse | 7. semi-detached house

Worksheet 3B, page 225

A. 1. set the table | 2. dust the furniture | 3. do the washing-up | 4. do the ironing | 5. vacuum the floor | 6. do the laundry | 7. take the rubbish out

B. 1. cottage | 2. flat | 3. detached | 4. castle | 5. farmhouse | 6. semi-detached

Worksheet 3C, page 226

A. 1. set the table | 2. dust the furniture | 3. do the washing-up | 4. do the ironing | 5. vacuum the floor | 6. do the laundry | 7. take the rubbish out

B. 1. a) | 2. c) | 3. b) | 4. f) | 5. e) | 6. d)

C. Personal answer.

Worksheet 4A, page 227

A. 1. study | 2. garden | 3. kitchen | 4. living room | 5. attic

B. 1. armchair | 2. lamp | 3. fireplace | 4. table | 5. sofa | 6. coffee table | 7. desk | 8. curtains | 9. pillow(s) | 10. bed | 11. rug | 12. bedside table

Worksheet 4B, page 228

A. 1. study | 2. garden | 3. kitchen | 4. living room | 5. attic

B. 1. armchair | 2. lamp | 3. fireplace | 4. table | 5. sofa | 6. coffee table | 7. desk | 8. curtains | 9. pillows | 10. bed | 11. rug | 12. bedside table

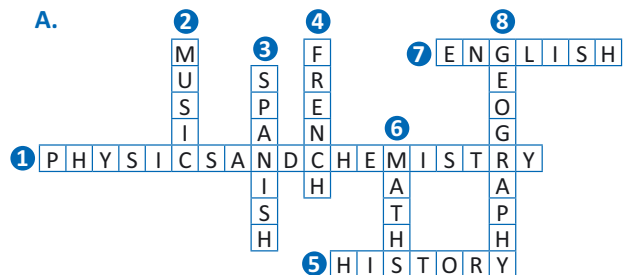
Worksheet 4C, page 229

A. 1. study | 2. garden | 3. kitchen | 4. living room | 5. attic

B. a) 3 | b) 6 | c) 1 | d) 2 | e) 5 | f) 4 | g) 8 | h) 10 | i) 12 | j) 11 | k) 9 | l) 7

Worksheet 5A, page 230

A.

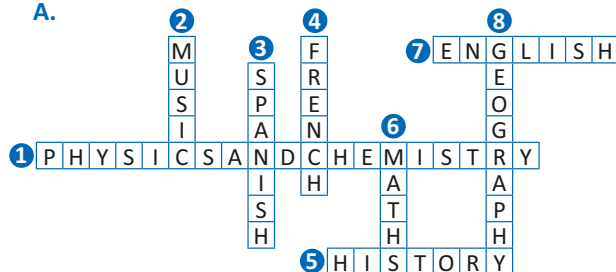


1. physics and chemistry | 2. music | 3. Spanish | 4. French | 5. history | 6. maths | 7. English | 8. geography

- B. 1. Dance (a) | 2. Film/Cinema (b) | 3. Nature (a) |
4. Photography (a) | 5. Science (a) | 6. Sports (b)

Worksheet 5B, page 231

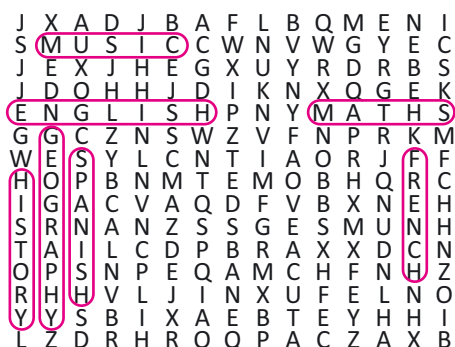
A.



1. physics and chemistry | 2. music | 3. Spanish |
4. French | 5. history | 6. maths | 7. English |
8. geography |
B. 1. Dance | 2. Film | 3. Nature | 4. Photography |
5. Science | 6. Sports
C. Personal answer.

Worksheet 5C, page 232

A.



- B. 1. Dance Club | 2. Film Club | 3. Nature Club |
4. Photography Club | 5. Science Club | 6. Sports Club

Worksheet 6A, page 233

A. canteen

- B. 1. Valentine's | 2. Carnival | 3. Pizza | 4. Halloween |
5. Prom | 6. Christmas

Worksheet 6 B, page 234

A. canteen

- B. 1. Valentine's | 2. Carnival | 3. Halloween |
4. Christmas

Worksheet 6C, page 235

A. canteen

- B. 1. Valentine's Day | 2. Carnival | 3. Halloween party |
4. Christmas party

Worksheet 7A, page 236

A. airport | art gallery | fire station | library | railway station | stadium | post office | skyscraper | museum | hotel

IN BUCKINGHAM PALACE

- B. 1. go to the stadium | 2. visit a museum | 3. go to

the cinema | 4. go sightseeing | 5. eat out | 6. go to a concert | 7. walk... dogs

Worksheet 7B, page 237

A. airport | art gallery | fire station | library | railway station | stadium | post office | skyscraper | museum | hotel

IN BUCKINGHAM PALACE

- B. 1. go to the stadium | 2. visit a museum | 3. go to the cinema | 4. go sightseeing | 5. eat out | 6. go to a concert | 7. walk their dogs

Worksheet 7C, page 238

- A. 1. library | 2. railway station | 3. museum |
4. airport | 5. hotel | 6. stadium

- B. 1. go to the stadium | 2. go to a concert | 3. go to the cinema | 4. eat out | 5. walk their dogs

Worksheet 8A, page 239

- A. 1. greengrocer's | 2. bookshop | 3. sports shop |
4. baker's | 5. clothes shop | 6. newsagent's
4 - 2 - 5
1 - 3 - 6

- B. 1. bridge | 2. pavements | 3. cycle lane | 4. traffic lights | 5. zebra crossing | 6. bus stops

Worksheet 8B, page 240

- A. 1. baker's | 2. bookshop | 3. clothes shop |
4. greengrocer's | 5. sports shop | 6. newsagent's
B. 1. clothes shop | 2. greengrocer's | 3. sports shop |
4. newsagent's | 5. baker's | 6. bookshop
C. 1. bridge | 2. pavements | 3. cycle lane | 4. traffic lights | 5. zebra crossing | 6. bus stops

Worksheet 8C, page 241

- A. 1. b) | 2. b) | 3. a) | 4. b) | 5. a) | 6. b)
B. 1. bridge | 2. pavement | 3. cycle lane | 4. traffic lights | 5. zebra crossing | 6. bus stop

Worksheet 9A, page 242

- A. 1. football | 2. running | 3. volleyball | 4. rugby |
5. gymnastics | 6. snowboarding | 7. tennis |
8. basketball
B. 1. dancing | 2. Listening to music | 3. Singing... playing | 4. Taking selfies | 5. Hanging out |
6. playing/doing... games

Worksheet 9B, page 243

- A. 1. football | 2. running | 3. volleyball | 4. rugby |
5. gymnastics | 6. snowboarding | 7. tennis |
8. basketball
B. 1. a) | 2. b) | 3. a)

Worksheet 9C, page 244

- A. 1. football | 2. running | 3. volleyball | 4. rugby |
5. gymnastics | 6. snowboarding | 7. tennis |
8. basketball
B. 1. a) | 2. b) | 3. a)

Answer key

Worksheet 10A, page 245

A. 1. going to the swimming pool | 2. singing | 3. eating ice creams | 4. going to a theme park | 5. sailing

B. 1. going surfing | 2. going fishing | 3. going snorkelling | 4. going to eat ice cream(s) | 5. going canoeing | 6. going sailing | 7. going camping

Worksheet 10B, page 246

A. 1. going to the swimming pool | 2. singing | 3. eat ice creams | 4. going to a theme park | 5. sailing

B. 1. surfing | 2. fishing | 3. snorkelling | 4. eat ice creams | 5. sailing | 6. camping

Worksheet 10C, page 247

A. 1. surfing | 2. fishing | 3. snorkelling | 4. eat ice creams | 5. sailing | 6. camping

GRAMMAR WORKSHEETS

Worksheet 1A, page 248

A. **Verb + -s:** plays; likes; walks | **Verb + -es:** goes; watches; kisses | **Verb + -ies:** studies; cries; flies

B. 1. plays | 2. watch | 3. goes | 4. study | 5. cries | 6. like

C. 1. gets up | 2. has | 3. goes | 4. meets | 5. don't have | 6. enjoys | 7. doesn't forget | 8. writes | 9. does | 10. gets

D. 1. J-Hope wears new shoes for every concert. | 2. They speak English very well. | 3. They don't take their phones to concerts. | 4. Jin doesn't like to wake up early. | 5. Jimin and Suga call their parents all the time. | 6. Do your friends go to your concerts? | 7. What time do they leave home? | 8. Does Suga enjoy playing video games?

Worksheet 1B, page 249

A. **Verb + -s:** plays; walks | **Verb + -es:** watches; kisses | **Verb + -ies:** studies; cries

B. 1. gets up | 2. has | 3. goes | 4. meets | 5. don't have | 6. enjoys | 7. doesn't forget | 8. writes | 9. does | 10. gets

C. 1. b) | 2. a) | 3. a) | 4. b) | 5. a) | 6. b)

Worksheet 2A, page 250

A. 1. hardly ever | 2. sometimes | 3. often | 4. usually | 5. always

B. 1. Tom and his friends often chat after work. | 2. Tom usually does a lot of sports. | 3. He is hardly ever impatient. | 4. I'm always happy to see him as Spider-Man.

C. 1. I usually do my homework. | 2. My mother often goes shopping. | 3. Helen hardly ever goes to the cinema. | 4. Ted's parents always drive to work. | 5. Mike is never late for football practice.

D. (*Suggested answers*)

1. We hardly ever speak Portuguese in the English class. | 2. My friends and I often watch Marvel films. |

3. The weather is usually nice in Portugal. | 4. I always play video games after school. | 5. I sometimes go swimming.

Worksheet 2B, page 251

A. 1. hardly ever | 2. sometimes | 3. often | 4. usually | 5. always

B. 1. usually | 2. often | 3. hardly ever | 4. always | 5. never

C. (*Suggested answers*)

1. hardly ever | 2. often | 3. usually | 4. always | 5. sometimes

D. 1. Tom and his friends often chat after work. | 2. Tom usually does a lot of sports. | 3. He is hardly ever impatient. | 4. I'm always happy to see him as Spider-Man.

Worksheet 3A, page 252

A. 1. a) | 2. a) | 3. b) | 4. b) | 5. a)

B. 1. 'm not having... 'm drinking | 2. 'm taking... 's sleeping | 3. 'm watching... are chatting | 4. aren't doing... 're playing

C. 1. Are... running... aren't... are celebrating | 2. "Is Aurea singing?" "No, she isn't. She is visiting London." | 3. "Is Bruno Mars cooking?" "No, he isn't. He is dancing."

Worksheet 3B, page 253

A. 1. a) | 2. a) | 3. b) | 4. b) | 5. a)

B. 1. am taking... is sleeping | 2. am watching... are chatting | 3. aren't doing... are playing

C. 1. "Is... singing..." "isn't. ... is visiting" | 2. "Is... cooking?" "No, he isn't. He is dancing."

Worksheet 4A, page 254

A. 1. PC | 2. PS | 3. PC | 4. PC | 5. PS

B. 1. helps | 2. isn't doing | 3. is swimming | 4. stays | 5. isn't working | 6. cleans | 7. washes | 8. looks | 9. doesn't have | 10. is enjoying | 11. are shopping

C. 1. is playing | 2. doesn't set... sets | 3. rides | 4. are waiting... don't want | 5. does your mother buy... buys | 6. Are you cutting... 'm not... am sweeping | 7. Do they come... do | 8. are Bill and Peter doing... aren't playing... are listening

Worksheet 4B, page 255

A. 1. PC | 2. PS | 3. PC | 4. PC | 5. PS

B. 1. helps | 2. isn't doing | 3. is swimming | 4. stays | 5. isn't working | 6. cleans | 7. washes | 8. looks | 9. doesn't have | 10. is enjoying | 11. are shopping

C. 1. is playing | 2. doesn't set... sets | 3. rides | 4. are waiting... don't want | 5. does your mother usually buy... buys | 6. Are you cutting... 'm not... am sweeping | 7. Do they come... do

Worksheet 5A, page 256

A. 1. tables; items; cables, televisions; kitchens; apples; eggs; fridges; cups; cupboards; bathrooms; things | 2. potatoes; toothbrushes | 3. families | 4. knives | 5. people; teeth

B. 1. b) | 2. a) | 3. b)

C. 1. Look at the chimneys! | 2. The women in red dresses are my aunts. | 3. The houses have got balconies. | 4. There are black tree leaves in the gardens. | 5. That block of flats has got studios and yellow roofs.

Worksheet 5B, page 257

A. 1. a) | 2. b)

B. 1. cups; cupboards; bathrooms, things | 2. toothbrushes | 3. families | 4. knives | 5. people; teeth

C. 1. c) | 2. a) | 3. b)

D. 1. a) | 2. b) | 3. b) | 4. b)

Worksheet 6A, page 258

A. 1. you | 2. him | 3. her | 4. us | 5. you | 6. them

B. 1. me | 2. him | 3. He | 4. them | 5. us | 6. We... it

C. 1. He | 2. her | 3. you | 4. They | 5. him

D. 1. her | 2. We | 3. it | 4. He | 5. them | 6. him | 7. us | 8. they

Worksheet 6B, page 259

A. 1. you | 2. him | 3. us | 4. you | 5. them

B. 1. him | 2. He | 3. them | 4. us

C. 1. He | 2. her | 3. you | 4. They | 5. him

D. 1. her | 2. We | 3. it | 4. He | 5. them | 6. him | 7. us | 8. they

Worksheet 7A, page 260

A. 1. a)/e) | 2. c) | 3. d) | 4. b)/d) | 5. a) | 6. e) | 7. b)/c) | 8. d)

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

C. (Suggested answers)

The jeans are on the bed. | The lamp is on the desk. | The guitar is next to the bookcase. | The black chair is in front of the desk.

Worksheet 7B, page 261

A. 1. a)/e) | 2. c) | 3. d) | 4. b)/d) | 5. a) | 6. e) | 7. b)/c) | 8. d)

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

Worksheet 8A, page 262

A. microwave | dishwasher | cupboard | downstairs

B. 1. unusual | 2. careful/less | 3. finally | 4. dishonest | 5. impossible | 6. cooker | 7. helpless/ful | 8. incomplete

C. 1. cupboard | 2. finally | 3. downstairs | 4. unusual | 5. bookcase | 6. careful | 7. microwave

Worksheet 8B, page 263

A. microwave | dishwasher | cupboard | downstairs

B. 1. unusual | 2. careful | 3. finally | 4. dishonest | 5. impossible | 6. cooker | 7. helpless | 8. incomplete
C. 1. cupboard | 2. finally | 3. downstairs | 4. unusual | 5. bookcase | 6. careful | 7. microwave

Worksheet 9A, page 264

A. 1. He was with Jon in the lab. | 2. He and Ted were at the vet with his pet.

B. 1. was... was | 2. weren't... were | 3. wasn't... wasn't | 4. were... were

C. 1. Were... weren't | 2. Was... Yes, he was. | 3. Were... Yes, they were.

D. 1. weren't... were | 2. Were... wasn't | 3. was... was | 4. wasn't... was

Worksheet 9B, page 265

A. 1. He was with Jo in the lab. | 2. He and Ted were at a match.

B. 1. was... was | 2. weren't... were | 3. wasn't... wasn't | 4. were... were

C. 1. Was... he was. | 2. Were... Yes, they were.

D. 1. weren't... were | 2. Were... wasn't | 3. was... was | 4. wasn't... was

Worksheet 10A, page 266

A. 1. c) | 2. e) | 3. a) | 4. b) | 5. f) | 6. d)

B. 1. ~~because~~ | 2. ~~However~~ | 3. ~~but~~ | 4. ~~or~~

C. 1. so | 2. or | 3. because | 4. However | 5. and

D. 1. Sue and Tina like the PE and the English teacher. | 2. Caroline was extremely happy because she finally passed the Spanish test. | 3. Today is Friday. Therefore, we don't have classes in the afternoon.

Worksheet 10B, page 267

A. 1. b) | 2. b) | 3. a) | 4. b) | 5. a) | 6. b)

B. 1. so | 2. or | 3. because | 4. However | 5. and

C. 1. a) | 2. a) | 3. b)

Worksheet 11A, page 268

A.

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

1. watched | 2. studied | 3. stopped | 4. planned | 5. stayed | 6. lived | 7. danced | 8. worked

B. 1. attended | 2. skipped | 3. didn't arrive | 4. kicked | 5. looked | 6. moved | 7. started | 8. turned | 9. played | 10. injured | 11. didn't return | 12. didn't stop | 13. retired | 14. scored | 15. tried | 16. died

Answer key

C. 1. Did he live in Mozambique? Yes, he did. |
2. When did he arrive in Portugal? (He arrived in Portugal) in 1960. | 3. Where did he play most of his career? (He played) in/for Benfica (most of his career). |
4. Did he continue playing after 1979? No, he didn't. (He retired in 1979.) | 5. How many goals did he score? (He scored) 896 goals. | 6. Did he die in Mozambique? No, he didn't. (He died in Lisbon, Portugal.)

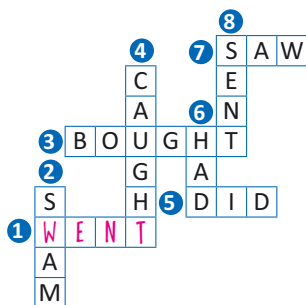
Worksheet 11B, page 269

A. 

B. 1. attended | **2.** skipped | **3.** didn't arrive | **4.** kicked
| **5.** looked | **6.** moved | **7.** started | **8.** turned |
9. played | **10.** injured | **11.** didn't return | **12.** didn't
stop | **13.** retired | **14.** scored | **15.** tried | **16.** died

C. 1. Did... live... Yes, he did. | 2. did... arrive... In 1960. | 3. did... play... In Benfica. | 4. Did... continue... No, he didn't. | 5. did... score... 896 goals. | 6. Did... die... No, he didn't.

Worksheet 12A, page 270



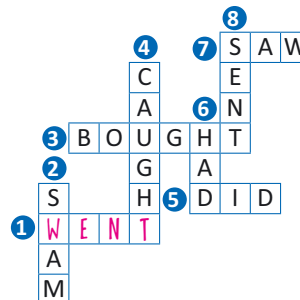
A. 1. went | 2. swam | 3. bought | 4. caught |
5. did | 6. had | 7. saw | 8. sent

B. 1. She had a sandwich for lunch. | **2.** She bought new clothes. | **3.** She caught a taxi to school.

C. 1. Neg.: Mrs Preston didn't see an old student. / Int.: Did Mrs Preston see an old student? | **2.** Neg.: She didn't eat a giant ice cream. / Int.: Did she eat a giant ice cream? | **3.** Neg.: She didn't do (any) shopping. / Int.: Did she do (any) shopping? | **4.** Neg.: She didn't go to a museum. / Int.: Did she go to a museum? |

5. Neg.: She didn't run in the park. / Int.: Did she run in the park?

Worksheet 12B, page 271



A. 1. went | 2. swam | 3. bought | 4. caught | 5. did |
6. had | 7. saw | 8. sent

B. 1. b) | 2. b) | 3. a)

C. 1. b) | 2. a) | 3. a) | 4. b)

Worksheet 13A, page 272

A. 1. was chasing... was running | 2. was playing...
was staring | 3. was waiting | 4. were skateboarding...
were trying | 5. were walking

B. 1. were having | **2.** weren't living | **3.** were thinking |
4. was hoping | **5.** was preparing | **6.** was organising |
7. wasn't expecting

C. 1. Were... living... weren't | **2.** Were... trying... Yes, they were. | **3.** Was... staying... No, he wasn't. | **4.** Was... helping... Yes, she was.

Worksheet 13B, page 273

A. 1. was chasing... was running | 2. was playing... was staring | 3. was waiting | 4. were skateboarding | 5. were walking

B. 1. a) | 2. b) | 3. b)

C. 1. Was... playing... he wasn't | **2.** Were... driving... they weren't. | **3.** Was... looking... she was

Worksheet 14A, page 274

A. 1. were watching... was sleeping | **2.** was walking | **3.** ate | **4.** had... went | **5.** was waiting... called

B. 1. was sitting | 2. happened | 3. heard | 4. opened |
5. didn't see | 6. was hoping | 7. looked | 8. had |
9. appeared | 10. was watching | 11. didn't worry

C. 1. was Ray doing | 2. was shopping | 3. Did you meet | 4. went | 5. Did you enjoy | 6. rained | 7. didn't you call | 8. didn't have | 9. was studying | 10. was playing | 11. fell | 12. did you see | 13. was doing | 14. wasn't buying | 15. was eating

Worksheet 14B, page 275

A. 1. PC | 2. PC | 3. PS | 4. PS | 5. PS

8. 1. ~~was happening~~ | **2.** ~~was hearing~~ | **3.** ~~was opening~~ |
4. ~~wasn't seeing~~ | **5.** ~~hoped~~ | **6.** ~~was looking~~ |
7. ~~was having~~ | **8.** ~~was appearing~~ | **9.** ~~watched~~ |
10. ~~wasn't worrying~~

C. 1. was Ray doing | 2. was shopping | 3. Did you meet | 4. went | 5. Did you enjoy | 6. rained | 7. didn't you call | 8. didn't have | 9. was studying | 10. was playing | 11. fell | 12. did you see | 13. was doing | 14. wasn't buying | 15. was eating

Worksheet 15A, page 276

A. 1. can... can't... Wild card | 2. can't... can... A-Capella | 3. can... can't... Rewind | 4. can't... can... Noodles

B. 1. You must arrive before 9 a.m. | 2. You mustn't bring animals to school. | 3. You must be polite to teachers. | 4. You mustn't use your powers in the classroom.

C. 1. should | 2. May | 3. might | 4. can't | 5. mustn't | 6. should

Worksheet 15B, page 277

A. 1. can... can't | 2. can't... can... A-Capella | 3. can... can't... Rewind | 4. can't... can... Noodles

B. 1. You must arrive before 9 a.m. | 2. You mustn't bring animals to school. | 3. You must be polite to teachers. | 4. You mustn't use your powers in the classroom.

C. 1. should | 2. May | 3. might | 4. can't | 5. mustn't | 6. should

Worksheet 16A, page 278

A. 1. Walk | 2. Plan | 3. Respect | 4. Wear | 5. Know | 6. Don't leave | 7. Don't do | 8. Don't try | 9. Don't be | 10. Don't practise

B. 1. Don't circulate | 2. Be | 3. Don't walk | 4. Pay | 5. leave

C. 1. Don't park here. | 2. Don't jump without looking. | 3. Go over the obstacles. | 4. Run to get some speed. | 5. Don't cross busy streets. | 6. Be aware of the traffic.

Worksheet 16B, page 279

A. 1. Walk | 2. Plan | 3. Respect | 4. Wear | 5. Know | 6. Don't leave | 7. Don't do | 8. Don't try | 9. Don't be | 10. Don't practise

B. 1. Don't circulate | 2. Be | 3. Don't walk | 4. Pay | 5. leave

C. 1. Don't park | 2. Don't jump | 3. Go | 4. Run | 5. Don't cross | 6. Be

Worksheet 17A, page 280

A. 1. onto | 2. over | 3. into | 4. towards | 5. across | 6. down

B. 1. out of | 2. over | 3. towards | 4. through | 5. across | 6. to/into | 7. up

Worksheet 17B, page 281

A. 1. onto | 2. over | 3. into | 4. towards | 5. across | 6. down

B. 1. out of | 2. over | 3. towards | 4. through | 5. across | 6. into | 7. up

Worksheet 18A, page 282

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

B. 1. "Is Ronaldo going to exercise?" "No, he isn't. He is going to travel." | 2. "Is Messi going to rest?" "No, he isn't. He is going to play a match."

C. 1. Will you be | 2. is going to take | 3. 'm meeting | 4. will send | 5. won't leave | 6. are going to ride | 7. probably won't go | 8. Are you going

Worksheet 18B, page 283

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

B. 1. Is... going to exercise?... he isn't... is going to travel. | 2. Is... going to rest... he isn't. He is going to play a match.

C. 1. a) | 2. a) | 3. a) | 4. b) | 5. b)

Worksheet 19A, page 284

A. 1. a) | 2. d) | 3. b) | 4. c)

B. 1. plays... go | 2. watches... is | 3. drop... melts | 4. wakes up... make | 5. eats... doesn't lose | 6. is... don't have

C. 1. If you freeze water, it turns into ice. | 2. If you mix blue and yellow, you get green. | 3. If you lie in the sun too long, your skin turns red. | 4. If you run too fast, you get exhausted. | 5. If my little sister gets angry, she cries. | 6. If you don't drink enough water, you get dehydrated.

Worksheet 19B, page 285

A. 1. a) | 2. d) | 3. b) | 4. c)

B. 1. plays... go | 2. watches... is | 3. drop... melts | 4. wakes up... make | 5. eats... doesn't lose | 6. is... don't have

C. 1, 3, 6

Worksheet 20A, page 286

A. 1. R | 2. R | 3. W | 4. R | 5. W | 6. W

B. 1. b) | 2. a) | 3. d) | 4. c)

C. 1. don't come | 2. will be | 3. let | 4. will come | 5. will stay | 6. doesn't rain | 7. doesn't want | 8. will do | 9. is | 10. will forget | 11. won't leave

Worksheet 20B, page 287

A. 1. R | 2. R | 3. W | 4. R | 5. W | 6. W

B. 1. b) | 2. a) | 3. d) | 4. c)

C. 1. don't come | 2. will be | 3. let | 4. will come | 5. will stay | 6. doesn't rain | 7. doesn't want | 8. will do | 9. is | 10. will forget | 11. won't leave

Answer key

Worksheet 21A, page 288

A. 1. someone | 2. anyone | 3. Nobody | 4. everyone | 5. anybody

B. 1. Everything | 2. nothing | 3. anything | 4. something

C. 1. somewhere | 2. Nowhere | 3. Everywhere... anywhere

D. 1. someone | 2. nothing | 3. everywhere

Worksheet 21B, page 289

A. 1. someone | 2. anyone | 3. Nobody | 4. everyone | 5. anybody

B. 1. Everything | 2. nothing | 3. anything | 4. something

C. 1

D. 1. someone | 2. nothing | 3. everywhere



Games section

- Songs & films that teach
- Mad Libs
- Games to practise grammar and vocabulary
- Answer key

Games section

Songs & films that teach

1	Present simple (Unit 1)	298
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3	Past simple (Unit 3)	300
4	City places/features (Unit 4)	301
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Games to practise grammar and vocabulary

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Answer key **316**

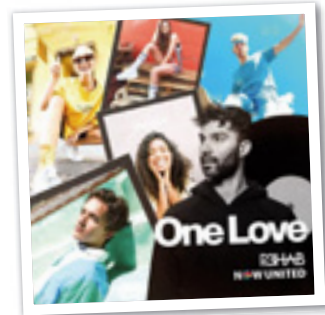
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Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



- A. Listen to the song "One Love" by Now United and R3HAB and write down six verbs you hear. Write the verbs in the infinitive form.



- B. Fill in the gaps of an excerpt of the song with the present simple of the verbs in brackets.

♥ ♥ One Love ♥ ♥

I can feel your heart right now
 I can feel your heartbeat now
 Louder than the drums right now
 Banging from a distance now
 Open up your arms real wide
 Love ¹ _____ (be) on the other side
 Let's hold each other down
 Every day, every day, every day, every day,
 every day, every day
 We laugh, we ² _____ (cry), we keep
 on dreaming
 Every day, every day, every day, every day,
 every day, every day
 You ³ _____ (know) the vibes, you
 know the feeling
 One love
 It's time to light it up
 Come take my hand, let's touch

The world tonight
 We ⁴ _____ (need) one love
 It's time to light it up
 Come take my hand, let's touch
 The world tonight
 We need one love
 One lo-lo-lo-lo love
 One lo-lo-lo-lo love
 Tonight we need one love
 Someone in the world right now
⁵ _____ (need) a little love right now
 Do it for the people now
 Beautiful people now
 Even when it's dark outside
 Put your phone to the sky
 And ⁶ _____ (shine) it all around
 Every day, every day, every day, every day,
 every day, every day

- C. Rewrite this sentence with the subject given.

1. We laugh, we cry, we keep on dreaming.

Josh _____, Josh _____, Josh _____ on dreaming.

- D. Write the sentences in the negative and interrogative forms.

1. Love is on the other side. Neg.: _____ Int.: _____ ?
 2. You know the vibes. Neg.: _____ Int.: _____ ?
 3. She needs a little love. Neg.: _____ Int.: _____ ?

- E. Find a time expression in the song that marks the use of the present simple. _____

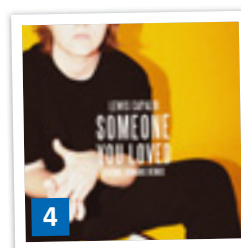


- F. Now watch the video clip of the song and learn some new dance moves. Have fun!

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

Tracks 35-40
(CD4)

A. Listen to the song lines and try to guess the singer/band and the song title. Write 1-6.



1 Song _____	4 Song _____
2 Song _____	5 Song _____
3 Song _____	6 Song _____

B. Put the sentences in order as you hear them.

a)

The radio **is playing** "Iron & Wine" ☐

The weather outside's **changing** ☐

The leaves are buried under six inches of white ☐

"Afterglow" (Ed Sheeran)

b)

Just wanna feel your kiss against my lips ☐

And now all this time **is passing** by ☐

And I can't see the end of this ☐

It **hurts** me every time I **see** you ☐

Feeling used but I'm still **missing** you ☐

But I still can't seem to tell you why ☐

"I hate you, I love you" (Gnash ft. Olivia O'Brien)

C. Complete the sentences with the present simple or the present continuous and time expressions.

The verb forms in **blue** from exercise B are in the ¹_____ and the verb forms in **pink** are in the ²_____. In those songs, a time expression used with the present simple is ³_____ and a time expression used with the present continuous is ⁴_____.

Tracks 35-40
(CD4)

D. Put the verbs in brackets in the present simple or present continuous. Then listen and check your answers.

How many times ¹_____ I _____ (**have**) to tell you

Even when you ²_____ (**cry**), you're beautiful too?

The world ³_____ (**beat**) you down

Feels like I ⁴_____ (**stand**) in a timeless dream

Of light mist, of pale amber rose

I ⁵_____ (**go**) under and this time I fear

there ⁶_____ (**be**) no one to save me

I ⁷_____ (**run**) out of time

'Cause I can see the sun light up the sky

So I ⁸_____ (**hit**) the road in overdrive, baby, oh

● "All of me" (John Legend)

● "I love you always forever" (Betty Who)

● "Someone you loved" (Lewis Capaldi)

● "Blinding lights" (The Weeknd)

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



A. Listen to the chorus of the song and complete it with the missing words.

Savage love

1 _____ somebody, 2 _____ somebody 3 _____ your heart?



B. Which verb tense in the interrogative can you find in the chorus above? Tick (✓).

1. Present simple ☐2. Past simple ☐3. Present continuous ☐

C. Listen to an excerpt of the song "See you again" by Wiz Khalifa ft. Charlie Puth. Find and correct ten wrong verb forms in the song. Write the correct verbs below.

SEE YOU AGAIN*[Charlie Puth]*

It's been a long day without you, my friend
 And I'll tell you all about it when I see you again
 We've come a long way from where we begin
 Oh I'll tell you all about it when I see you again
 When I see you again

[Wiz Khalifa]

Damn, who knows?
 All the planes we fly, good things we've been
 through
 That I'd be standing right here talking to you
 About another path, I know we love to hit the
 road and laugh

But something tells me that it wouldn't last
 Have to switch up, look at things different, see
 the bigger picture
 Those are the days, hard work forever pays
 Now I see you in a better place
 How can we not talk about family when family's
 all that we get?
 Everything I go through, you were standing
 there by my side
 And now you gonna be with me for the last ride

[Charlie Puth]

1. _____ 3. _____ 5. _____ 7. _____ 9. _____

2. _____ 4. _____ 6. _____ 8. _____ 10. _____

D. Rewrite the sentences in the negative or interrogative forms.



1. All the planes we flew.

Neg.: _____.

2. We loved to hit the road.

Int.: _____?

3. Those were the days.

Neg.: _____.

4. I went through everything.

Int.: _____?

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



A. Listen to the beginning of the *Tom & Jerry* movie trailer. Guess the title of the song by Bruno Mars which is playing.

1. "Uptown Funk" ☐

3. "The Lazy Song" ☐

5. "Grenade" ☐

2. "Count on Me" ☐

4. "Marry You" ☐

6. "Treasure" ☐

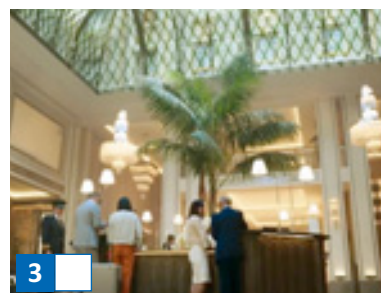
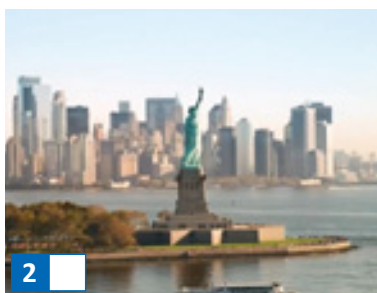
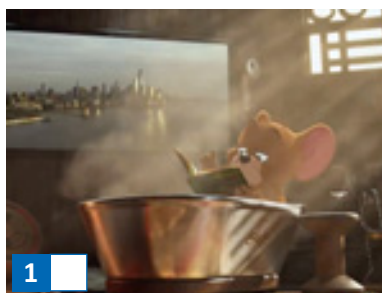


B. Match the sentences with the movie scenes. Then watch the movie trailer and check your answers.

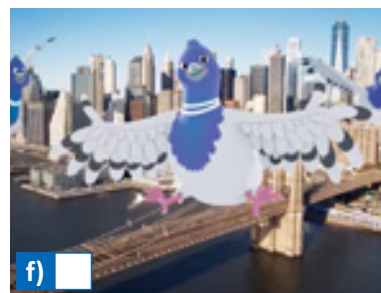
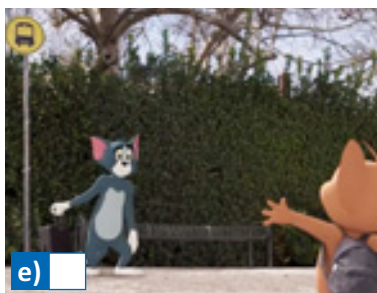
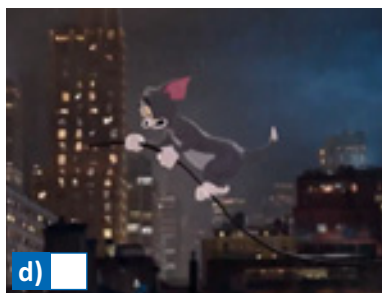
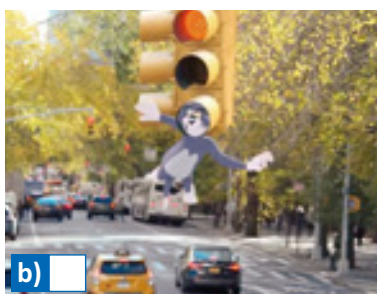
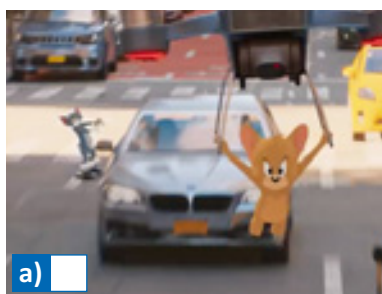
a) Tom & Jerry are about to start over in the big city!

b) This hotel is about to host the wedding of the century.

c) We have a mouse problem!



C. Watch the trailer again and put the movie scenes in the correct order. Write 1-6.



D. Label the city places numbered in the movie scenes from exercise C. The first letter is given.

1. r

2. t l

3. L c

4. S

5. b s

6. b

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



A. Listen to two song excerpts. Identify the tenses of the verbs in bold. Write 1-6 in the table.

Tracks 44-45
(CD4)

They say oh my god I see the way you shine
 Take your hand, my dear, and place them both in mine
 You know you ¹**stopped** me dead while I ²**was passing** by
 And now I beg to see you dance just one more time
 "Dance Monkey" (Tones and I)

Past continuous

Past simple

Hey, I ³**was doing** just fine before I ⁴**met** you
 I drink too much, and that's an issue, but I'm okay
 Hey, you tell your friends it ⁵**was** nice to meet them
 But I hope I never see them again

I know it breaks your heart
⁶**Moved** to the city in a broke-down car, and
 Four years, no calls
 Now you're looking pretty in a hotel bar, and
 I-I-I can't stop
 No, I-I-I can't stop

"Closer" (Chainsmokers ft. Halsey)



B. Fill in the gaps with the past simple or past continuous of the verbs in brackets. Then listen to an excerpt of the song "Thunder" by Imagine Dragons and tick (✓) the sentences you hear.

Track 46
(CD4)

- I _____ (dream, *past continuous*) of bigger things. ☐
- There's a time that I remember, when I _____ (not know, *past simple*) no pain. ☐
- Kids _____ (laugh, *past continuous*) in my classes. ☐
- While I _____ (scheme, *past continuous*) for the masses. ☐
- While you _____ (clap, *past continuous*) in the nose bleeds. ☐
- We _____ (take, *past simple*) the chance like
 We _____ (dance, *past continuous*) our last dance. ☐



C. Make sentences with the past simple or the past continuous with the words/expressions given. Then watch and listen to the video clip of the song "This Town" by Niall Horan to check your answers.

Track 47
(CD4)

If / the whole world / watch



I / see / that you / move on / with someone new



1. _____
2. _____

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

A. Complete the free time activities to label the scenes from the film *To All the Boys Always and Forever*.

1. _____ ice creams



2. _____ a bike



3. going _____



4. _____ karaoke songs



5. _____ photos



6. _____ at the prom

**B. Fill in the gaps with the correct future form of the verbs in brackets: future with *will*, *be going to* or present continuous. Then watch and listen to the trailer of the film and check your answers.**

The best part of this vacation is spending time with my sisters, but pretty soon we ¹ _____ (**be**) back from spring break and then I ² _____ (**tackle**) you and smother you with kisses and give you gifts.

Lara Jean Song Covey
³ _____ you _____ (**go**) to the prom with me?

On a scale of one to ten, how much ⁴ _____ you _____ (**miss**) me when I'm gone next year?

I'm glad you and Peter ⁵ _____ both _____ (**go**) to Stanford.

Heather ⁶ _____ (**take**) me to a really cool party tonight.

⁷ _____ I _____ (**look**) back in 20 years and wonder if I made the wrong choice?

C. What do you think? Will Lara go to the University of Stanford? Tick (✓).1. Yes, she will. ☐2. No, she won't. ☐



D. Listen to the song "Some Say" by Nea and fill in the gaps with the missing verb forms.

SOME SAY

You know that I want you, you know that I want you next to me
But if you ¹ _____ some space I ² _____ away

And I know it might sound stupid but for me, yeah yeah
I just *gotta* keep believing and I've heard

Some say you ³ _____ me one day
And I ⁴ _____, I ⁵ _____ to get your loving one day
Just say you will love me one day
And I will wait, I will wait to get your loving one day

I promise that ⁶ _____, that I ⁷ _____ to meet someone
And there's so many guys, who told me I deserve someone
I *wanna* call you up but maybe it ⁸ _____ only _____ it worse
I guess that I just don't know what to do with myself

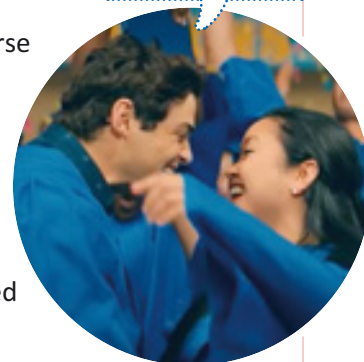
'Cause I know it might sound stupid but for me, yeah yeah
I just gotta keep believing and I've heard

Chorus

I ⁹ _____ you space to the moon if it ¹⁰ _____ what you need
Just say you one day ¹¹ _____ back yourself to me



I will wait ❤️



E. Fill in the blanks of the song "Honey" by Noble with the correct verb tense: present simple or future with *will*. Then listen and check your answers.

If I ¹ _____ (**leave**) here tomorrow, know you

² _____ (**be**) on my mind

If I leave here tomorrow, honey ³ _____ (**not cry**)

'Cause your love, your love ⁴ _____ (**be**) the light

Everything, everything will be alright

I ⁵ _____ (**love**) you if you ⁶ _____ (**let**) me

I ⁷ _____ (**give**) my heart to you

I will give my heart to you

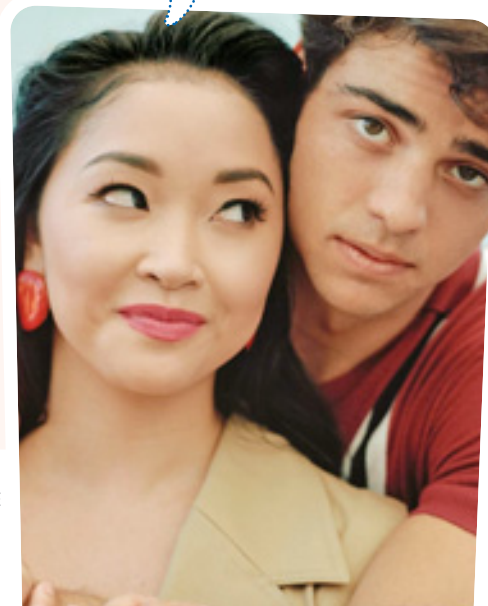
If I leave here tomorrow, know you'll be in my heart

If I leave here tomorrow, honey just ⁸ _____ (**smile**)

'Cause your love, your love ⁹ _____ (**be**) the light

Everything, everything will be alright

I will give my heart
to you ❤️



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

A. Read the lyrics of the song “Put a Little Love on Me” by Niall Horan. Then find and write...

1. four verb forms in the present simple affirmative: _____
2. one verb form in the present simple negative: _____
3. one verb form in the present simple interrogative: _____
4. two verb forms in the present continuous affirmative: _____
5. one verb form in the present continuous interrogative: _____
6. two regular verb forms in the past simple: _____
7. four irregular verb forms in the past simple: _____
8. one verb form in the past continuous affirmative: _____
9. one verb form in the future: _____

PUT A LITTLE LOVE ON ME

We fight we get high holding on to love
 We came down 'cause there was nothing
 holding us
 Is it wrong that I still wonder where you are
 Is it wrong that I still don't know my heart

Are you all dressed up but with nowhere to go
 Are your tears falling down when the lights
 are low
 Another Friday night trying to put on a show
 Do you hate the weekend
 'Cause nobody's calling
 I've still got so much love hidden beneath
 this skin
 So darling

Put a little love on me
 Put a little love on me
 When the lights come up and there's no
 shadows dancing
 I look around as my heart is collapsing
 'Cause you're the only one I need
 To put a little love on me

We wrote and we wrote
 'Til there were no more words
 We laughed and we cried
 Until we saw our worst
 Is it wrong that I still wonder where you are
 Is it wrong that I still don't know my heart

Are you all dressed up but with nowhere to go
 Are your tears falling down when the lights
 are low
 Another Friday night trying to put on a show
 Do you hate the weekend
 'Cause nobody's calling
 I've still got so much love hidden beneath
 this skin
 Will someone

Put a little love on me
 Put a little love on me

**B. Read the lyrics again and find...**

1. two **indefinite pronouns** that refer to **people**. _____
2. one **indefinite pronoun** that refers to **places**. _____
3. one **indefinite pronoun** that refers to **things**. _____

Track 1
(CD5)**C. Now listen to the song and sing. Enjoy!**

MAD LIBS

Descrição do jogo:

- *Mad Libs* é um jogo de palavras originalmente criado nos Estados Unidos. No *Fly High 7*, apresentam-se cinco propostas de *Mad Libs*, uma por unidade.
- Poderão ser usadas no âmbito de atividades de produção e de interação oral (e de consolidação vocabular e de estruturas de língua).
- Em primeiro lugar, de acordo com instruções específicas, os alunos escrevem palavras/expressões.
- Depois, essas palavras irão preencher espaços em textos lacunares, criando assim textos (humorísticos), que serão lidos, em voz alta, para a turma.

Exemplo:

A. Do the following tasks.

1. Write an animal you like. _____
2. Choose one of these: onions; ice cream; spaghetti. _____

B. Now fill in the gaps with your words (1-2) from exercise A.

My brother and my ¹_____ eat toast with ²_____ for breakfast.

C. Share your sentences from exercise B with a partner.

Have fun!



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

A. Read the instructions and write your answers. You will use these words in a moment!

1. Write a form of transport (singular): _____
2. Write a number between two and twelve: _____
3. Choose one – *love/hate*: _____
4. Choose one – *long/short/big/small*: _____
5. Write the name of an item of clothes (plural): _____
6. Write an item of family vocabulary (e.g. brother, cousin, etc.) (singular): _____
7. Write the name of a school subject you don't like: _____
8. Write an item of body vocabulary (e.g. nose, legs, etc.): _____
9. Write a colour: _____
10. Write one daily routine verb (infinitive): _____
11. Write a nationality: _____

B. Now use the words in exercise A to complete the dialogue below. Insert the word from exercise A that corresponds to the number of the gap.

Jamal: Tomorrow is Monday – I ³ _____ Mondays!

Aisha: Why?

Jamal: Oh, so many reasons! On Monday, I get up at ² _____ o'clock in the morning!

At that time, I usually ¹⁰ _____!

Aisha: OK, that's bad...

Jamal: Then I go to school by ¹ _____ and I have ² _____ hours of ⁷ _____ in the morning. But dinner is good – we always eat ¹¹ _____ food. My ⁶ _____ is an excellent cook!

Aisha: Oh, look – is that your sister?

Jamal: No! My sister has got (a) ⁴ _____ ⁸ _____ and she wears ⁹ _____ ⁵ _____.

Aisha: You have a strange family...

Jamal: Thank you!

C. Now work in pairs and role-play your dialogues. Choose the best one.

Now make a group with another pair and listen to their dialogue.

Finally, choose one dialogue in your group to read to the class.

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

A. Read the instructions and write your answers. You will use these words in a moment!

1. Write the name of an item of furniture (e.g. bed, cupboard, etc.) (singular): _____
2. Write an item of family vocabulary (e.g. brother, cousin, etc.) (singular): _____
3. Grandmother + grandfather = ...? (plural): _____
4. Write a number between one and one hundred: _____
5. Write an item of furniture (e.g. bed, cupboard, etc.) (singular): _____
6. Write a number between 2 and 20: _____
7. Write another item of furniture (e.g. bed, cupboard, etc.) (singular) : _____
8. Write the name of something big in your house: _____
9. Write the name of a room in the house (e.g. bedroom, kitchen, etc.): _____
10. Choose one – *sweeping/vacuuming/mopping*: _____
11. Write your favourite free-time activity (-ing form): _____

B. Now use the words in exercise A to complete the dialogue below. Insert the word from exercise A that corresponds to the number of the gap.

Aisha: Hi Jamal! What are you doing?

Jamal: We're doing the household chores. Every Saturday, I wash the ⁵ _____
and my ² _____ mops the ⁹ _____.

Aisha: That's not too bad...

Jamal: Oh, that's just the start! We usually do chores for ⁶ _____ hours!

Aisha: That's crazy!

Jamal: I know! At the moment my sister is taking out the ⁸ _____ and
I am ¹⁰ _____ the TV. My mum is vacuuming the ⁷ _____
and my ³ _____ are loading the ¹ _____!

Aisha: How many rooms has your house got?

Jamal: ⁴ _____. Can you come and help us?

Aisha: Sorry I can't – I'm doing chores too – I'm ¹¹ _____. Bye!

**C. Now work in pairs and role-play your dialogues. Choose the best one.
Now make a group with another pair and listen to their dialogue.
Finally, choose one dialogue in your group to read to the class.**

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

A. Read the instructions and write your answers. You will use these words in a moment!

1. Write the name of a boring sport or activity: _____
2. Write a number between two and one hundred: _____
3. Write the name of a town or city you don't like: _____
4. Choose one – *best/worst*: _____
5. Write the name of a place in the school (e.g. stationer's, music room, etc.): _____
6. Write the name of a famous person you don't like: _____
7. Choose one – *fantastic/strange/terrible*: _____
8. Write an adverb of frequency – *never/sometimes/often/usually/always*: _____
9. Choose one – *7/70/700*: _____
10. Write the name of something – NOT a book – you have in your school bag (singular):

11. Choose one – *ten/a million*: _____

B. Now use the words in exercise A to complete the poster below. Insert the word from exercise A that corresponds to the number of the gap.



- C. Now work in pairs and share your posters. Choose the best one.**
Now make a group with another pair and read/listen to their posters.
Finally, choose one poster in your group to read to the class.

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

A. Read the instructions and write your answers. You will use these words in a moment!

1. Write the name of a place in the town (e.g. post office, skate park, etc.): _____
2. Write something you don't like doing in the town (infinitive): _____
3. Write a number between 2 and 100: _____
4. Write a part of the body (e.g. nose, leg, etc.) (singular): _____
5. Write the past simple of the verb *break*: _____
6. Write the name of another place in the town: _____
7. Write a number between 2 and 100: _____
8. Write an activity you like doing in the town (e.g. shopping, walking the dog, etc.):

9. Write the name of another place in the town: _____
10. Write a number between 2 and 100: _____

B. Now use the words in exercise A to complete the dialogue below. Insert the word from exercise A that corresponds to the number of the gap.

Doctor: Good morning. What's the problem?

Aymee: Good morning, doctor. My ⁴ _____ hurts.

Doctor: Oh dear! How did that happen?

Aymee: I ⁵ _____ it when I was ⁸ _____.

Doctor: I see... Where were you?

Aymee: I was near the ¹ _____, opposite the ⁹ _____.

Doctor: Where were you going?

Aymee: I was going to the ⁶ _____ to ² _____.

It's my favourite thing to do in the city!

Doctor: Well, it's very dangerous! Next time stay at home. Here is some medicine.

Take ⁷ _____ tablets ¹⁰ _____ times a day and stay

in bed for ³ _____ days. You'll be fine!

Aymee: Thank you, doctor! Now I'm going to ² _____ some more!

Doctor: No....!

C. Now work in pairs and share your finished versions. Choose the best one.

Now make a group with another pair and listen to theirs.

Finally, choose one version in your group to read to the class.

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

A. Read the instructions and write your answers. You will use these words in a moment!

1. Choose one – *amazing/normal/boring/terrible*: _____
2. Choose one: *best/worst*: _____
3. Write the name of your town: _____
4. Choose one – *amazing/normal/boring/terrible*: _____
5. Write the name of a place in the town (e.g. post office, skate park, etc.): _____
6. Write an activity you usually do in the morning (e.g. having breakfast, catching the bus, etc.)
(-ing form): _____
7. Choose one: *ten/a hundred/a thousand/a million*: _____
8. Choose one: *everyone/no one*: _____
9. Write the name of an animal: _____
10. Write an activity you love doing with your friends (infinitive): _____
11. Write a household chore you do (but you don't like) (-ing form): _____

B. Now use the words in exercise A to complete the advertisement for a summer camp below. Insert the word from exercise A that corresponds to the number of the gap.

SUMMER
Camp

_____ ³ Summer Camp

This summer, come and join us in _____ ³ – the _____ ² place for holidays! You can do _____ ⁴ activities like riding a(n) _____ ⁹ and visiting a _____ ⁵! If it rains, we will do other activities like _____ ¹¹ or _____ ⁶. In _____ ³, _____ ⁸ can have fun!

You are going to have a(n) _____ ¹ summer!

Just log in to our website and
pay _____ ⁷ euros today.

Don't _____ ¹⁰ –
come to _____ ³!

C. Now work in pairs and share your finished advertisement. Choose the best one. Now make a group with another pair and listen to theirs. Finally, choose one version in your group to read to the class.

Games to practise grammar and vocabulary

What was the last word? / What's the next word?

[Coursebook, pages 19; 102]

A great way to get students to really focus on a listening text. It works best if they have heard it at least once already.

- Play the text and EITHER:
 - (a) pause the audio after a series of key words in the text;
 - (b) pause the audio just before a series of key words (let your students know in advance which version of the game you are playing!).
- Students are divided into teams and the first team to write the word down on the group paper and hold it up gets a point.
- If you have a smaller class and plenty of space, one person from each team can run to the board to write the answer.

Yes/No Game

[Coursebook, page 20]

A fun way to practise questions and answers for basic, personal information (and indeed other areas!).

- Ask for one student to be a volunteer and demonstrate the game – ask the student a series of questions about themselves (some *yes/no*, some open-ended).
- The student must answer all the questions, but never use the words *yes* or *no*. If they do, they lose. Once students have the idea, they can play the game in pairs. (Hint: a great way to fool a good student is to ask right at the beginning – “Are you ready...?” They nearly always answer “Yes!”).

Physical Spelling

[Coursebook, page 23]

This is a fun, active way to get students to focus on spelling and to move as well – always welcome!

- Choose some words that students tend to have difficulty with and then, as a whole class, do the activity:
 - (i) show the word and a visual if possible;
 - (ii) all the students stand and spell out the word in chorus;
 - (iii) at the same time, they raise their arms for letters with a “stalk” going up – b, d, h, etc., fold their arms for letters with no stalk – a, c, i, etc., and lower their arms for letters with a stalk going down – g, j, p, etc.
- It’s surprisingly difficult and takes a lot of concentration – perfect to fix the spellings! To raise the challenge, take away the written prompt and spell it from memory – with actions!

Dictogloss

[Coursebook, page 25]

The first time you do this, your students may be dismayed at how difficult it seems – then **they'll realise that they are capable of more than they imagined!**

- Choose a short text (the texts on page 24 are just short enough, or use a shorter version).
- Read it out carefully and ask the students to concentrate but write nothing.
- Then when you finish, the students take pen and paper and write down everything they can remember – single words, numbers, small phrases, etc.
- When they have run out of ideas, read again (students only listen – no writing) and then when you finish, they can add to their lists. The idea is now to work in groups to reconstruct a text as close to the original as possible – reassure them it doesn't have to be identical!
- They work in small groups (3-4 students) and based on all their notes, they make one final text.
- Then each group reads out their text and they vote for which is the closest to the original.
- Finally, show the original and let them compare and ask questions about possible differences.

Change Places

[Coursebook, page 27]

A great way to get a lively start to the lesson – with everyone paying attention!

- Explain that you will give a series of instructions starting with the words *Change places* if... (e.g. "Change places if you watched TV last night.") and if that statement is true for any student, they must stand up and move to a different chair.
- After a few examples, ask individual students to provide their own instructions for the class.
- It can be noisy, but it is fun, intensive listening practice with an instant 'response' – especially if there is one fewer chairs than there are students and they have to rush to find a place! (the one left standing provides the next instruction).

Connect 4 / Who Wants to Be a Millionaire?

[Coursebook, page 44]

Popular games which students are familiar with are a good way to keep them focused on tasks – especially ones like the Checkpoints with multiple questions.

- Draw your scheme on the board (a grid for playing *Connect Four* with the squares numbered or a 'tower' to climb with amounts of money at each level for *Millionaire*).
- Divide the class into two teams and ask questions to alternate teams – use the tasks in the Checkpoint pages as your questions (use harder questions for higher levels of the tower).
- The winning team is the one that reaches the top of the tower or connects four spaces on the grid first – or is highest up the tower/has the most squares when all the questions are done. The team aspect means students are more focused on the correct outcome!

Ping-Pong

[Coursebook, page 59]

Nominate a topic of vocabulary – for example, parts of the house or furniture, etc.

- Divide the class into two teams – the aim is for the teams to call out a word connected to the topic – they take turns to do this within a 5-second limit – this keeps the imaginary “ball” going back and forth between the teams – until one team has no more words. Then the other team wins a point.
- Choose a new topic and start again!

Running Sentences / Telephone

[Coursebook, page 65]

This is great for getting students to focus on sentence structure and help them gain confidence for speaking.

- Take sentences from the model for their speaking and EITHER:
 - (a) read the sentence out twice: students work in teams to run to the board (Running Sentences) and write one word each until the sentence is complete);
 - (b) Write it on a piece of paper and show it to the first person in each team who whispers it to the next person until the last person hears it and writes down what they think they heard (Telephone).
- Compare the sentence to the original and get all the students to repeat it.

Change it Round

[Coursebook, pages 81, 157]

The idea of *Change it Round* is to get students to see how easily they can adapt and personalize a model text.

- Display a short text about a familiar theme (the first or the second paragraph of the text on page 157 is a good example) on the board (in a Word® document is good).
- Then explain to students that they will change the text bit by bit by taking out a word or a short phrase and replacing it with something new. It's good to give a direction for the new text (e.g. “Imagine this is one of the Avengers speaking!”; “This isn't in the city, but in the jungle!”).
- When the students make a suggestion, insert their new words in a different colour.
- Keep going until all the possible changes have been made (coloured words cannot be changed) or until the class is happy with the result.
- It usually ends up with something a bit silly, funny and memorable!

Mime game

[Coursebook, pages 89, 139]

A mime game played in pairs (one miming, the other speaking, then change) is a good way to reinforce meaning of vocabulary. For example with the vocabulary of places in the school on page 89, one student chooses a vocabulary item and mimes doing an activity in that place – the other guesses what the place is. You can extend this game to all sorts of vocabulary.

Disappearing Text

[Coursebook, page 111]

A good way to get students to focus on sentence structure and syntax.

- Ask the students to read out model sentences from the book (e.g. in exercise C on page 111) and write them on the board.
- Erase a word or two from each sentence and have them read out the sentences again, including the erased words. Now erase more words from each sentence and repeat.
- Continue until the students are reading out complete sentences with a prompt of only one or two words on the board – or none! For some students this will be a real confidence builder as they hear themselves saying complex, extended sentences that they would have said were beyond their level.

Group Mimes

[Coursebook, page 115]

- This is like the Mime Game from the previous page, except you invite 4-5 students at a time to come to the front of the class and mime an activity each (for example city activities) all at the same time for about 10 seconds.
- Then say “Freeze!” and have the students stop in the middle of their mime.
- Now ask for suggestions from the class about what each one is (or was) doing: e.g. “Dinis is/was shopping... Lara is/was visiting a museum.”
- The students who were miming confirm if the guess is correct or not. Then ask for more volunteers and play another round.

Answer key

SONGS AND FILMS THAT TEACH

Worksheet 1, page 298

A. Suggested answers: can; feel; open; be; hold; know; come; take; need; touch; do; put; shine; laugh; cry; keep

B. 1. is | **2.** cry | **3.** know | **4.** need | **5.** needs | **6.** shine

C. 1. laughs... cries... keeps

D. 1. Negative: Love isn't on the other side. /

Interrogative: Is love on the other side? | **2. Negative:** You don't know the vibes. / **Interrogative:** Do you know the vibes? | **3. Negative:** She doesn't need a little love. / **Interrogative:** Does she need a little love?

E. Every day

Worksheet 2, page 299

A. 1. Song 4 | **2.** Song 2 | **3.** Song 5 | **4.** Song 1 | **5.** Song 6 | **6.** Song 3

B. a) 3 – 1 – 2 | **b)** 3 – 4 – 2 – 6 – 1 – 5

C. 1. present simple | **2.** present continuous | **3.** every time | **4.** now/still

D. 1. do... have | **2.** cry | **3.** is beating | **4.** 'm standing | **5.** 'm going | **6.** is | **7.** 'm running | **8.** hit

Worksheet 3, page 300

A. 1. Did | **2.** did | **3.** break

B. 2

C. 1. ~~begin~~ – began | **2.** ~~knows~~ – knew | **3.** ~~fly~~ – flew | **4.** ~~love~~ – loved | **5.** ~~tells~~ – told | **6.** ~~have~~ – had | **7.** ~~are~~ – were | **8.** ~~can~~ – could | **9.** ~~get~~ – got | **10.** ~~go~~ – went

D. 1. All the planes we didn't fly. | **2.** Did we love to hit the road? | **3.** Those weren't the days. | **4.** Did I go through everything?

Worksheet 4, page 301

A. 2. "Count on me"

B. 1. c) | **2.** a) | **3.** b)

C. a) 3; **b)** 4; **c)** 5; **d)** 6; **e)** 1; **f)** 2

D. 1. road | **2.** traffic lights | **3.** zebra crossing | **4.** skyscraper | **5.** bus stop | **6.** bridge

Worksheet 5, page 302

A. Past continuous: 2; 3 | **Past simple:** 1; 4; 5; 6

B. 1. was dreaming ☒ | **2.** didn't know | **3.** were laughing ☒ | **4.** was scheming ☒ | **5.** were clapping ☒ | **6.** took... were dancing

C. 1. If the whole world was watching. | **2.** I saw that you moved on with someone new.

Worksheet 6, page 303

A. 1. Eating | **2.** Riding | **3.** shopping | **4.** Singing | **5.** Taking | **6.** Dancing

B. 1. 'll be | **2.** 'm going to tackle | **3.** Will... go | **4.** are you going to miss | **5.** are... going | **6.** is taking | **7.** Will... look

C. Personal answers. But at the end of the trailer she says "I didn't get in", so we can predict she won't go to Stanford.

D. 1. need | **2.** will step | **3.** will love | **4.** will wait | **5.** will wait | **6.** will try | **7.** will try | **8.** will... make | **9.** 'll give | **10.** 's | **11.** will bring

E. 1. leave | **2.** will be | **3.** don't cry | **4.** will be | **5.** will love | **6.** let | **7.** will give | **8.** smile | **9.** will be

Worksheet 7, page 305

A. Suggested answers: **1.** fight; is; 've got; come up; look around; are; need | **2.** don't know | **3.** Do you hate | **4.** 's calling; is collapsing | **5.** Are... falling | **6.** laughed; cried | **7.** came down; wrote; there were; saw | **8.** was... holding | **9.** will... put

B. 1. nobody... someone | **2.** nowhere | **3.** nothing



Assessment

- 5 Get ready for the tests (1 per unit)
- 3 Diagnostic tests
- 15 Progress tests (3 per unit; 3 levels)
- Extensive reading test
- 3 Speaking tests
- 12 Minitests
- Assessment grids/Test correction table
- Answer key and listening scripts

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Assessment

Get ready for the tests

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Get ready for the tests

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. **Circle** the correct option to complete the dialogue.**Gaten:** What's your ¹ **name / surname**?**Maya:** My surname is Spencer. How ² **old / tall** are you?**Gaten:** I ³ **'m / 've** got 11 years old. When is your ⁴ **school / birthday**?**Maya:** It's ⁵ **on / in** 12th April. Where are you from?**Gaten:** I'm from ⁶ **Canada / Canadian**, so I'm ⁷ **Canada / Canadian**. And you?**Maya:** I'm from ⁸ **American / the USA**, so I'm ⁹ **American / the USA**. What's your ¹⁰ **occupation / nationality**?**Gaten:** I'm a student.

B. Unscramble the words and write the family members.

1. HRFAET _____

5. UICOSN _____

2. OTERMH _____

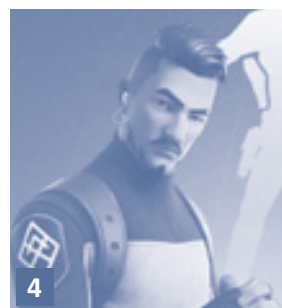
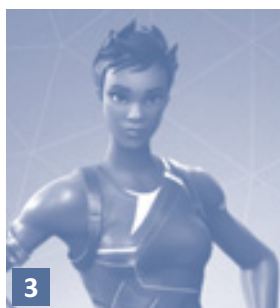
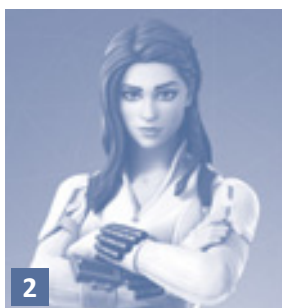
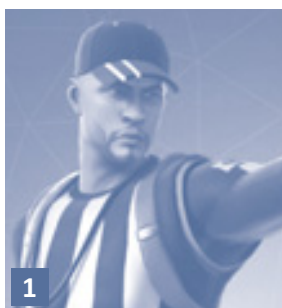
6. MEGROTHANDR _____

3. ISSRTE _____

7. NETSPAR _____

4. ANTU _____

8. NCULE _____

C. Look at the pictures of *Fortnite* skins and **circle** the correct option to complete the sentences.1. He has got an **oval / round** face. He has got a **beard / freckles** and he is wearing **glasses / a cap**.2. She has got **short / long** hair. She has got green eyes and her skin is **fair / dark**.3. She has got **short / long** hair and her skin is **dark / fair**.4. He has got a big **mouth / nose**. His **hair / head** is short and he has got a **cap / moustache**.

D. Match the two columns and write the daily routine activities. Write the letters a-f.

1. brush ☐

a) your hair

2. comb ☐

b) to school

3. have ☐

c) your teeth

4. play ☐

d) up

5. get ☐

e) classes

6. go ☐

f) video games



E. Complete the table with the missing words.

Personal pronouns	Possessive determiners	Possessive pronouns
I	6.	mine
1.	your	11.
he	7.	12.
2.	8.	hers
3.	Its	13.
we	9.	14.
4.	10.	yours
5.	their	15.

F. Complete the sentences with pronouns/determiners from exercise E.

- This is Natalia and this is _____ father.
- David and _____ family live in the UK. _____ have got a big house.
- "Is this _____ pen, Noah?" "No, _____ isn't. It belongs to Paul – it's _____."
- _____ house is small, but we love it! The house is _____.
- I can't borrow the book because it isn't _____. The book is Mathew's – it's _____.

G. Complete the text with verbs *to be* or *have got*.

Hi! My name is Francesca and I ¹ _____ a new Fortnite skin. Her name ² _____ Kalia and she ³ _____ very exotic. Kalia and I ⁴ _____ very different. She ⁵ _____ brown hair, but my hair ⁶ _____ **(not)** brown – it ⁷ _____ red. Her hair ⁸ _____ straight, but I ⁹ _____ curly hair. I ¹⁰ _____ medium height, but she ¹¹ _____ tall. She ¹² _____ very beautiful and... so am I! 😊



Kalia
(Fortnite)

H. Put the words in order and write sentences. Write the verbs in the present simple.

- at midday / have / lunch / We / . *We have lunch at midday.*
- 1. very early / start / My classes / . _____
- 2. by bus / not go / Charlie / to school / . _____
- 3. have / My friends / in the canteen / lunch / . _____
- 4. study / you / at home / ? _____
- 5. video games / not play / Randall / . _____
- 6. in the morning / she / comb her hair / ? _____
- 7. she / Yes, / do / . _____

I. Rewrite the sentences. Put the adverbs of frequency in the correct place.

- We go to school by car. **(sometimes)** _____
- They are at home at the weekends. **(often)** _____
- Joseph reads a book before bed. **(always)** _____
- The teachers are late for classes. **(hardly ever)** _____

Get ready for the tests

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

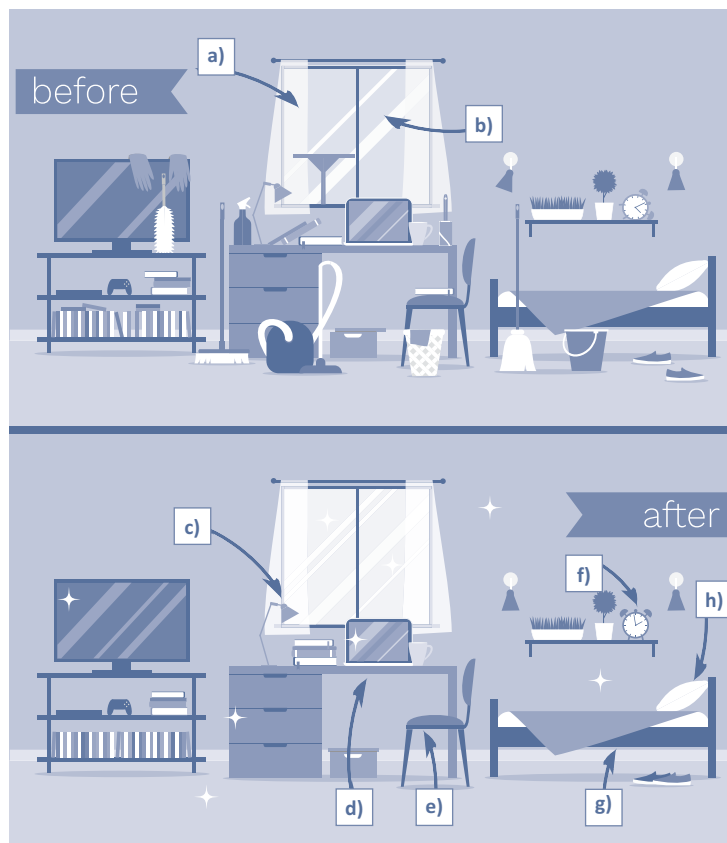
Mark: _____ Teacher: _____ Enc. Educação: _____

A. This is John's bedroom. Which objects are there in John's bedroom. Write the letters a-h.

1. window ☐ 5. chair ☐
 2. pillow ☐ 6. curtains ☐
 3. bed ☐ 7. desk ☐
 4. lamp ☐ 8. bookshelf ☐

B. What chores does he John? Tick (✓) the correct options.

1. tidy up ☐
 2. do the washing up ☐
 3. vacuum the floor ☐
 4. mop the floor ☐
 5. dust the furniture ☐
 6. do the ironing ☐
 7. sweep the floor ☐
 8. cut the grass ☐
 9. clear the table ☐



C. Write the rooms of the house that match the furniture.

- table; chairs; lamp dining room 3. washbasin, bath, toilet _____
 1. sink; cupboard; fridge _____ 4. chest of drawers, bed, wardrobe _____
 2. sofa, armchair, coffee table _____

D. Write the -ing forms of the verbs.

- play playing 4. enjoy _____
 1. do _____ 5. have _____
 2. make _____ 6. wash _____
 3. shop _____

E. Complete the sentences with the correct form of the verbs in brackets. Use the present continuous.

1. She _____ (do) her homework.
 2. I _____ (brush) my teeth at the moment.
 3. Now they _____ (ride) their bikes.
 4. My sister _____ (not drink) juice. She _____ (drink) tea.
 5. " _____ (you/have) fun at home today?" "No, _____."

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

The Hudsons are a very funny family! Today ¹_____ (be) Saturday. Now they ²_____ (not clean) the house inside – they ³_____ (do) some chores outside. Jack ⁴_____ (sweep) the car – he ⁵_____ (love) his car! But we ⁶_____ (not sweep) the car with a broom, we usually ⁷_____ (wash) it, right? Rose ⁸_____ (vacuum) her favourite part of the house: the garden! At least the garden is always clean! Ruth and Tommy ⁹_____ (iron) the plants. Poor plants! People usually ¹⁰_____ (water) them or even clean them, but they ¹¹_____ (not iron) them! Anyway, this is a crazy family, so they always ¹²_____ (do) crazy things!



G. Tick (✓) the correct object pronoun to replace the underlined words/expressions.

1. Peter is reading a new book.
a) us ☐ b) them ☐ c) it ☐
2. My sister likes John.
a) him ☐ b) me ☐ c) you ☐
3. This present is for my parents.
a) me ☐ b) them ☐ c) her ☐
4. Can you give those pencils to Tony and me?
a) it ☐ b) us ☐ c) him ☐

H. Read the sentences and write the numbers in the picture.



1. In the bookcase.
2. Under the desk.
3. Between the bed and the desk.
4. On the bed.
5. Above the clock.
6. Next to the lamp.
7. Behind the bed.
8. On the wall.

I. Use the words in the box to make six compound nouns and write them.

book scraper chair shelf

bed black stair board

case arm room sky

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

Get ready for the tests

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read what Miles is saying and find out the school subjects. Write them next to the numbers 1-6 below.

1. What does "merci" mean?

2. The capital of Poland is Warsaw.

3. Can I play in Rick's team?



4. I know! It's a metamorphic rock!

5. Teacher, I can't solve this equation...

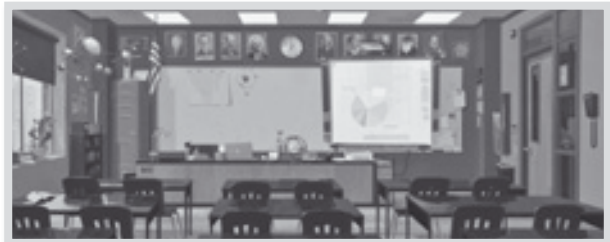
6. Brazil? It was discovered by Pedro Álvares Cabral.

SPIDER-MAN

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

B. Where in school can Miles Morales do these things? Write the school facilities.

1. borrow a book _____
2. buy a new pencil _____
3. have classes _____
4. play football _____
5. have lunch _____
6. buy a snack _____



C. Complete the text with the past simple of the verb *to be*.

Hi! My name is Shameik Moore and I'm the voice of Miles Morales in the film *Spider-Man: Into the Spider-Verse*. When I ¹ _____ younger, I ² _____ in Druid Hills High School, in Georgia (USA). It ³ _____ (not) a big school, but it ⁴ _____ nice and the teachers ⁵ _____ very friendly. My friends and I ⁶ _____ always in the sports field playing basketball and when we ⁷ _____ (not) there, we ⁸ _____ outside chatting and having fun. I miss those days...



Shameik
Moore

D. Complete the table with the past simple of the verbs.

Regular verbs	Past simple	Irregular verbs	Past simple
1. play		6. see	
2. dance		7. go	
3. cry		8. make	
4. stop		9. eat	
5. wash		10. swim	

E. What did they do yesterday? Look at the pictures and complete the sentences with the correct past simple form of the verbs from the box.

read

chat

eat

take

buy

cook

drink

study



1. The girls
_____ in the café.



2. Lucas
_____ in his bedroom.



3. Tom and Sarah
_____ a delicious lasagne.



4. The cat
_____ his milk.



5. Samantha
_____ a new book.



6. He _____ the bus to go to school.



7. The dogs
_____ their food.



8. My father
_____ the newspaper.

F. Use the words to make sentences in the past simple.

- I / go / to school / last week / . I went to school last week.
- 1. Yesterday she / be / at home / . _____
- 2. Paul / come / to the party, but he / not stay / long / . _____
- 3. He / do / his homework this afternoon / ? _____
- 4. The students / not study / enough for the test / . _____
- 5. My sister / take / a nice picture / . _____
- 6. Julie / not feed / the cat this morning / . _____

G. Circle the correct connector to complete the sentences.

- 1. I watched the latest *Spider-Man* film, **but** / **or** it wasn't my favourite one.
- 2. I don't usually watch films. **However** / **So**, I love *Spider-Man* films.
- 3. Do you prefer *Spider-Man* **and** / **or** *Batman*?
- 4. My brother is a *Spider-Man* fan. **Therefore** / **Or**, he watched all the films.

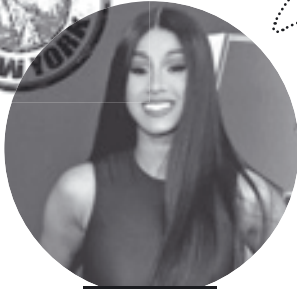


Get ready for the tests

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Unscramble the words to complete the text with city places.



Cardi B

Hello! I'm Cardi B and I live in New York. It's my favourite city in the world! During the day, I love going to the ¹ PRKA _____ and to the ² MINSMWIG POLO _____ to exercise a little bit. I usually visit some ³ RTA EESGRIALL _____ and ⁴ UMUSSME _____. There are lots of them in NY City! In the evening I like to go out for dinner. There are lots of nice ⁵ ARANUTRESTS _____, so it's difficult to choose! After dinner I like going to the ⁶ ETHTREA _____.

B. Label the city features.



1. _____



2. _____



3. _____



4. _____



5. _____

C. Complete the city activities. The first letter is already given.

Hi! I'm Sam Smith and I'm from London. It's a big city and there are lots of things we can do. I love going to the ¹ C _____ with my friends to watch the latest movies. I also go to ² C _____ very often because I love music. When I need to buy some clothes, I go ³ S _____ with my sisters. I have some friends from other countries, so when they come to London, we always go ⁴ S _____, visit some ⁵ M _____ and walk along the ⁶ S _____ because it's a beautiful city.



Sam Smith

D. Read the clues and write the names of the shops. "I never go to the supermarket, so..."

1. when I need to buy some bread, I go to the _____.
2. when I need to buy food for my dog, I go to the _____.
3. when I need to buy some fresh fish, I go to the _____.
4. when I need to buy the newspaper, I go to the _____.
5. when I need to buy fruit and vegetables, I go to the _____.
6. when I need to buy meat, I go to the _____.

E. What were they doing yesterday? Complete the sentences with the past continuous of the verbs in brackets.

1. They _____ (do) their homework.
2. Lisa _____ (not bake) a cake.
3. John _____ (cook) dinner.
4. My parents _____ (have) dinner.
5. My friends _____ (not walk) to school.
6. I _____ (study) for the maths test.

F. Past simple or past continuous? Complete the sentences with the verbs in brackets.

1. The girl _____ (run) when she _____ (fall) and _____ (break) her arm.
2. I _____ (cook) dinner when she _____ (arrive) home.
3. Sorry, I _____ (not answer) because I _____ (study) when you _____ (call).

G. Look at the picture and answer the questions using the past continuous or past simple. Use the words/expressions from the box.

ride her bike jeans and sweater fall on the ground help

1. What was the girl doing? _____
2. What clothes was she wearing? _____
3. Was she wearing a helmet? _____
4. What happened to her? _____
5. What did the woman do? _____
6. Did the woman run away? _____



H. Circle the correct modal verb to complete the sentences.

1. If you want to buy fish, you **may / should** go to the fishmonger's.
2. Those clouds are really dark. It **might / can't** rain.
3. I **can't / shouldn't** ride a bike. **Can / Must** you teach me?
4. At the library you **may / must** be quiet.

I. Tick (✓) the imperative sentences.

1. Turn right to go to the gym. ☐
2. She always turns right to go to the gym. ☐
3. Don't walk on the grass. ☐
4. John didn't walk on the grass. ☐

J. Choose the correct preposition of movement from the box to complete the sentences.

1. I went _____ the zebra crossing to get to the other side of the road.
2. I love going to the swimming pool, especially diving _____ the water.
3. When I go to work, I always pass _____ a tunnel.
4. When I arrive home, my dog always runs happily _____ me. He's so cute!

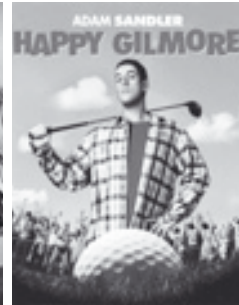
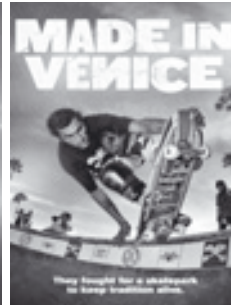
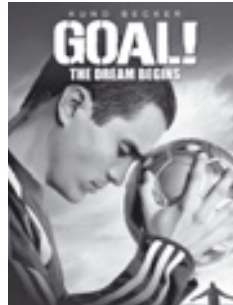
towards
across
through
into

Get ready for the tests

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. What sports are these films about? Label the pictures with the names of the sports.



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

B. Complete the table with three sports from exercise A.

1. Play...	2. Go...	3. Do...

C. Match the two columns and write free time activities.

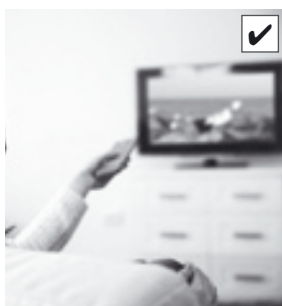
Column A	Column B	Free time activities
1. watching	a) selfies	
2. listening	b) a bike	
3. playing	c) videos	
4. riding	d) board games	
5. taking	e) to music	

D. Find six summer activities in the word search and write them.

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

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

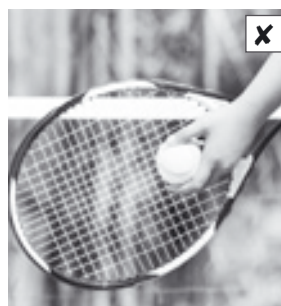
E. What will she do when she has free time? Look at the pictures and write sentences with **will + infinitive** (affirmative or negative).



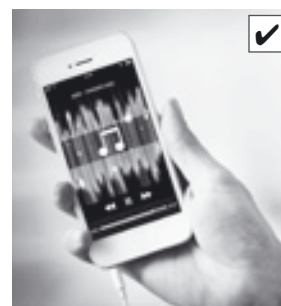
1. She will



2. _____



3. _____



4. _____

F. Complete the conditional sentences with the verbs in brackets. Then write Type 0 or Type 1.

- If you heat water to 100 °C, it _____ (**boil**). _____
- If you _____ (**protect**) the planet, you will have a better life. _____
- If you like Italian food, you _____ (**love**) this restaurant. _____
- If you _____ (**put**) water in the freezer, it freezes. _____

G. Complete the sentences with the phrasal verbs from the box. There is one extra phrasal verb.

take off look after log in log out fill in

- Our ICT lesson is over. Please _____ and shut down the computers.
- Sorry, I can't go to the cinema: my parents are out and I have to _____ my baby sister.
- To participate in the contest, you must _____ the form.
- It's so hot in here, I need to _____ my jacket!

H. Complete the sentences with **will + infinitive**, **be going to + infinitive** or **present continuous of the verbs in brackets**.

- My parents _____ (**travel**) to London next summer. Or that's their intention.
- I promise I _____ (**tidy**) my bedroom tomorrow.
- Joe and his friends made an arrangement: they _____ (**go**) to the party this evening.
- It's so hot... I think I _____ (**have**) a lemonade.

I. Circle the correct indefinite pronouns to complete the names of the songs.

- "**Somewhere** / **Everybody** over the rainbow" – Israel Kamakawiwo'ole
- "**Everywhere** / **Everything** I wanted" – Billie Eilish
- "**Somebody** / **Anywhere** that I used to know" – Gotye
- "**Anywhere** / **Nothing** else matters" – Metallica
- "**Everywhere** / **Anyone** I go" – Shawn Mullins

Table of Specifications

Diagnostic Listening Test

Diagnostic Test – Multiple Choice

Diagnostic Test – Complete structure

Recycled Language	
Vocabulary	Grammar
– <i>personal ID;</i> – <i>family;</i> – <i>physical features;</i> – <i>clothes;</i> – <i>jobs;</i> – <i>free time activities;</i> – <i>daily routine;</i> – <i>types of houses;</i> – <i>means of transport;</i> – <i>school subjects;</i> – <i>household chores.</i>	– <i>verb to be;</i> – <i>verb have got;</i> – <i>present simple;</i> – <i>present continuous;</i> – <i>comparative and superlative;</i> – <i>past simple;</i> – <i>reflexive pronouns;</i> – <i>be going to.</i>

Matriz do Teste Diagnóstico de Compreensão Oral				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening – 100% Compreender discursos muito simples articulados de forma clara e pausada.	Vocabulário e estruturas comunicativas trabalhados em anos anteriores	A. Escolher a opção correta, de acordo com o texto escutado.	10 x 10% = 100%	Resposta errada: 0 pontos

Matriz do Teste Diagnóstico – Escolha múltipla				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulary – 50% Aplicar vocabulário trabalhado nos anos anteriores.	<i>Physical features, school subjects, types of houses, household chores, daily routine, clothes, means of transport, free time activities</i>	A. Selecionar a opção correta.	20 x 5% = 100%	Resposta errada: 0 pontos
Grammar – 50% Aplicar itens gramaticais trabalhados nos anos anteriores.	<i>Verb to be/have got, present simple, comparative/ superlative, past simple, reflexive pronouns, be going to</i>			

Matriz do Teste Diagnóstico – Estrutura completa				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 33% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a identificação pessoal e rotina diária	A. Identificar imagens.	5 x 2% = 10%	Resposta errada: 0 pontos
		B. Identificar frases verdadeiras e falsas, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Escrever a resposta correta a perguntas de compreensão do texto.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos Erros de ortografia + estrutura: –1 ponto
Vocabulary – 18% Aplicar vocabulário trabalhado em anos anteriores.	Rotina diária	D. Legendar imagens com expressões fornecidas.	5 x 1% = 5%	Resposta errada: 0 pontos
	Meios de transporte	E. Completar palavras para legendar imagens.	5 x 1% = 5%	Erros de ortografia: –0,5 pontos Resposta errada: 0 pontos
	Características físicas	F. Completar frases de acordo com uma imagem.	8 x 1% = 8%	Resposta errada: 0 pontos
Grammar – 33% Aplicar itens gramaticais trabalhados em anos anteriores.	Present simple	G. Completar um texto com a forma correta dos verbos.	10 x 1% = 10%	Resposta errada: 0 pontos
	Present continuous	H. Completar frases com a forma correta dos verbos.	6 x 2% = 12%	Resposta errada: 0 pontos
	Past simple	I. Preencher uma tabela com a forma correta do <i>past simple</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
	Reflexive pronouns	J. Selecionar o pronome correto para completar frases.	5 x 1% = 5%	Resposta errada: 0 pontos
Writing – 16% Escrever um pequeno texto descritivo.	Tema: rotina diária.	K. Produzir um pequeno texto sobre a sua rotina diária.	16%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 13 a 16 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 12 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes/sem estrutura: 0 pontos

Diagnostic Listening Test

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and tick (✓) the correct option.

1. Where is Zoe from?

a) Oxford ☐

b) London ☐

c) Lisbon ☐

2. How many brother/sisters has Zoe got?

a) two sisters ☐

b) one brother ☐

c) one sister ☐

3. How old is Zoe?

a) 12 ☐

b) 20 ☐

c) 11 ☐

4. What colour are Zoe's eyes?

a) green ☐

b) brown ☐

c) blue ☐

5. What is she wearing today?

a) jeans and a T-shirt ☐

b) shorts and a sweater ☐

c) a T-shirt and shorts ☐

6. Which is her favourite hobby?

a) watching TV ☐

b) riding a bike ☐

c) cooking ☐

7. Which series is she watching at the moment?

a) *Stranger Things* ☐

b) *Big Bang Theory* ☐

c) *Young Sheldon* ☐

8. Who does Zoe usually watch TV with?

a) her sister ☐

b) his father ☐

c) her mother ☐

9. What is her parents' job?

a) doctors ☐

b) nurses ☐

c) teachers ☐

10. What do Zoe and her family do when they are together?

a) play board games ☐

b) ride a bike ☐

c) clean the kitchen ☐

Diagnostic Test | Multiple Choice

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the sentences. Tick (✓) the correct option.



1. My mother has got straight...

a) eyes. ☐

b) hair. ☐

c) nose. ☐

6. In the morning I have...

a) dinner. ☐

b) breakfast. ☐

c) lunch. ☐

2. The teacher is...

a) long hair. ☐

b) brown eyes. ☐

c) tall. ☐

7. Today I'm wearing...

a) a dress. ☐

b) school. ☐

c) by bus. ☐

3. My favourite subject is...

a) playground. ☐

b) school. ☐

c) English. ☐

8. I always go to school by...

a) classroom. ☐

b) breakfast. ☐

c) train. ☐

4. I live in a...

a) flat. ☐

b) school. ☐

c) lab. ☐

9. To travel to England, I need my...

a) museum. ☐

b) passport. ☐

c) underground. ☐

5. I always set the...

a) table. ☐

b) washing up. ☐

c) ironing. ☐

10. At the beach I love...

a) going to the theatre. ☐

b) visiting museums. ☐

c) sunbathing. ☐



11. Where... you from?

- a) am ☐
- b) are ☐
- c) is ☐

12. Tommy... new trainers.

- a) has got ☐
- b) have got ☐
- c) are ☐

13. My sister... to school by bus.

- a) goes ☐
- b) go ☐
- c) is go ☐

14. Now I...

- a) am study. ☐
- b) is studying. ☐
- c) am studying. ☐

15. Tommy is... than me.

- a) more tall ☐
- b) taller ☐
- c) tallest ☐

16. Darren is... student in his class.

- a) more intelligent ☐
- b) the most intelligent ☐
- c) the more intelligent ☐

17. Last week they... at home.

- a) were ☐
- b) was ☐
- c) are ☐

18. Yesterday we... to the beach.

- a) went ☐
- b) go ☐
- c) are going ☐

19. She fell and hurt...

- a) myself. ☐
- b) herself. ☐
- c) themselves. ☐

20. My friend... play football tomorrow.

- a) are going ☐
- b) going to ☐
- c) is going to ☐

Diagnostic Test | Complete structure

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text.

Young Sheldon

My name is Sheldon Cooper, from the series *Young Sheldon*. I'm from Texas, in the United States of America, so I'm American. I live with my parents, my older brother and my twin sister in a detached house.

In my family, people like football very much. My father, George, is a
5 football coach and my older brother plays football, but I don't like football. I prefer playing with trains. It's my favourite hobby. Melissa is my twin sister, but we always call her "Missy". We both have blue eyes, but she has got long blonde hair, like our mother, and I've got short brown hair, like our father.

I'm 9 years old, but I'm more intelligent than kids my age, so I'm already in high school¹.

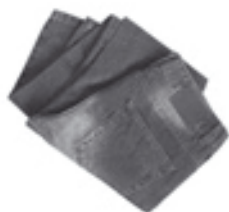
10 In fact, my brother Georgie is 15 years old and we are in the same class at school. I'm very good at maths and science and I am the best student in my school. My classmates always wear jeans, T-shirts and trainers, but I prefer formal clothes. I always wear trousers with a belt, shoes and a shirt with a bow tie². I think I always look really nice!

My days are always the same: I wake up, have a shower and get dressed. After that, I have cereal for
15 breakfast and I go to school by car. I have classes until 5 p.m. and then I do my homework very quickly because it's always very easy for me. At 8 p.m. I have dinner with my family (my favourite food is spaghetti and sausages). Before going to bed, I watch documentaries on TV or read a book.



Vocabulary: ¹ high school = *escola secundária*; ² bow tie = *laço*

A. Who usually wears these clothes? Sheldon (S) or his classmates (C)?

☐☐☐☐☐

B. Tick (✓) TRUE or FALSE.

1. Sheldon is from the USA.
2. Melissa has got brown hair, like her mother.
3. Sheldon and his brother Georgie are in high school.
4. Sheldon's favourite food is sausages with rice.

TRUE FALSE

☐ ☐☐ ☐☐ ☐☐ ☐

Diagnostic Test | Complete structure

C. Answer the questions about the text. Give complete answers.

1. What type of house has Sheldon got? _____
2. Are Sheldon and Georgie twins? _____
3. What is their father's job? _____
4. How does Sheldon go to school? _____
5. Why does Sheldon do his homework very quickly? _____

D. Label the pictures with the daily activities from the box.

go to bed have classes have breakfast have dinner do his homework



1. _____



2. _____



3. _____



4. _____



5. _____

E. Label the means of transport.



1



2



3



4



5

1. t _____
2. p _____
3. c _____
4. m _____
5. b _____

F. Look at the picture and write the names of the characters to complete the sentences.

1. _____ is fat.
2. _____ and _____ are slim.
3. _____ is short.
4. _____ has got long hair.
5. _____ is wearing shorts.
6. _____ is wearing a dress.
7. _____ is wearing trousers.
8. _____ is wearing trainers.



George

Mary

Sheldon

G. Complete the text with the present simple form of the verbs in brackets.



Hi! I'm **Raegan Revord** and I¹ _____ (**play**) Missy in the series *Young Sheldon*. My parents and I² _____ (**live**) in California. I³ _____ (**have**) a normal life. Every day I⁴ _____ (**go**) to school by car with my best friend because her mother⁵ _____ (**work**) next to our school. I⁶ _____ (**love**) going to school, but I⁷ _____ (**not like**) history. I⁸ _____ (**prefer**) maths – it's my favourite subject! And the teacher⁹ _____ (**teach**) really well! What about you?¹⁰ _____ you _____ (**like**) going to school?

H. Complete the sentences with the present continuous form of the verbs in brackets.

- We are listening (**listen**) to music now.
- 1. At the moment, I _____ (**watch**) TV.
- 2. Georgie _____ (**not do**) his homework. He _____ (**listen**) to music.
- 3. Missy and I _____ (**play**) board games.
- 4. "_____ they _____ (**ride**) their bikes?" "Yes, they _____."

I. Write the past simple form of the verbs (regular and irregular).

- | | |
|----------------|--------------|
| 1. play _____ | 4. buy _____ |
| 2. watch _____ | 5. go _____ |
| 3. study _____ | 6. do _____ |

J. Circle the correct reflexive pronoun to complete the sentences.

1. I can do it **myself** / **yourself**. I don't need help.
2. Missy loves looking at **themselves** / **herself** in the mirror.
3. They are enjoying **themselves** / **himself** at the party.
4. Can you do that by **yourself** / **itself**?
5. Peter is doing the exercise by **ourselves** / **himself**.

K. Write a short text (25-30 words) about your daily routine.

Table of Specifications (Unit 1)

Listening Tests 1A and 1B / Progress Tests 1A, 1B and 1C

Aprendizagens Essenciais (AE)	
Áreas temáticas/situacionais – Situações quotidianas. – Hábitos e rotinas. Competência comunicativa – Compreensão oral: identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso assim como informações específicas. – Compreensão escrita: compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas. – Produção escrita: escrever sobre pessoas e rotinas.	Competência intercultural – Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e identidade. Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para comunicar de forma simples.

Matriz dos Testes de Compreensão Oral 1A/1B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening – 100% Identificar o conteúdo principal do que se ouve, os intervenientes, a sequência e informações específicas.	<i>Personal ID; family members; physical description; daily routine activities</i>	A. Escolher a opção correta para completar frases.	6 x 6% = 36%	Resposta errada: 0 pontos
		B. Selecionar a imagem correta.	4 x 4% = 16%	Resposta errada: 0 pontos
		C. Classificar as afirmações como verdadeiras ou falsas, de acordo com o diálogo escutado.	8 x 6% = 48%	Resposta errada: 0 pontos

Matriz do Teste 1A/B					
Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉRIOS de classificação
Reading – 30% Compreender textos.	Texto sobre a rotina diária de dois adolescentes com características físicas especiais	A. Completar uma tabela com informação do texto.	A. Completar uma tabela com informação do texto.	10 x 1% = 10%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos
		B. Identificar a quem se refere cada frase.	B. Identificar a quem se refere cada frase.	5 x 1% = 5%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas.	C. Classificar afirmações como verdadeiras ou falsas.	5 x 1% = 5%	Resposta errada: 0 pontos
		D. Responder, de forma completa, a questões sobre o texto.	D. Responder a questões do texto, completando as respostas.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: – 0,5 pontos Erros de ortografia + estrutura: –1 ponto
Language – 50% Aplicar vocabulário e itens gramaticais trabalhados.	Family members	E. Completar frases com parentescos.	E. Completar frases com parentescos.	5 x 1% = 5%	Resposta errada: 0 pontos
	Physical description	F. Associar imagens a frases.	F. Associar imagens a frases.	4 x 1% = 4%	Resposta errada: 0 pontos
	Daily routine activities; telling the time	G. Completar frases de acordo com imagens.	G. Completar frases de acordo com imagens.	5 x 1% = 5%	Resposta errada: 0 pontos
	Personal pronouns/ Possessive determiners	H. Selecionar a opção correta.	H. Selecionar a opção correta.	4 x 1% = 4%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Matriz do Teste 1A/B					
Objetivos/ Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉrios de classificação
Language – 50% Aplicar vocabulário e itens gramaticais trabalhados.	<i>Present simple: verb to be and have got</i>	I. Completar frases com as formas verbais corretas.	I. Completar frases com as formas verbais corretas.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Possessive pronouns</i>	J. Completar frases com os pronomes corretos.	J. Completar frases, selecionando os pronomes corretos.	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>Present simple (affirmative/negative)</i>	K. Completar frases com as formas verbais corretas.	K. Completar frases com as formas verbais corretas.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Present simple (interrogative)</i>	L. Construir questões e respostas curtas de acordo com imagens.	L. Completar questões e respostas curtas de acordo com imagens.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Adverbs of frequency</i>	M. Ordenar palavras para construir frases.	M. Ordenar palavras/expressões para construir frases.	3 x 2% = 6%	Resposta errada: 0 pontos
Writing – 20% Escrever sobre pessoas e rotinas.	<i>Personal ID and physical description / Daily routine</i>	N. Produzir um texto sobre a sua identificação pessoal ou sobre a sua rotina diária.	N. Produzir um texto sobre a sua identificação pessoal, recorrendo a vocabulário fornecido.	20%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 15 a 20 pontos Erros de ortografia + estrutura pouco organizada das frases: 9 a 14 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 8 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 1C				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 24%	<i>Personal ID and physical description</i>	A. Preencher uma tabela de acordo com o texto.	6 x 4% = 24%	Resposta errada: 0 pontos
Language – 64%	<i>Family members</i>	B. Preencher espaços em frases com parentescos.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Physical description</i>	C. Selecionar a opção correta.	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Daily routine activities</i>	D. Fazer a ligação entre imagens e expressões.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Personal pronouns/ Possessive determiners</i>	E. Escolher a opção correta.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Present simple: verb to be and have got</i>	F. Escolher a opção correta.	5 x 2% = 10	Resposta errada: 0 pontos
	<i>Possessive pronouns</i>	G. Selecionar a opção correta.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Present simple (affirmative /negative)</i>	H. Identificar as frases corretas.	2 x 4% = 8%	Resposta errada: 0 pontos
Writing – 12%	<i>Personal ID</i>	I. Responder a questões.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Listening Test

1A

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the interview and circle the correct option to complete the sentences.

1. Brandon is the tallest **adult / teenager / person** in Britain.
2. Brandon's favourite sport is **football / handball / basketball**.
3. Brandon plays in the **national / international / regional** team.
4. Brandon feels **uncomfortable / comfortable / good** when people make comments about his height.
5. Brandon goes to bed at **8:00 / 8:30 / 8:45** p.m.
6. His mother is **tall / short / medium** height.



B. Tick (✓) what Brandon usually has for breakfast.

1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



7 ☐



8 ☐



C. Listen to the interview again and tick (✓) TRUE or FALSE.

1. Brandon is 16 years old.
2. Brandon is 2 metres 23 tall.
3. Being tall only has advantages.
4. It's easy to find shoes for his size.
5. Brandon has lunch at home.
6. Brandon has football practice before school.
7. Brandon has dinner with his family.
8. He has got a sister.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening Test

1B

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the interview and circle the correct option to complete the sentences.

1. Brandon is the tallest **teenager** / **person** in Britain.
2. Brandon's favourite sport is **handball** / **basketball**.
3. Brandon plays in the **national** / **international** team.
4. Brandon feels **uncomfortable** / **comfortable** when people make comments about his height.
5. Brandon goes to bed at **8:00** / **8:30** p.m.
6. His mother is **short** / **medium** height.



B. Tick (✓) four pictures of what Brandon usually eats for breakfast.

1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



C. Listen to the interview again and tick (✓) TRUE or FALSE.

1. Brandon is 16 yers old.
2. Brandon is 2 metres 23 tall.
3. There are only advantages of being this tall.
4. It's very easy to find shoes for his size.
5. Brandon has lunch in the classroom.
6. Brandon has gymnastics practice.
7. Brandon has dinner with his family.
8. Brandon's sister is short.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the texts.

Teenagers with special features



Hi! My name is Nilanshi Patel, I'm 16 years old and I'm from India, so I'm Indian. People call me the "real-life Rapunzel" and it's very easy to understand why: I'm the teenager with the longest hair in the world. My hair is two metres long!

5 Every day I wake up at 7:30 a.m. and then I have a shower, but I only wash my hair once a week. On that day, I wake up really early because my hair takes thirty minutes to dry and it takes one hour to comb. But that's not a problem because my mother always helps me. I usually have a long braid¹ and I
 10 really like it! On the other days I have a perfectly normal routine and my hair doesn't bother² me at all. I go to school, hang out with my friends and I do sports. My favourite sport is table tennis, I love it! I feel good about myself. I am medium height and slim. I've got a big mouth, brown eyes. But my favourite
 15 part of my body is, of course, my beautiful long hair!

Hello! My name is Lars Motza and I'm from Germany. I'm 16 years old and I'm the teenager with the largest feet in the world! Can you guess what my shoe size is? It's size 57! So, as you can imagine, it's really hard to
 5 find shoes my size and that's a problem for me... I can't wear common trainers like my friends – all my shoes are custom-made³. My dream is to have cool trainers or a nice pair of hiking boots for my tours with the scouts.

10 Having big feet is common in my family. My father, Frank, is size 50 and my mother is size 43.

If you also have an uncommon feature, take my advice: no matter what others say, stay true to yourself and always think positively.



Vocabulary: ¹ braid = *trança*; ² bother = *incomoda*; ³ custom-made = *feitos à medida*

A. Complete the table with information from the texts.

Name	Nilanshi	Lars
Surname	1.	6.
Age	2.	7.
Country	3.	8.
Nationality	4.	9.
Special feature	5. in the world	10. in the world

B. Complete the sentences with *Nilanshi* or *Lars*, according to the texts.

- _____’s special feature is a problem.
- _____ is a scout.
- _____ likes table tennis.
- _____ thinks it’s important to think positively.
- People compare _____ to Rapunzel.



C. Read the sentences and tick (✓) TRUE or FALSE.

- Nilanshi’s hair is 12 metres long.
- Nilanshi wakes up at half past seven.
- Nilanshi’s thinks her hair is beautiful.
- Lars’s parents have got small feet.
- Lars thinks people with special features should stay true to themselves.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D. Answer the questions about the text. Give complete answers.

- How often does Nilanshi wash her hair? _____

- Is Nilanshi’s hair a problem for her? _____

- What does Nilanshi look like? _____

- Why is it difficult for Lars to find shoes? _____

- What is Lars’s dream? _____

II – Language

E. Complete the sentences with the family members from the boxes. There are two extra words.

1. My parents' daughter is my _____.
2. My father's mother is my _____.
3. My mother's sister is my _____.
4. My uncle's son is my _____.
5. My father's brother is my _____.

brother

grandmother

uncle

father

aunt

cousin

sister

F. Look at the pictures and match them with the texts. Write numbers 1-4.



1. I'm tall and slim. I've got short curly hair. My skin is dark and I wear glasses.
2. I'm short and thin. I've got long straight hair and an oval face.
3. I'm tall and thin. I've got short hair and a beard.
4. I'm medium height and I'm bald. I wear glasses and I have a big smile.

G. Look at the pictures and complete the sentences with the correct morning activity or the time.



7:15



7:30



8:00



8:20



8:30

1. He _____ at a quarter past seven.
2. At half past seven he _____.
3. At eight o'clock a.m., he _____.
4. At _____, he goes to school by bus.
5. He has classes at _____.

H. Circle the correct personal pronoun or possessive determiner to complete the sentences.

Claire and Ann Recht are the tallest twin sisters in the world. ¹ **They / We** are from the USA and they are 2 metres 01 tall. ² **Her / Their** favourite sport is volleyball, they play ³ **him / it** really well! They have got a brother and ⁴ **she / he** is even taller: 2 metres 10!



I. Complete the sentences with the verbs *to be* or *have got*.

1. Hi, my name is Claire and I _____ very tall!
2. I _____ a twin sister. Her name is Ann.
3. Ann _____ also very tall.
4. She _____ long straight hair, just like me.
5. We _____ the tallest twins in the world.

J. Complete the sentences with the possessive pronouns from the boxes. There are two extra words.

1. "Is this book yours?" "No, it belongs to Jane – it's _____."
2. This isn't my car – it belongs to my father. The car is _____.
3. This is John and Peter's house. The house is _____.
4. "Is this your ball, Michael?" "Yes, it's _____."

ours

mine

his

hers

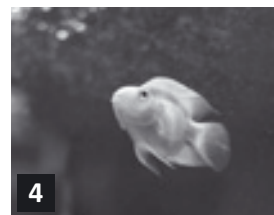
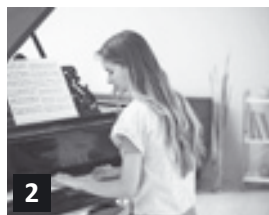
theirs

yours

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

1. He always _____ (**brush**) his teeth.
2. She _____ (**not wash**) her hair every day.
3. My friends _____ (**go**) to school by bus.
4. Mark and I _____ (**not walk**) to school.

L. Look at the pictures. Write questions and answers using the present simple.



- " _____ Does she go _____ (**go**) to school by car?" " No, she doesn't ."

1. " _____ (**play**) the piano?" " _____ , _____ ."
2. " _____ (**drink**) coffee?" " _____ , _____ ."
3. " _____ (**swim**)?" " _____ , _____ ."

M. Put the words in order to make correct sentences.

1. hardly / my sister / watches / ever / TV / . _____
2. is / at / home / Claire / always / . _____
3. Barbara / her / bike / rides / sometimes / . _____

III – Writing

N. Choose ONE topic (1 or 2) and write a short text (35-50 words) about it.

1. Describe yourself. Don't forget to mention:
 - personal ID (name, country, nationality, family, free time activities...);
 - physical appearance (height, weight, hair, eyes, special features – if you have any – personality...).
2. Describe your daily routine. Don't forget to mention:
 - what you do in the morning;
 - what you do in the afternoon;
 - what you do in the evening.

Topic _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the texts.

Teenagers with special features



Hi! My name is Nilanshi Patel, I'm 16 years old and I'm from India, so I'm Indian. People call me the “real-life Rapunzel” and it's very easy to understand why: I'm the teenager with the longest hair in the world. My hair is two metres long!

5 Every day I wake up at 7:30 a.m. and then I have a shower, but I only wash my hair once a week. On that day, I wake up really early because my hair takes thirty minutes to dry and it takes one hour to comb. But that's not a problem because my mother always helps me. I usually have a long braid¹ and I
 10 really like it! On the other days I have a perfectly normal routine and my hair doesn't bother² me at all. I go to school, hang out with my friends and I do sports. My favourite sport is table tennis, I love it! I feel good about myself. I am medium height and slim. I've got a big mouth, brown eyes. But my favourite
 15 part of my body is, of course, my beautiful long hair!

Hello! My name is Lars Motza and I'm from Germany, so I'm German. I'm 16 years old and I'm the teenager with the largest feet in the world! Can you guess what my shoe size is? It's size 57! So, as you can imagine, it's really
 5 hard to find shoes my size and that's a problem for me... I can't wear common trainers like my friends – all my shoes are custom-made³. My dream is to have cool trainers or a nice pair of hiking boots⁴ for my tours with the scouts.

10 Having big feet is common in my family. My father, Frank, is size 50 and my mother is size 43.

If you also have an uncommon feature, take my advice: no matter what others say, stay true to yourself and always think positively.



Vocabulary: ¹ braid = *trança*; ² bother = *incomoda*; ³ custom-made = *feitos à medida*;

⁴ hiking boots = *botas de caminhada*

A. Complete the table with the underlined information from the texts.

Name	Nilanshi	Lars
Surname	1.	6.
Age	2.	7.
Country	3.	8.
Nationality	4.	9.
Special feature	5. in the world	10. in the world

B. Complete the sentences with *Nilanshi* or *Lars*, according to the texts.

- _____’s special feature is a problem.
- _____ is a scout.
- _____ likes table tennis.
- _____ thinks it’s important to think positively.
- People compare _____ to Rapunzel.



C. Read the sentences and tick (✓) TRUE or FALSE.

- Nilanshi’s hair is 12 metres long.
- Nilanshi wakes up at 7:30.
- Nilanshi’s has got brown eyes.
- Lars’s parents have got small feet.
- Lars’s advice is “always think positively”.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D. Answer the questions about the text. Use the words/expressions from the box.

- How often does Nilanshi wash her hair?
Nilanshi washes her hair
- Is Nilanshi’s hair a problem for her?
No
- What does Nilanshi look like?
She is she has got a big mouth
and brown eyes
- Why is it difficult for Lars to find shoes?
It's hard to find shoes because he has got really large
- What is Lars’s dream?
His dream is to have or a nice pair of hiking boots
for his tours with the scouts

cool trainers

once a week

it isn't

medium height
and slim

feet

II – Language

E. Complete the sentences with the family members from the boxes.

1. My parents' daughter is my _____.
2. My father's mother is my _____.
3. My mother's sister is my _____.
4. My uncle's son is my _____.
5. My father's brother is my _____.

grandmother

uncle

aunt

cousin

sister

F. Look at the pictures and match them with the texts. Write numbers 1-4.



1. I'm Tom. I've got short curly hair. My skin is dark and I wear glasses.
2. I'm Lucy. I've got long straight hair and an oval face.
3. I'm Mark. I've got short hair and a beard.
4. I'm Peter. I'm bald, I wear glasses and I have a big smile.

G. Look at the pictures and match them with the sentences. Write the letters a-e.



1. At twenty past eight, he goes to school by bus. ☐
2. He wakes up at a quarter past seven. ☐
3. At eight o'clock a.m., he has breakfast. ☐
4. He has classes at half past eight. ☐
5. At half past seven he has a shower. ☐

H. **Circle** the correct personal pronoun or possessive determiner to complete the sentences.

Claire and Ann Recht are the tallest twin sisters in the world.
¹ **They / We** are from the USA and they are 2 metres 01 tall. ² **Her / Their** favourite sport is volleyball, they play ³ **him / it** really well! They have got a brother and ⁴ **he / you** is even taller: 2 metres 10!



I. Complete the sentences with *am, is, are, have got or has got*.

1. Hi, my name is Claire and I _____ very tall!
2. I _____ a twin sister, her name is Ann.
3. Ann _____ also very tall.
4. She _____ long straight hair, just like me.
5. We _____ the tallest twins in the world.

J. Complete the sentences with the possessive pronouns from the box.

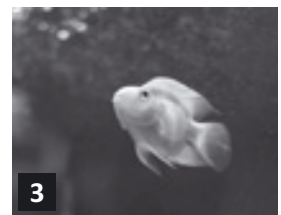
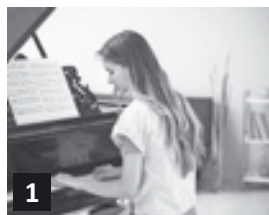
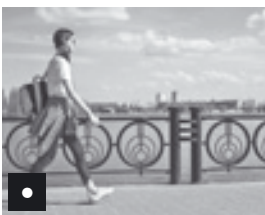
1. "Is this book yours?" "No, it belongs to Jane – it's _____."
2. This isn't my car – it belongs to my father. The car is _____.
3. This is John and Peter's house. The house is _____.
4. "Is this your ball, Michael?" "Yes, it's _____."

mine
his
hers
theirs

K. **Circle** the correct present simple forms and complete the sentences.

1. He always **brush / brushes** his teeth.
2. She **doesn't wash / don't wash** her hair every day.
3. My friends **goes / go** to school by bus.
4. Mark and I **don't walk / doesn't walk** to school.

L. Look at the pictures. Write questions and answers using the present simple.



- " Does _____ to school by car?" " No _____, he doesn't _____."

1. " _____ she play the piano?" " _____, she _____."
2. " _____ they drink coffee?" " _____, they _____."
3. " _____ it swim?" " _____, it _____."

M. Put the words in order to make correct sentences.

1. hardly ever / my sister / watches TV / . _____
2. is / at home / Claire / always / . _____
3. Barbara / rides her bike / sometimes / . _____

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the texts and complete the table with the underlined words from the text.

Teenagers with special features

Hi! My name is Nilanshi and my surname is Patel, I'm 16 years old and I'm from India, so I'm Indian. My friends "Rapunzel" because my hair is very special. It's the longest hair in the world: it's two metres long!



Hello! My name is Lars and my surname is Motza and I'm from Germany, so I'm German. I'm 16 years old and I have special feet because they are the largest in the world! My shoe size is 57!



Name	Nilanshi	1.
Surname	Patel	2.
Age	16 years old	3.
Country	India	4.
Nationality	Indian	5.
Special feature	hair	6.

B. Look at the picture and complete the sentences with the family members from the box.



Hi! My name is **Tom** and this is my family. Andy is my ¹ _____ and Sam is my ² _____. Karen is my ³ _____ and John is my little ⁴ _____.

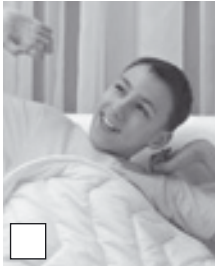
brother mother father grandfather

C. Look at the picture and circle the correct option to complete the sentences.

1. She is **fat** / **slim**.
2. She has got **long** / **short** hair.
3. She has got **straight** / **curly** hair.
4. She has got **black** / **blonde** hair.
5. She has got **glasses** / **a beard**.
6. She has got **dark** / **light** skin.



D. Look at the pictures and match them with the daily activities. Write numbers 1-5.



1. have a shower

2. have breakfast

3. wake up

4. have classes

5. go to school

E. **Circle** the correct personal pronoun or possessive determiner to complete the sentences.

Claire and Ann Recht are the tallest twin sisters in the world.

¹ **They / We** are 2 metres 01 tall. ² **Her / Their** favourite sport is volleyball, they play ³ **him / it** really well! They have got a brother and ⁴ **he / you** is 2 metres 10!



F. **Circle** the correct form – *to be* or *have got*.

- Hi, my name is Claire and I **am / have got** very tall!
- I **am / have got** a twin sister, her name is Ann.
- Ann **is / has got** also very tall.
- She **is / has got** long straight hair.
- We **are / have got** the tallest twins in the world.

G. **Circle** the correct possessive pronouns to complete the sentences.

- "Is this book yours?" "No, it belongs to Jane. It's **theirs / hers**."
- This isn't my car, it belongs to my father. The car is **his / mine**.
- This is John and Peter's house. The house is **ours / theirs**.
- "Is this your ball, Michael?" "Yes, it's **theirs / mine**."

H. Tick (✓) the correct sentences.

- When he wakes up, he always **brushes** his teeth. ☐
- She **wash** her hair every day. ☐
- All my friends **go** to school by bus. ☐
- My brother always **study** in his bedroom. ☐

I. Look at the example and answer the questions about YOU.

- What's your name? My
- How old are you? _____
- Where are you from? _____
- What nationality are you? _____

My name is Ciara. I'm 12 years old. I'm from Ireland. I'm Irish.



Table of Specifications (Unit 2)

Listening Tests 2A and 2B / Progress Tests 2A, 2B and 2C

Aprendizagens Essenciais (AE)	
Áreas temáticas/situacionais – Situações quotidianas. – Hábitos e rotinas. – Tipos de habitação. Competência comunicativa – Compreensão oral: identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso assim como informações específicas. – Compreensão escrita: compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas. – Produção escrita: escrever sobre objetos.	Competência intercultural – Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e identidade. – Tipos de habitação. – Ler diferentes tipos de texto. Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para comunicar de forma simples.

Matriz dos Testes de Compreensão Oral 2A/B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening – 100% Identificar o conteúdo principal do que se ouve, os intervenientes, a sequência e informações específicas.	<i>Household chores; rooms and parts of the house; furniture; prepositions of place</i>	A. Selecionar opções corretas.	3 x 10% = 30%	Resposta errada: 0 pontos
		B. Responder a questões com resposta rápida.	7 x 5% = 35%	Resposta errada: 0 pontos
		C. Escolher a opção correta para completar frases.	5 x 7% = 35%	Resposta errada: 0 pontos

Matriz do Teste 2A/B					
Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉRIOS de classificação
Reading – 35% Compreender textos.	Texto sobre a casa e tarefas domésticas	A. Selecionar o título mais adequado para cada parágrafo do texto.	A. Selecionar o título mais adequado para cada parágrafo do texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		B. Escolher a imagem correta, de acordo com o texto.	B. Escolher a imagem correta, de acordo com o texto.	1 x 2% = 2%	Resposta errada: 0 pontos
		C. Corrigir informações erradas em frases.	C. Corrigir informações erradas em frases.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	D. Completar respostas a questões sobre o texto.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos Erros de ortografia – estrutura: –1 ponto
Language – 45% Aplicar vocabulário e itens gramaticais trabalhados.	<i>Household chores</i>	E. Legendar imagens.	E. Legendar imagens.	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>Rooms and parts of the house; furniture</i>	F. Legendar imagens.	F. Ordenar letras para legendar imagens.	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Present continuous/-ing form</i>	G. Completar frases com a forma verbal correta.	G. Completar a forma verbal nas frases.	5 x 2% = 10%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉRIOS de classificação
	<i>Present simple/ Present continuous</i>	H. Completar um texto com formas verbais.	H. Selecionar a opção correta.	10 x 1% = 10%	Resposta errada: 0 pontos
	<i>Personal pronouns – object</i>	I. Escolher a opção correta.	I. Escolher a opção correta.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	J. Completar frases com as preposições corretas a partir de imagens.	J. Completar frases através de imagens.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Word formation</i>	K. Formar e escrever palavras.	K. Formar e escrever palavras.	5 x 1% = 5%	Resposta errada: 0 pontos
Writing – 20% Escrever sobre objetos.	<i>Rooms and parts of the house; furniture; prepositions of place</i>	L. Descrever uma divisão da casa através de uma imagem.	L. Descrever uma divisão da casa através de uma imagem, recorrendo a vocabulário fornecido.	20%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 15 a 20 pontos Erros de ortografia + estrutura pouco organizada das frases: 9 a 14 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 8 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 2C				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading – 20%	Texto sobre a casa	A. Escolher opções corretas para completar frases.	5 x 4% = 20%	Resposta errada: 0 pontos
Language – 65%	<i>Household chores</i>	B. Preencher espaços em frases com tarefas domésticas.	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Rooms of the house</i>	C. Legendar uma imagem.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present continuous (-ing form)</i>	D. Preencher uma tabela.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present simple/ Present continuous</i>	E. Fazer a ligação entre frases e tempos verbais.	2 x 4% = 8%	Resposta errada: 0 pontos
	<i>Personal pronouns – object</i>	F. Escolher a opção correta.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	G. Selecionar a opção correta.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Word formation</i>	H. Fazer ligação entre duas palavras.	3 x 2% = 6%	Resposta errada: 0 pontos
Writing – 15%	<i>Rooms of the house and furniture</i>	I. Completar frases.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Listening Test

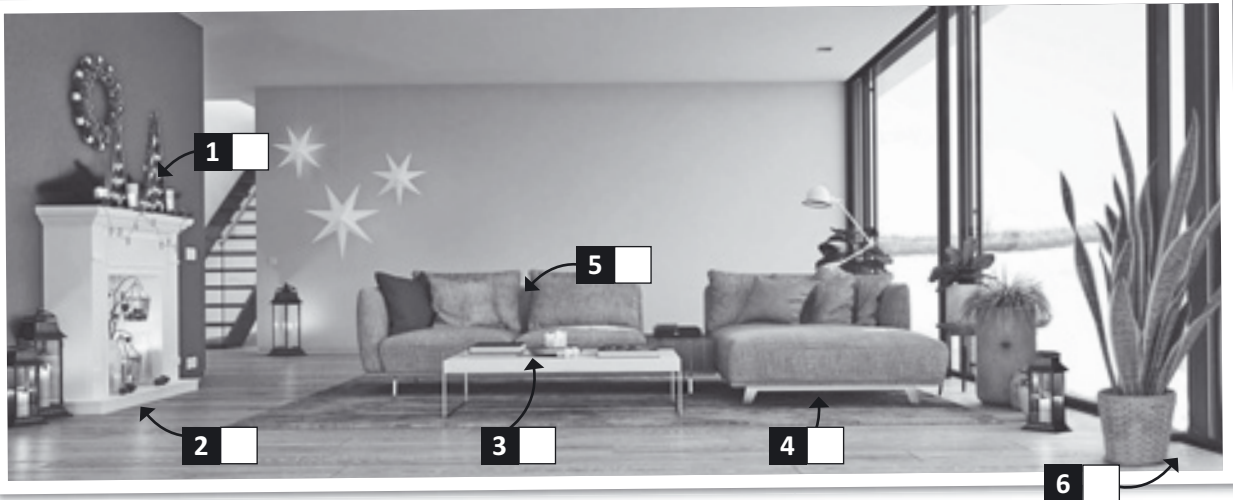
2A

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the dialogue and tick (✓) the three places John can't forget to vacuum in the living room.



B. Listen to the dialogue again and answer the questions using ONE word.

Choose from the box. There are three extra words.

chicken friends yes series meatballs dishwasher grandparents next film no

1. What is John watching? _____.
2. Has he got homework today? _____.
3. Who is having dinner at John's today? _____.
4. What does John's mother ask him to do in the kitchen?" "Load the _____.
5. What are they going to have for dinner? _____.
6. Where is the restaurant?" "_____ to John's school.
7. Does John hate vacuuming? _____.



C. Listen to the second part of the dialogue and tick (✓) the correct option to complete the sentences.

1. John calls his mother because...
 - a) there's something wrong. ☐
 - b) he is very happy. ☐
 - c) he can't find the vacuum cleaner. ☐
2. The vacuum cleaner is in...
 - a) John's bedroom. ☐
 - b) his mother's bedroom. ☐
 - c) the garage. ☐
3. After vacuuming, John...
 - a) sets the table. ☐
 - b) loads the dishwasher. ☐
 - c) looks for the vacuum cleaner. ☐
4. He sets the table in...
 - a) the dining room. ☐
 - b) the kitchen. ☐
 - c) the living room. ☐
5. John wants one more slice of...
 - a) cake. ☐
 - b) chicken. ☐
 - c) cheesecake. ☐

Listening Test

2B

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the dialogue and tick (✓) the three places John can't forget to vacuum in the living room.

1. On the sofa. ☐
2. In front of the fireplace. ☐
3. Over the plant. ☐
4. Under the sofa. ☐
5. On the fireplace. ☐
6. Behind the plant. ☐



B. Listen to the dialogue again and answer the questions using ONE word. Choose from the box.

chicken yes grandparents series dishwasher next no

1. What is John watching? _____
2. Has he got homework today? _____
3. Who is having dinner at John's today? _____
4. What does John's mother ask him to do in the kitchen? Load the _____.
5. What are they going to have for dinner? _____
6. Where is the restaurant? _____ to John's school.
7. Does John hate vacuuming? _____



C. Listen to the second part of the dialogue and tick (✓) the correct option to complete the sentences.

1. John calls his mother because...
 - a) he can't find the vacuum cleaner. ☐
 - b) he is very happy. ☐
2. The vacuum cleaner is in...
 - a) John's bedroom. ☐
 - b) his mother's bedroom. ☐
3. After vacuuming, John...
 - a) sets the table. ☐
 - b) loads the dishwasher. ☐
4. He sets the table in...
 - a) the living room. ☐
 - b) the dining room. ☐
5. John wants one more slice of...
 - a) cake. ☐
 - b) cheesecake. ☐



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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the texts.

A house for car lovers

1

My name is Frank and I live in a big flat with my parents and my two sisters. Our flat is very big. There are three bedrooms (my sisters share a bedroom), four bathrooms, a kitchen, a dining room, a living room, a study and a laundry room.

2

My favourite room of the house is definitely the living room because it's a living room and a garage at the same time! We live in a big city, but we don't have to worry about parking because we can park our car in the living room! There is a special elevator to bring the car inside, it's really cool! My father loves his car, so this is his favourite part of the house too. But there are other nice things in our living room. There are giant windows, so we can enjoy the amazing view over the city and at night it's even more beautiful! There is a big white sofa with fluffy cushions where we can relax and watch some films in the evening.

3

My parents' bedroom is also really cool! They have a private bathroom with a big bath and glass walls! There is a big, comfortable bed with some pillows and a lamp above the bedside table. There is also a nice carpet on the floor.

4

But there's a room in my house that I don't like. It's the laundry room because I only go there to do chores. My sisters and I always help around the house. I usually fold the laundry in the laundry room and tidy my bedroom. My sisters tidy their bedroom as well and they do the washing up, but at the moment they are setting the table and my parents are cooking because it's dinner time!



A. Tick (✓) the appropriate title for each paragraph.

Paragraph 1

a) Furniture ☐b) The special bedroom ☐c) Rooms of the house ☐

Paragraph 2

a) Favourite room ☐b) Private bathroom ☐c) The laundry room ☐

Paragraph 3

a) The living room ☐b) The bedroom ☐c) Parts of the house ☐

Paragraph 4

a) Relax in the evening ☐b) Type of house ☐c) Household chores ☐

B. Which is Frank's parents' bedroom? Tick (✓).



C. These sentences are all wrong. Correct the underlined information.

1. Frank lives in a small detached house.

2. The living room is Frank and his mother's favourite part of the house.

3. They can enjoy the view over the city through the glass walls.

4. The lamp is in front of the bedside table.

5. Frank folds the laundry in the bedroom.

D. Answer the questions about the text. Give complete answers.

1. Is there a study in Frank's house?

2. How do they bring the car into the living room?

3. Where do they usually watch films in the evening?

4. Does Frank like the laundry room? Why/Why not?

5. What are Frank's sisters and parents doing at the moment?

II – Language

E. Label the pictures with the household chores from the box. There are two extra chores.

do the ironing

vacuum the floor

mop the floor

cut the grass

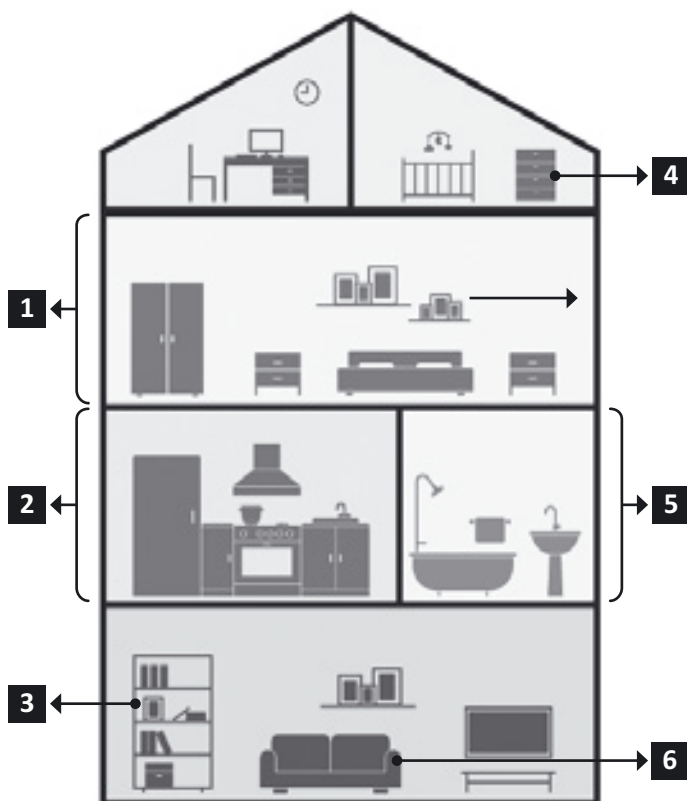
clear the table

do the washing up



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

F. Label the rooms of the house or the furniture.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

G. Complete the sentences with the present continuous form of the verbs in brackets.

- Jack is studying (study) for the English test.

- At the moment Jack's father _____ (park) his car in the living room.
- His sisters _____ (have) dinner in the kitchen now.
- _____ (Jack/do) his homework in the bedroom?
- Jack and his sister _____ (not clear) the table at the moment.
- Look! I _____ (wave) at you! Can you see me?

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

Today is Saturday. Jack and his family usually ¹_____ (**do**) household chores, but now they ²_____ (**not clean**) the house. Jack's father ³_____ (**read**) a book and their sisters ⁴_____ (**listening**) to music in their bedroom. Jack often ⁵_____ (**fold**) the laundry on Saturdays, but at the moment he ⁶_____ (**play**) with his dog. John's mother rarely ⁷_____ (**relax**) on Saturdays, but now she ⁸_____ (**watch**) a film in the living room. Today ⁹_____ (**be**) a national holiday and they always ¹⁰_____ (**take**) holidays very seriously!

I. Circle the correct object pronouns to complete the sentences.

1. Look, aren't they your friends? Invite **her / them** to come to our party!
2. I have a sister. I always have lunch with **her / it**.
3. That's my English teacher. I really like **us / him**.
4. John and I are going to the cinema. Come with **you / us**.
5. It's your birthday! Happy birthday to **me / you**!

J. Look at the picture and complete the sentences with prepositions of place from the box.

under on between in opposite



1. Car A is _____ car B.
2. The girl is _____ car B.
3. The cat is _____ car A.
4. The car keys are _____ car B.
5. The ball is _____ car A and car B.

K. Match the two halves and write new words.

- | | | |
|----------------------------------|------------|----------|
| 1. book ☐ | a) scraper | 1. _____ |
| 2. arm ☐ | b) washer | 2. _____ |
| 3. sky ☐ | c) case | 3. _____ |
| 4. dish ☐ | d) room | 4. _____ |
| 5. bed ☐ | e) chair | 5. _____ |

L. This is Frank's bedroom. Look at the picture and describe it (35-50 words).

[illegible]

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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the text.

A house for car lovers

1 My name is Frank and I live in a big flat with my
 5 parents and my two sisters. Our flat is very big. There
 are three bedrooms (my sisters share a bedroom),
 four bathrooms, a kitchen, a dining room, a living
 room, a study and a laundry room.

2 My favourite room of the house is definitely the
 10 living room because it's a living room and a garage at
 the same time! We live in a big city, but we don't have
 to worry about parking because we can park our car
 in the living room! There is a special elevator to bring
 the car inside, it's really cool! My father loves his car, so this is his favourite part of the house too. But
 there are other nice things in our living room. There are giant windows, so we can enjoy the amazing
 view over the city and at night it's even more beautiful! There is a big white sofa with fluffy cushions
 where we can relax and watch some films in the evening.

3 15 My parents' bedroom is also really cool! They have a private bathroom with a big bath and glass
 walls! There is a big, comfortable bed with some pillows and a lamp above the bedside table. There is
 also a nice carpet on the floor.

4 20 But there's a room in my house that I don't like. It's the laundry room because I only go there to do
 chores. My sisters and I always help around the house. I usually fold the laundry in the laundry room
 and tidy my bedroom. My sisters tidy their bedroom as well and they do the washing up, but at the
 moment they are setting the table and my parents are cooking because it's dinner time!



A. Tick (✓) the appropriate title for each paragraph.

Paragraph 1

a) Rooms of the house ☐b) The special bedroom ☐

Paragraph 2

a) Favourite room ☐b) Private bathroom ☐

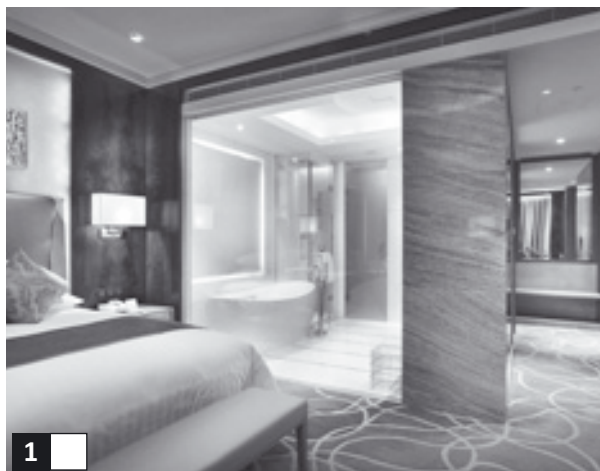
Paragraph 3

a) The living room ☐b) The bedroom ☐

Paragraph 4

a) Relax in the evening ☐b) Household chores ☐

B. Which is Frank's parents' bedroom? Tick (✓).



C. These sentences are all wrong. Correct the underlined information.

1. Frank lives in a small flat.

2. The living room is Frank and his mother's favourite part of the house.

3. They can enjoy the view over the city through the giant wall.

4. The lamp is in front of the bedside table.

5. Frank folds the laundry in the bedroom.

D. Read the questions and complete the answers according to the text.

1. Is there a study in Frank's house? Yes or No? (paragraph 1)

_____.

2. How do they bring the car into the living room? (paragraph 2)

There is a _____ to bring the car inside.

3. Where do they usually watch films in the evening? (paragraph 2)

They usually watch films in the _____.

4. Does Frank like the laundry room? Why/Why not? (paragraph 4)

_____ because he only goes there to do _____.

5. What are Frank's sisters and parents doing at the moment? (paragraph 4)

Frank's sisters are _____ and his parents are _____.

II – Language

E. Label the pictures with the household chores from the box.

do the ironing

mop the floor

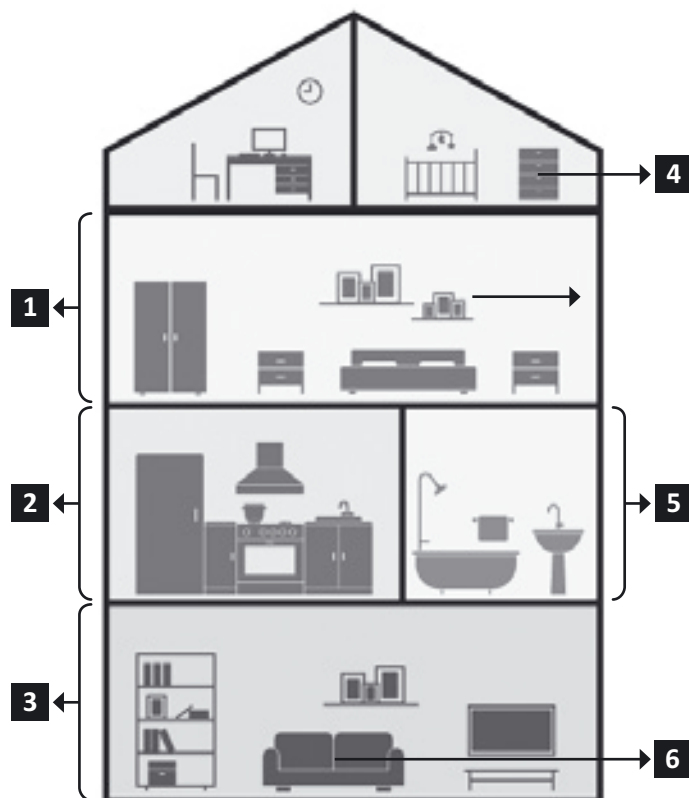
cut the grass

do the washing up



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

F. Unscramble the words to label the rooms of the house or the furniture.



1. RODOMBE _____
 2. HEKICNT _____
 3. OKCAOBSE _____
 4. CSHET _____ of drawers
 5. OMATBOHR _____
 6. FSAO _____

G. Complete the sentences with the *-ing* form of the verbs in brackets.

- Jack is studying (study) for the English test.
- At the moment Jack's father is _____ (park) his car in the living room.
- His sisters **are** _____ (have) dinner in the kitchen now.
- Is Jack _____ (do) his homework in the bedroom?
- Jack and his sister **aren't** _____ (clear) the table at the moment.
- Look! I **am** _____ (wave) at you! Can you see me?

H. Circle the correct verb forms to complete the text.

Today is Saturday. Jack and his family usually ¹ **do / am doing** household chores, but now they ² **don't clean / aren't cleaning** the house. Jack's father ³ **reads / is reading** a book and their sisters ⁴ **listen / are listening** to music in their bedroom. Jack often ⁵ **folds / is folding** the laundry on Saturdays, but at the moment he ⁶ **plays / is playing** with his dog. John's mother rarely ⁷ **relaxes / is relaxing** on Saturdays, but now she ⁸ **watches / is watching** a film in the living room. Today ⁹ **is / is being** a national holiday and they ¹⁰ **take / are taking** holidays very seriously!

I. Circle the correct object pronouns to complete the sentences.

1. Look, aren't they your friends? Invite **her / them** to come to our party!
2. I have a sister. I always have lunch with **her / it**.
3. That's my English teacher. I really like **me / him**.
4. John and I are going to the cinema. Come with **us / it**.
5. It's your birthday! Happy birthday to **me / you**!

J. Look at the picture and write A or B according to the picture and the prepositions of place.



1. Car A is **opposite** car _____.
2. The girl is **in** car _____.
3. The cat is **on** car _____.
4. The car keys are **under** car _____.
5. The ball is **between** car _____ and car B.

K. Match the two halves and write new words.

- | | | |
|----------------------------------|------------|----------|
| 1. book ☐ | a) scraper | 1. _____ |
| 2. arm ☐ | b) washer | 2. _____ |
| 3. sky ☐ | c) case | 3. _____ |
| 4. dish ☐ | d) room | 4. _____ |
| 5. bed ☐ | e) chair | 5. _____ |

III – Writing

- L. This is Frank's bedroom. Look at the picture and describe it (35-50 words). You may use some words from the vocabulary box.



Vocabulary box

- **Verbs:** *there is, there are, is, has got...*
- **Prepositions of place:** *on, in, next to, opposite...*
- **Objects:** *bed, pillows, bicycle, paintings, desk, chair, rug, wardrobe, lamp...*
- **Adjectives:** *big, small, nice, ugly...*

This is Frank's bedroom

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the text and tick (✓) the correct option to complete the sentences.

A house for car lovers

My name is Frank and I live in a big flat with my parents and my two sisters.

Our flat is very big. There are three bedrooms, four bathrooms, a kitchen, a dining room, a living room, a study and a laundry room.

My favourite room of the house is the living room because it's a living room and a garage. We can park our car in the living room! There is a special elevator to bring the car inside. It's really cool! I love my house!



- | | | | |
|------------------------------|---|---|--|
| 1. Frank lives in a | a) detached house. ☐ | b) flat. ☐ | c) castle. ☐ |
| 2. Frank has got | a) two sisters. ☐ | b) a brother. ☐ | c) two brothers. ☐ |
| 3. There are three | a) kitchens. ☐ | b) living rooms. ☐ | c) bedrooms. ☐ |
| 4. There are four | a) bathrooms. ☐ | b) studies. ☐ | c) garages. ☐ |
| 5. Frank's favourite room is | a) his bedroom. ☐ | b) the kitchen. ☐ | c) the living room. ☐ |

B. Complete the household chores with words from the box to label the pictures.

ironing mop grass washing



1. _____ the floor. 2. Do the _____ up. 3. Do the _____. 4. Cut the _____.

C. Write the missing vowels to label the rooms of the house.



1. ST ____ D ____
 2. B ____ DR ____ M
 3. K ____ TCH ____ N
 4. B ____ THR ____ M
 5. L ____ V ____ NG R ____ M

D. Write the *-ing* form of the verbs.

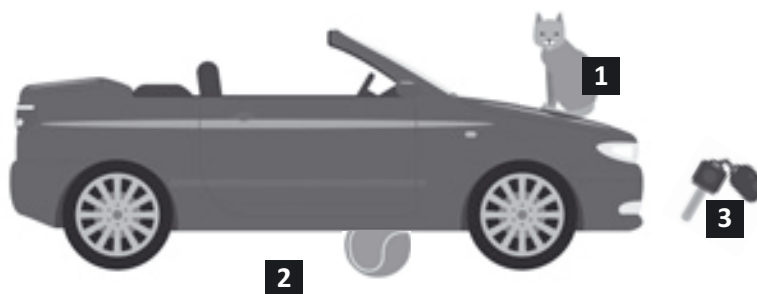
- study studying 3. play _____
- 1. read _____ 4. clear _____
- 2. do _____ 5. watch _____

E. Match the sentences with the correct verb tense. Draw lines.

- 1. I **set** the table every day. • a) Present continuous
- 2. I **am setting** the table at the moment. • b) Present simple

F. Circle the correct object pronoun.

- I me / him 2. he him / their 4. we her / our
- 1. you her / you 3. she our / her 5. they them / me

G. Look at the picture and circle the correct prepositions of place.

- 1. The cat is **on** / **under** the car.
- 2. The ball is **under** / **next to** the car.
- 3. The keys are **in front of** / **between** the car.

H. Match the two halves to create new words. Draw lines.

- 1. book • a) scraper
- 2. arm • b) chair
- 3. sky • c) case

I. Describe the Jack's bedroom. Look at the picture and complete the sentences about it. Use the words from the box.



big small cool bed wardrobe desk
chair rug lamp paintings books pillows

- 1. Jack's bedroom is _____.
- 2. There is a bicycle over the _____.
- 3. There is a _____ and a _____.
- 4. There is a _____ on the floor.
- 5. There are some _____.

Table of Specifications (Unit 3)

Listening Tests 3A and 3B / Progress Tests 3A, 3B and 3C

Aprendizagens Essenciais (AE)	
Áreas temáticas/situacionais – Atividades escolares. – Situações quotidianas. – Hábitos e rotinas. – Eventos escolares. Competência comunicativa – Compreensão oral: identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso assim como informações específicas. – Compreensão escrita: compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas. – Produção escrita: escrever sobre rotinas.	Competência intercultural – Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e identidade. – Ler diferentes tipos de texto. Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para comunicar de forma simples.

Matriz dos Testes de Compreensão Oral 3A/B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening – 100% Identificar o conteúdo principal do que se ouve, os intervenientes, a sequência e informações específicas.	<i>School subjects; after-school clubs; school rooms/facilities</i>	A. Escolher a opção correta para completar frases.	6 x 5% = 30%	Resposta errada: 0 pontos
		B. Preencher uma tabela de acordo com o diálogo.	5 x 5% = 25%	Resposta errada: 0 pontos
		C. Selecionar as imagens referentes aos locais mencionados.	2 x 5% = 10%	Resposta errada: 0 pontos
		C. Classificar as afirmações como verdadeiras ou falsas.	7 x 5% = 35%	Resposta errada: 0 pontos

Matriz do Teste 3A/B					
Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉRIOS de classificação
Reading – 35% Compreender textos.	Textos sobre os espaços da escola, clubes e eventos escolares	A. Legendar imagens.	A. Legendar imagens.	3 x 1% = 3%	Resposta errada: 0 pontos
		B. Ordenar frases, de acordo com os textos.	B. Ordenar frases, de acordo com os textos.	7 x 1% = 7%	Resposta errada: 0 pontos
		C. Escolher a opção correta para completar frases.	C. Escolher a opção correta para completar frases.	5 x 2% = 10%	Resposta errada: 0 pontos
		D. Responder, de forma completa, a questões sobre o texto.	D. Responder, de forma completa, a questões sobre o texto.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: – 0,5 pontos Erros de ortografia + estrutura: –1 ponto
Language – 45% Aplicar vocabulário e itens gramaticais trabalhados.	<i>School subjects</i>	E. Legendar imagens.	E. Legendar imagens.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>School facilities</i>	F. Completar frases com a palavra correta.	F. Completar frases com a palavra correta.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Past simple: verb to be</i>	G. Completar frases com a forma verbal correta.	G. Completar frases com a forma verbal correta.	5 x 2% = 10%	Resposta errada: 0 pontos

Matriz do Teste 3A/B					
Objetivos/ Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉrios de classificação
Language – 45% Aplicar vocabulário e itens gramaticais trabalhados.	<i>Past simple: regular verbs</i>	H. Completar frases com a forma verbal correta.	H. Selecionar a forma verbal correta para completar frases.	7 x 1% = 7%	Resposta errada: 0 pontos
	<i>Past simple: irregular verbs</i>	I. Preencher uma tabela com as formas verbais corretas.	I. Preencher uma tabela com as formas verbais corretas.	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Past simple – interrogative and short answers</i>	J. Formular questões e respostas curtas de acordo com imagens.	J. Formular questões e respostas curtas de acordo com imagens.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Connectors</i>	K. Selecionar a opção correta para completar frases.	K. Selecionar a opção correta para completar frases.	3 x 1% = 3%	Resposta errada: 0 pontos
Writing – 20% Escrever sobre pessoas e rotinas.	<i>School events; past simple, connectors</i>	L. Descrever uma visita de estudo.	L. Descrever uma visita de estudo, recorrendo a vocabulário fornecido.	20%	Erros de ortografia irrele- vantes + estrutura das fra- ses organizada e completa: 15 a 20 pontos Erros de ortografia + estru- tura pouco organizada das frases: 9 a 14 pontos Erros de ortografia + estru- tura bastante desorganiza- da: 1 a 8 pontos Frases incoerentes / sem es- trutura: 0 pontos

Matriz do Teste 3C				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 21%	Texto sobre a escola.	A. Decidir se as frases são verdadeiras ou falsas.	7 x 3% = 21%	Resposta errada: 0 pontos
Language – 61%	<i>School subjects</i>	B. Legendar imagens.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>School facilities</i>	C. Completar frases.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past simple: verb to be</i>	D. Escolher a opção correta.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past simple: regular and irregular verbs</i>	E. Preencher uma tabela.	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Past simple: negative form</i>	F. Transformar frases afirmativas em negativas.	2 x 5% = 10%	Resposta errada: 0 pontos
	<i>Connectors</i>	G. Selecionar a opção correta.	3 x 3% = 9%	Resposta errada: 0 pontos
Writing – 18%	Descrever uma visita de estudo.	I. Completar respostas a questões sobre uma visita de estudo.	6 x 3% = 18%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Listening Test

3A

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the dialogue and tick (✓) the correct option.

1. Erika is looking for the...
 a) lab. ☐ b) headmaster's office. ☐ c) art room. ☐
2. Allan is in class...
 a) 6B. ☐ b) 7C. ☐ c) 7F. ☐
3. The science lesson is in the...
 a) lab. ☐ b) art room. ☐ c) assembly hall. ☐
4. Allan shows Erika the school before the...
 a) science lesson. ☐ b) break. ☐ c) PE lesson. ☐
5. Allan's favourite subject is...
 a) ICT. ☐ b) physical education. ☐ c) art. ☐
6. The PE lessons are...
 a) upstairs. ☐ b) in the library. ☐ c) outside. ☐

B. Listen to the dialogue again and fill in the table with the school places from the box.

library

assembly hall

maths room

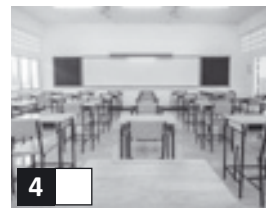
art room

staffroom

Downstairs		3. Upstairs
1. On the right	2. On the left	
•	•	•
•	•	



C. Listen to the second part of the dialogue and tick (✓) the two places mentioned.



D. Listen to the dialogue again and tick (✓) TRUE or FALSE.

1. Allan runs fast.
2. There is a small gym on the right.
3. Erika doesn't like football. She prefers handball.
4. Allan asks the PE teacher about the Football Club.
5. Handball practice is on Tuesdays and Wednesdays at 5 o'clock.
6. Allan and Erika have a PE lesson tomorrow.
7. They don't need to hurry because the science teacher is always late.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening Test

3B

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

A. Listen to the dialogue and tick (✓) the correct option.

1. Erika is looking for the... a) lab. ☐ b) art room. ☐
2. Allan is in class... a) 6B. ☐ b) 7C. ☐
3. The science lesson is in the... a) lab. ☐ b) art room. ☐
4. Allan shows Erika the school before the... a) science lesson. ☐ b) break. ☐
5. Allan's favourite subject is... a) ICT. ☐ b) physical education. ☐
6. The PE lessons are... a) outside. ☐ b) in the library. ☐

B. Listen to the dialogue again and fill in the table with the school places from the box.

School rooms	Downstairs		Upstairs
	On the right	On the left	
• headmaster's office	✓		
1. staffroom			
2. assembly hall			
3. library			
4. maths room			
5. art room			

C. Listen to the second part of the dialogue and tick (✓) two places mentioned.



D. Listen to the dialogue again and tick (✓) TRUE or FALSE.

1. Allan runs really fast.
2. The sports fields aren't nice and the gym is small.
3. Erika doesn't like football and she doesn't like handball.
4. Allan asks the PE teacher about the Chess Club.
5. They practise handball on Tuesdays and Wednesdays.
6. They have a PE lesson tomorrow.
7. The science teacher is always late.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the texts.

School favourites!

I loved my primary school. It was a small school, with some classrooms, a music room and a staffroom. It was a bit old, but comfortable. The playground was great because it was very big with lots of trees and I loved climbing trees! I was a good student and my favourite subject was English
 5 (but now I prefer history...). My primary school was very special, but there was something that was really, really great: the slide! Yes, there was a slide inside the school! It was awesome and the fastest way to go downstairs!

Kelly, 15



When I was at school, my favourite subjects were physical education and art, but I wasn't very good at maths... However, I remember having a good
 10 mark in a test that was about angles. And do you know why? Because there was a special door in the maths room that helped the students to measure the angles in degrees. With that help it was very easy to understand! My school was great. There was a big playground where I usually played with my friends. I was in the Basketball Club and I always participated in the
 15 basketball tournament during Sports Day!

Harold, 27



I like my school! It's very big and there are many classrooms! And there is a special stationer's. When I came to this school for the first time, I had to wait lots of time in line¹ for the stationer's and I hated it! But then they installed a vending machine² with school supplies! Isn't it genius? It's much faster and it's always "open"! If I
 20 need a pencil, I just use the vending machine! No more waiting in lines! Another great thing about this school is the school trips! My favourite school trip was the one we made to the Natural History Museum, in London because I love science, so it was very exciting to see the giant whale skeleton³!

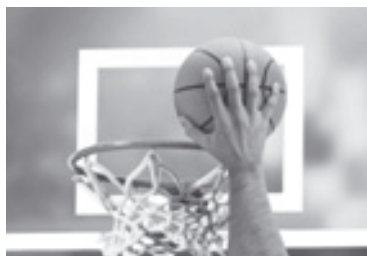
Mindy, 11

Vocabulary: ¹ line = *fila*; ² vending machine = *máquina automática de vendas*; ³ skeleton = *esqueleto*

A. Label the pictures according to the texts. Write *Kelly*, *Harold* or *Mindy*.



1. _____



2. _____



3. _____

B. Order the sentences according to Kelly's text. Write numbers 1-7.

- a) Kelly loved climbing trees. ☐
- b) It was small, but she loved her primary school. ☐
- c) There was a music room. ☐
- d) Kelly used the slide to go downstairs. ☐
- e) Kelly prefers history now. ☐
- f) There was a playground. ☐
- g) Kelly's primary school was old. ☐



C. Circle the correct option to complete the sentences.

- 1. Kelly's favourite subject was **history** / English / music.
- 2. Harold remembers having a good mark in a **maths** / physical education / art test.
- 3. Harold usually played with his friends in the **basketball field** / maths room / playground.
- 4. At **Kelly's** / Harold's / Mindy's school there was a basketball tournament during Sports Day.
- 5. Mindy hated waiting in line for the **library** / vending machine / stationer's.

D. Answer the questions about Harold and Mindy. Give complete answers.

1. What were Harold's favourite subjects?

2. Where was the special door in Harold's school?

3. Was Harold in the Football Club?

4. What are the advantages of the vending machine at Mindy's school?

5. Why was the visit to the museum Mindy's favourite school trip?

II – Language

E. Label the pictures with the school subjects



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

F. Complete the sentences with the school facilities from the box.

library

sports field

classroom

stationer's

canteen

- It's lunchtime. Let's go to the _____ and have lunch together!
- Oh, I forgot my jacket in the _____. Let me see if the English teacher is still there!
- Let's meet at the _____ after lunch to play basketball!
- My notebook is full... I need to go to the _____ and buy a new one.
- I need to go to the _____ to borrow a book for my Portuguese presentation.

G. Complete the sentences with the past simple of the verb *to be*.

- My grandmother _____ the best student in her class.
- Sarah _____ (**not**) at home yesterday.
- Last week, John and Lucas _____ (**not**) at the cinema.
- Where _____ you yesterday?
- I _____ at school, as always!

H. Complete the sentences with the past simple of the regular verbs in brackets.

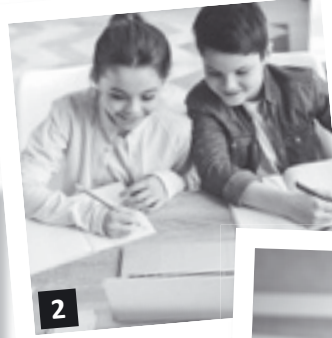
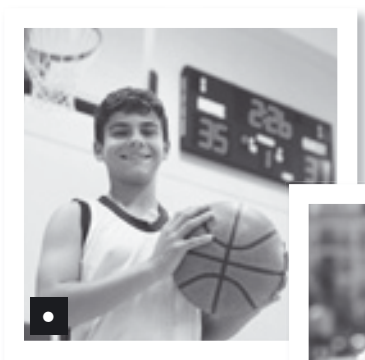
Last week my parents and I ¹ _____ (**visit**) my brother at his university. It ² _____ (**not rain**), so we ³ _____ (**walk**) in the campus. It's very big! Then we ⁴ _____ (**help**) my brother clean his bedroom. I ⁵ _____ (**discover**) the best stairs ever! They have three different ways, so we never get stuck behind slow people! What a great idea! I ⁶ _____ (**enjoy**) this visit a lot and I ⁷ _____ (**not want**) to leave. I can't wait to go to university!



I. Fill in the table with the past simple form of the irregular verbs.

Infinitive	Past simple	Infinitive	Past simple
go	1.	make	4.
see	2.	eat	5.
put	3.	swim	6.

J. What did they do yesterday? Look at the pictures, then write questions and answers.



• Tom / play football

Did Tom play football ? No, he didn't. He played basketball.

1. Kate / drink water

?

2. They / study

?

3. Peter / read the newspaper

?

K. Circle the correct connector to complete the sentences.

1. Tomorrow is school day. **Because / Therefore**, I need to go to bed early.

2. I studied a lot. **However / So**, I had a bad mark.

3. I really need to study **and / because** I have a test tomorrow.

III – Writing

L. Look at the pictures of a school trip to London. Imagine your school is near London and you went on this school trip. Write a short text about it (35-50 words). You can mention:

- means of transport used;
- who you went with;
- what you did in the morning;
- where you had lunch;
- what you did in the afternoon;
- your opinion about the school trip.

Sightseeing



London Eye



Tower Bridge



Big Ben



Natural History Museum



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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the texts.

School favourites!

I loved my primary school. It was a small school, with some classrooms, a music room and a staffroom. It was a bit old, but comfortable. The playground was great because it was very big with lots of trees and I loved climbing trees! I was a good student and my favourite subject was English (but now I prefer history...). My primary school was very special, but there was something that was really, really great: the slide! Yes, there was a slide inside the school! It was awesome and the fastest way to go downstairs!

Kelly, 15



When I was at school, my favourite subjects were physical education and art, but I wasn't very good at maths... However, I remember having a good mark in a test that was about angles. And do you know why? Because there was a special door in the maths room that helped the students to measure the angles in degrees. With that help it was very easy to understand! My school was great. There was a big playground where I usually played with my friends. I was in the Basketball Club and I always participated in the basketball tournament during Sports Day!

Harold, 27



I like my school! It's very big and there are many classrooms! And there is a special stationer's. When I came to this school for the first time, I had to wait lots of time in line¹ for the stationer's and I hated it! But then they installed a vending machine² with school supplies! Isn't it genius? It's much faster and it's always "open"! If I need a pencil, I just use the vending machine! No more waiting in lines! Another great thing about this school is the school trips! My favourite school trip was the one we made to the Natural History Museum, in London because I love science, so it was very exciting to see the giant whale skeleton³!

Mindy, 11

Vocabulary: ¹ line = fila; ² vending machine = máquina automática de vendas; ³ skeleton = esqueleto

A. Look at the underlined expressions in the texts and circle the correct option to label the pictures.



1. Kelly / Harold / Mindy



2. Kelly / Harold / Mindy



3. Kelly / Harold / Mindy

II – Language

E. Label the pictures with the school subjects from the box.

PE maths art geography history



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

F. Complete the sentences with the school facilities.



library

sports field

canteen

stationer's

classroom

- It's **lunchtime**. Let's go to the _____ and have lunch together!
- Oh, I forgot my jacket in the _____. Let me see if the **English teacher** is still there!
- Let's meet at the _____ after lunch to **play basketball**!
- My notebook is full... I need to go to the _____ and **buy a new notebook**.
- I need to go to the _____ to **borrow a book** for my Portuguese presentation.

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

- My grandmother _____ the best student in her class.
- Sarah _____ (**not**) at home yesterday.
- Last week, John and Lucas _____ (**not**) at the cinema.
- Where _____ you yesterday?
- I _____ at school, as always!

H. Circle the correct option to complete the sentences with the past simple of the regular verbs.

Last weekend my parents and I ¹ **visited / visit** my brother at his university. It was really nice! It ² **didn't rained / didn't rain**, so we ³ **walked / walk** in the campus. It's very big! Then we ⁴ **helping / helped** my brother clean his bedroom. I ⁵ **discovered / discover** the best stairs ever! They have three different ways, so we never get stuck behind slow people! What a great idea! I ⁶ **enjoying / enjoyed** this visit a lot and I ⁷ **didn't wanted / didn't want** to leave. I can't wait to go to university!

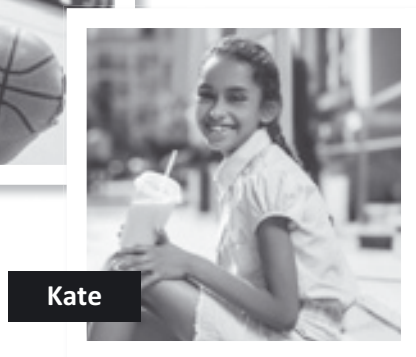
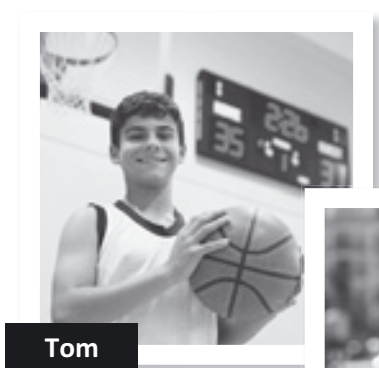


I. Fill in the table with the past simple form of the irregular verbs from the box.

swam ate saw went made put

Infinitive	Past simple	Infinitive	Past simple
go	1.	make	4.
see	2.	eat	5.
put	3.	swim	6.

J. What did they do yesterday? Look at the pictures and answer the questions.



- Did Tom play football? No, he didn't.
- 1. Did Kate drink water? _____
- 2. Did they study? _____
- 3. Did Peter read the newspaper? _____

K. Circle the correct connector to complete the sentences.

1. Tomorrow is school day. **But / Therefore**, I need to go to bed early.
2. I studied a lot. **However / Because**, I had a bad mark.
3. I really need to study **and / because** I have a test tomorrow.

III – Writing

L. Look at the pictures of a school trip to London. Write a short text about it (35-50 words). You may answer the questions below and use some words from the vocabulary box.

- Where did you go?
- What means of transport did you use?
- Who did you go with?
- What did you do in the morning?
- Where did you have lunch?
- What did you do in the afternoon?
- What is your opinion about it?

Sightseeing



Vocabulary box

- *bus / car / underground / taxi / plane / train*
- *friends / teachers / colleagues*
- *Natural History Museum / London Eye / Tower Bridge / Big Ben / walk along the streets / take selfies*
- *shopping centre / restaurant / picnic in the park*
- *great / interesting / boring / good*

London Eye



Tower Bridge



Big Ben



Natural History Museum



Last week, we went on a school trip to

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the text and decide if the sentences are true or false. Tick (✓) the correct box.

School favourites!

I loved my primary school. It was a small school, with some classrooms, a music room and a staffroom. It was a bit old, but comfortable.

The playground was very big with lots of trees! I was a good student and my favourite subject was English. My primary school was very special, but
5 there was something that was really, really great: the slide! Yes, there was a slide inside the school! It was awesome!

Kelly, 15



TRUE FALSE

1. I hated my primary school.
2. It was a small school, with some classrooms.
3. It was modern but very uncomfortable.
4. The playground was small with lots of flowers.
5. I was a good student.
6. There was something really great: the slide.
7. There was a tree inside the school.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B. Complete the school subjects to label the pictures.



1. M _ T H S



2. G _ _ G R _ P H _



3. H _ S T _ R _



4. _ R _



5. P H _ S _ C _ L
_ D _ C _ T _ N

C. Circle the correct school facilities to complete the sentences.



library



sports field



canteen



stationer's



classroom

1. It's lunchtime. Let's go to the **classroom** / **canteen** and have lunch together!
2. Oh, I forgot my jacket in the **canteen** / **classroom**. Let me see if the English teacher is still there!
3. Let's meet at the **sports field** / **library** after lunch to play basketball!
4. My notebook is full... I need to go to the **canteen** / **stationer's** and buy a new notebook.
5. I need to go to the **classroom** / **library** to borrow a book for my Portuguese presentation.

D. **Circle** the correct option to complete the sentences.

1. My grandmother **was** / **were** the best student in her class.
2. Sarah **wasn't** / **weren't** at home yesterday.
3. Last week, John and Lucas **wasn't** / **weren't** at the cinema.
4. Where **was** / **were** you yesterday?
5. I **was** / **were** at school, as always!

E. Fill in the table with the past simple form of the verbs from the box.

walked won wanted waited wrote went

Infinitive	Past simple	Infinitive	Past simple
want	1.	write	4.
walk	2.	win	5.
wait	3.	go	6.

F. Look at the example and put the sentences in the negative form.

- I walked to school. **Neg.** I didn't walk to school.
- 1. She waited in the car. **Neg.** _____
- 2. They wanted a book. **Neg.** _____

G. **Circle** the correct connector to complete the sentences.

1. Tomorrow is school day. **But** / **Therefore**, I need to go to bed early.
2. I studied a lot. **However** / **Because**, I had a bad mark.
3. I really need to study **and** / **because** I have a test tomorrow.

H. Imagine you went on a school trip to London. Complete the answers to the questions using words from the box.

1. "Where did you go?" "I went to _____."
2. "How did you go there?" "We went by _____."
3. "Who did you go with?" "I went with my _____."
4. "What did you do?" "We _____."
5. "Where did you have lunch?" "We had lunch in _____."
6. "What is your opinion about it?" "It was _____."

Paris London
 bus train
 friends teachers
 visited a museum
 went for a walk
 shopping centre park
 great boring

Table of Specifications (Unit 4)

Listening Tests 4A and 4B / Progress Tests 4A, 4B and 4C

Aprendizagens Essenciais (AE)	
Áreas temáticas/situacionais – Situações quotidianas. – Serviços. – Hábitos e rotinas.	Competência intercultural – Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e identidade. – Ler diferentes tipos de texto.
Competência comunicativa – Compreensão oral: identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso assim como informações específicas. – Compreensão escrita: compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas. – Produção escrita: escrever sobre rotinas.	Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para comunicar de forma simples.

Matriz dos Testes de Compreensão Oral 4A/B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening – 100% Identificar o conteúdo principal do que se ouve, os intervenientes, a sequência e informações específicas.	<i>City places; city activities; shops</i>	A. Completar frases de acordo com o diálogo.	8 x 5% = 40%	Resposta errada: 0 pontos
		B. Associar imagens a palavras.	3 x 8% = 24%	Resposta errada: 0 pontos
		C. Corrigir palavras erradas em frases.	6 x 5% = 30%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos (teste A)
		D. Selecionar a imagem correta.	1 x 6% = 6%	Resposta errada: 0 pontos

Matriz do Teste 4A/B					
Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉrios de classificação
Reading – 36% Compreender textos.	Textos sobre a cidade e lojas	A. Legendar imagens com palavras do texto.	A. Legendar imagens com palavras do texto.	4 x 1% = 4%	Resposta errada: 0 pontos
		B. Associar palavras do texto à sua definição.	B. Associar palavras do texto à sua definição.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Identificar frases falsas.	C. Identificar frases falsas.	3 x 2% = 6%	Resposta errada: 0 pontos
		D. Corrigir as frases falsas.	D. Corrigir as frases falsas usando palavras do texto.	3 x 2% = 6%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos Erros de ortografia + estrutura: –1 ponto
		E. Responder, de forma completa, a questões sobre o texto.	E. Completar respostas a questões sobre o texto.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos Erros de ortografia – estrutura: –1 ponto
Language – 44% Aplicar vocabulário e itens gramaticais trabalhados.	<i>City places; city features</i>	F. Legendar imagens.	F. Legendar imagens.	8 x 1% = 8%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos (teste A)
	<i>City activities</i>	G. Completar um diálogo com atividades.	G. Completar um diálogo com atividades.	4 x 1% = 4%	Resposta errada: 0 pontos

Objetivos/ Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉrios de classificação
	<i>Shops</i>	H. Legendar imagens.	H. Legendar imagens.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Past continuous</i>	I. Construir frases a partir de palavras.	I. Construir frases a partir de palavras.	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Past simple and past continuous</i>	J. Completar frases com a forma verbal adequada.	J. Escolher a forma verbal adequada para completar frases.	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Modal verbs</i>	K. Selecionar a palavra correta.	K. Selecionar a palavra correta.	5 x 1% = 5%	Resposta errada: 0 pontos
	<i>Imperative</i>	L. Completar frases com a forma verbal adequada.	L. Completar frases com a forma verbal adequada.	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>Prepositions of movement</i>	M. Completar frases para legendar imagens.	M. Completar frases para legendar imagens.	3 x 2% = 6%	
Writing – 20% Escrever sobre hábitos e rotinas.	Compras	N. Escrever sobre compras em lojas e compras <i>online</i> .	N. Responder a questões sobre compras.	20%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 15 a 20 pontos Erros de ortografia + estrutura pouco organizada das frases: 9 a 14 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 8 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 4C				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 21%	Texto sobre um supermercado virtual.	A. Responder a perguntas sobre o texto.	7 x 3% = 21%	Resposta errada: 0 pontos
Language – 61%	<i>City places/features</i>	B. Legendar imagens.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>City activities</i>	C. Ordenar letras para formar palavras.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Shops</i>	D. Completar palavras para legendar imagens.	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Past continuous</i>	E. Colocar frases na forma negativa.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Modal verbs</i>	F. Selecionar a palavra correta para completar frases.	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Imperative</i>	G. Completar frases usando o imperativo.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Prepositions of movement</i>	H. Escolher a palavra correta para completar frases de acordo com imagens.	3 x 2% = 6%	Resposta errada: 0 pontos
Writing – 18%	Compras	I. Responder a perguntas sobre compras.	6 x 3% = 18%	Resposta errada: 0 pontos Erros de ortografia: –0,5 pontos

Listening Test

4A

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

Mark: _____ Teacher: _____ Enc. Educação: _____

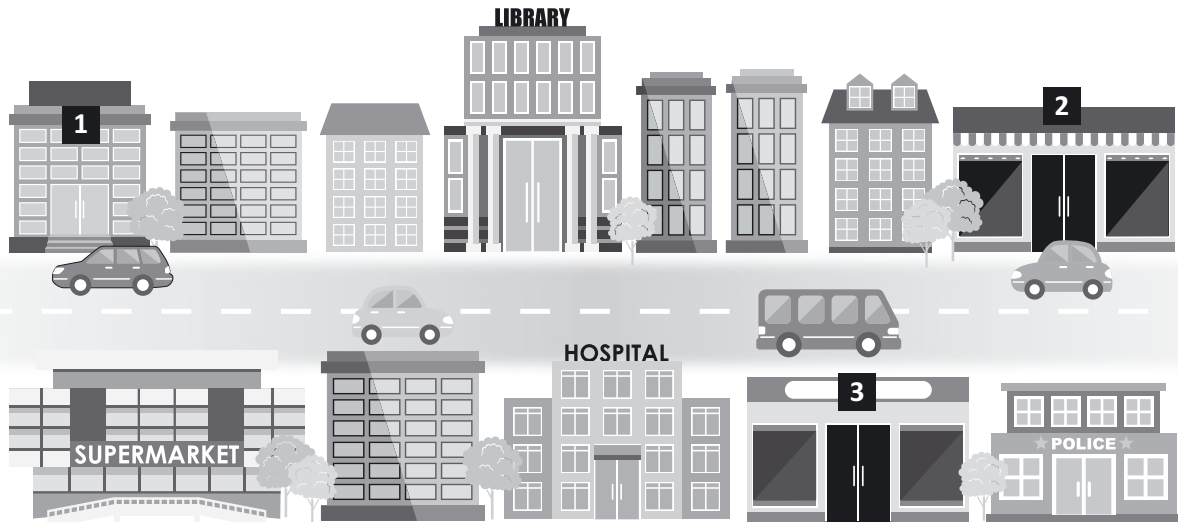


A. Listen to the dialogue between Ruth and her father. Choose a word/expression from the box to complete the sentences. There are two extra words/expressions.

1. Ruth went to the city with her _____.
2. Stuart wanted to buy _____.
3. The pizzeria is _____ the town hall.
4. They didn't go to the _____.
5. Stuart bought high heel _____ for his mother.
6. Ruth bought a pair of _____.
7. Ruth forgot the _____ at the shop.
8. Ruth's father suggests calling the _____.

bookshop	next to
shoes	trainers
shoe shop	father
a gift	opposite
friend	slippers

B. Listen to the dialogue again and match the buildings in the picture with the shops. Write the numbers.



a) bookshop ☐

b) hotel ☐

c) shoe shop ☐



C. Listen to the phone call Ruth made to the shoe shop. Underline the wrong word in each sentence. Then correct it.

1. The shoe shop name is Fly Boots. _____
2. The shoe shop is closed on Monday. _____
3. The shop opens at six a.m. _____
4. For more information, Ruth should visit their blog. _____
5. The slogan is "With Fly Shoes you don't walk, you run". _____
6. Ruth was at the shop in the morning. _____

D. Which are Ruth's slippers? Tick (✓) the correct option.



Listening Test

4B

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

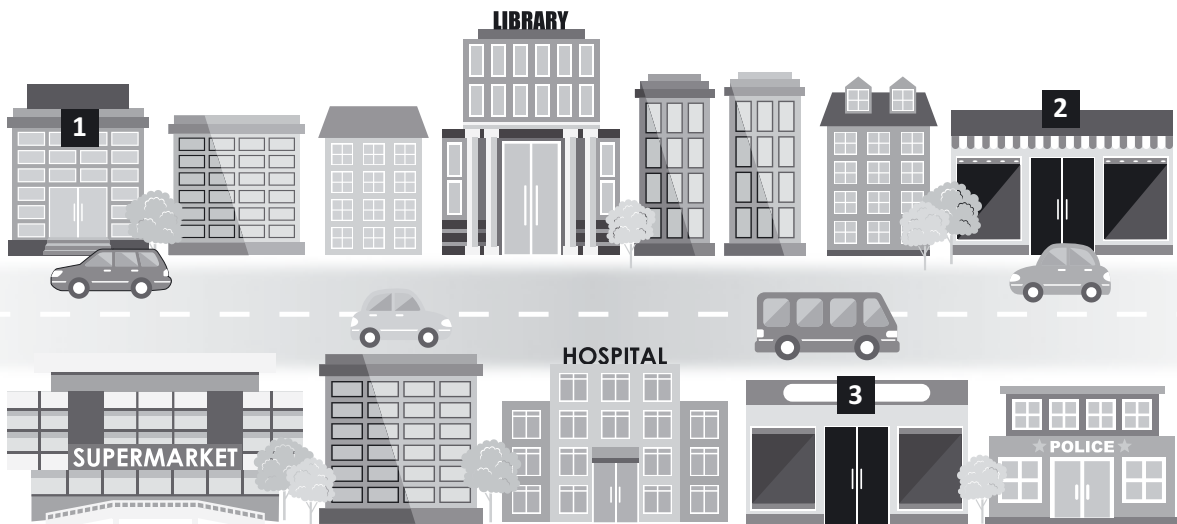
Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the dialogue between Ruth and her father. Circle the correct word to complete the sentences.

1. Ruth went to the city with her **father** / friend.
2. Stuart wanted to buy a **gift** / a book.
3. The pizzeria is **opposite** / next to the town hall.
4. They didn't go to the **shoe shop** / bookshop.
5. Stuart bought **high heel shoes** / earrings for his mother.
6. Ruth bought a pair of **trainers** / jeans.
7. Ruth forgot the **boots** / slippers at the shop.
8. Ruth's father suggests calling the **hospital** / shoe shop.

B. Listen to the dialogue again and match the buildings in the picture with the shops. Circle the correct number for each building.



a) Bookshop – 1 / 3

b) Hotel – 2 / 1

c) Shoe shop – 2 / 3



C. Listen to the phone call Ruth made to the shoe shop. Correct the underlined the words in each sentence with words from the box.

1. The shoe shop name is Fly Boots.
2. The shoe shop is closed on Monday.
3. The shop opens at six a.m.
4. For more information, Ruth should visit their blog.
5. The slogan is "With Fly Shoes you don't walk, you run".
6. Ruth was at the shop in the morning.

fly
afternoon
Shoes
website
Sunday
nine

D. Which are Ruth's slippers? Tick (✓) the correct option.



1 ☐

2 ☐

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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the article.

Shop on the go

South Koreans work many hours a day, so the workers are often too busy to go shopping for grocery at a traditional store. The UK's giant supermarket, Tesco, introduced "virtual stores", which are essentially a display of products on walls of the underground stations and bus stops. People scan the QR codes of the products on display with their smartphones, and place their orders as they wait for the train or bus.

The virtual stores are set up in public spaces, most often in underground stations and bus stops with high foot traffic¹. This is how the stores work:

- interested customers must download the Homeplus app into their smartphones;
- then they use their smartphones to scan the QR codes of the products they want to purchase. The posters in the virtual stores are designed to look like the actual aisles and shelves of a regular Tesco store, making the experience very user-friendly;
- the scanned products are stored in the customers' virtual shopping cart, and they pay online once their order is completed. Homeplus reported that the majority of the orders are placed at 10 a.m. and 4 p.m., when people are commuting² to and from work;
- customers schedule a time for home delivery. Same-day delivery is the norm, so that customers can get their products by the time they get back home from work.

The virtual store was a huge success with commuters and there were over 900,000 app downloads in less than one year, making the Homeplus app the most popular shopping app in South Korea.

<https://www.businesstoday.in> (abridged and adapted, accessed in December 2020)



Vocabulary: ¹ high foot traffic = *muitas pessoas a andar a pé*; ² commuting = *a viajar*

A. Label the pictures with the underlined expressions from the text.



1



2



3



4

1. _____

3. _____

2. _____

4. _____

B. Match the words from the text with their definition. Write numbers 1-4.

- | | | |
|------------------------|--------------------------|---|
| 1. display (line 5) | ☐ | a) Long, narrow spaces between the rows of shelves in a large shop. |
| 2. aisles (line 14) | ☐ | b) People who regularly travel between work and home. |
| 3. delivery (line 19) | ☐ | c) A collection of objects arranged for people to look at. |
| 4. commuters (line 21) | ☐ | d) The act of taking products to people's houses. |

C. Three of these sentences are false. Tick (✓) them.

1. Tesco is a South Korean supermarket. ☐
2. To use the virtual supermarket, people need to download an app. ☐
3. To buy the products, people use smartphones. ☐
4. Most people use this virtual supermarket during lunchtime. ☐
5. The Homeplus app is a game for smartphones. ☐

D. Correct the false sentences from exercise C.

_____ - _____

_____ - _____

_____ - _____

E. Answer the questions about the text. Give complete answers.

1. Where are these virtual stores located?

2. What must customers do first to buy at these stores?

3. Why are virtual stores user-friendly?

4. Do the customers have a real shopping cart?

II – Language

F. Label the pictures with the city places/features from the box. There are two extra words.

park

crossroads

stadium

traffic lights

bus stop

bridge

traffic sign

skyscraper

tunnel

airport



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

G. Complete the city activities in the dialogue.

A: Let's go to the city!

B: OK! Can we go to the ¹ c _____? There's a new film I'd really love to watch...

A: Sure, but first we'll go ² s _____ because I desperately need to buy new clothes!

And it's good to walk along the ³ s _____ and get some fresh air!

B: After that, can we visit a ⁴ m _____? There are lots of new art exhibits and I love art!

H. Where can you buy these products? Write the names of the shops.

1. b _____2. p _____3. n _____4. g _____5. f _____

I. What were they doing yesterday? Use the words to write sentences in the past continuous (affirmative, negative or interrogative).

- | | | |
|---|-------------------------------------|-------------------------------------|
| • Mark / clean / the house | ☐ | <u>Was Mark cleaning the house?</u> |
| 1. Louise and Paul / shop / for clothes | ☒ | _____ |
| 2. the dog / chase / the cat | ☒ | _____ |
| 3. they / play / football | ☐ | _____ |
| 4. my grandfather / read / a book | ☒ | _____ |
| 5. my friends / study / for the test | ☒ | _____ |
| 6. her sister / buy / a magazine | ☐ | _____ |

J. Complete the sentences with the past simple or the past continuous of the verbs in brackets.

I ¹ _____ (go) to the shoe shop yesterday to buy a new pair of shoes.

While I ² _____ (try) some shoes, the shop assistant ³ _____ (bring) other pairs of shoes, so it was very difficult to choose! But I finally ⁴ _____ (make) my decision and I ⁵ _____ (bring) some nice blue shoes!

At home, while I ⁶ _____ (open) the box, I had a big surprise... Do you know what I brought from the shop? Two left foot shoes... Oh no!

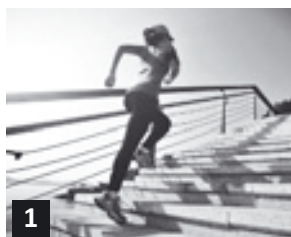
K. Circle the correct modal verb to complete the sentences.

- Sorry, I don't understand. I **mustn't** / **can't** speak Portuguese.
- May** / **Might** I use your bathroom, please?
- You **can't** / **should** buy that dress. It looks really good on you!
- To use the virtual supermarket, you **must** / **might** install the app first.
- Everyone is using the app. It **can't** / **might** be a success in the near future.

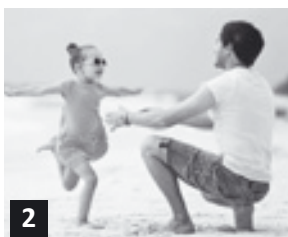
L. Complete the sentences with the imperative (affirmative/negative).

- To go to the library, _____ (turn) right.
- Please, _____ (not use) the computer. It's damaged.
- _____ (not drive) so fast! It's dangerous!
- In the car, always _____ (use) the seat belt!

M. Complete the sentences with the correct prepositions of movement from the box. There are two extra prepositions.



1



2



3

down
up
across
onto
towards

- She is going _____ the stairs.
- She is running _____ her father.
- They are walking _____ the street.

III – Writing

N. Do you like going shopping? Write a short text (35-50 words) about it.

Answering the following questions may help you:

- Do you like shopping? Why?/Why not?
- Who do you usually go with?
- What are your favourite shops?
- What do you usually buy when you go shopping?
- Do you usually shop online? Why?/Why not?
- What are the advantages/disadvantages of shopping online?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the article.

Shop on the go

South Koreans work many hours a day, so the workers are often too busy to go shopping for grocery at a traditional store. The UK's giant supermarket, Tesco, introduced "virtual stores", which are essentially

5 a display of products on walls of the underground stations and bus stops. People scan the QR codes of the products on display with their smartphones, and place their orders as they wait for the train or bus.

The virtual stores are set up in public spaces, most

10 often in underground stations and bus stops with high foot traffic¹. This is how the stores work:

- interested customers must download the Homeplus app into their smartphones;
- then they use their smartphones to scan the QR codes of the products they want to purchase. The posters in the virtual stores are designed to look like the actual aisles and shelves of a regular Tesco

15 store, making the experience very user-friendly;

- the scanned products are stored in the customers' virtual shopping cart, and they pay online once their order is completed. Homeplus reported that the majority of the orders are placed at 10 a.m. and 4 p.m., when people are commuting² to and from work;
- customers schedule a time for home delivery. Same-day delivery is the norm, so that customers

20 can get their products by the time they get back home from work.

The virtual store was a huge success with commuters and there were over 900,000 app downloads in less than one year, making the Homeplus app the most popular shopping app in South Korea.

<https://www.businesstoday.in> (abridged and adapted, accessed in December 2020)



Vocabulary: ¹ high foot traffic = *muitas pessoas a andar a pé*; ² commuting = *a viajar*

A. Complete the expressions to label the pictures. Circle the correct option.



1. Scan / Write the QR codes.

2. Wait for the bus / train.

3. Pay / Play online.

4. Get back home / to school.

B. Match the words from the text with their definition. Write numbers 1-4.

- | | | |
|------------------------|--------------------------|---|
| 1. display (line 5) | ☐ | a) Long, narrow spaces between the rows of shelves in a large shop. |
| 2. aisles (line 14) | ☐ | b) People who regularly commute (travel) between work and home. |
| 3. delivery (line 19) | ☐ | c) A collection of objects displayed for people to look at. |
| 4. commuters (line 21) | ☐ | d) The act of delivering products to people's houses. |

C. Three of these sentences are false. Tick (✓) them.

1. Tesco is a giant South Korea's supermarket. (line 3) ☐
2. Interested customers must download the Homeplus app. (line 12) ☐
3. To buy the products, people use smartphones. (line 13) ☐
4. The majority of orders are placed at 12 a.m. (lines 17-18) ☐
5. The Homeplus app is the most popular gaming app in North Korea. (line 22) ☐

D. Correct the false sentences from exercise C using sentences/expressions from the text.

_____ – _____

_____ – _____

_____ – _____

E. Read the questions and complete the answers according to the text.

1. Where are these virtual stores located? (lines 5-6)

They are located in underground and

2. What must customers do first to buy at these stores? (line 12)

first, they

3. Why are virtual stores user-friendly? (lines 13-15)

The stores are user-friendly because the posters in the virtual stores

4. Do the customers have a real shopping cart? Yes or No? (line 16)

II – Language

F. Label the pictures with the city places/features from the box.

park crossroads traffic lights bus stop bridge traffic sign skyscraper tunnel



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

G. Write the missing words to complete the dialogue. Choose from the box.

shopping museum cinema streets

A: Let's go to the city!

B: OK! Can we go to the ¹_____? There's a new film I'd really love to watch...

A: Sure, but first we'll go ²_____ because I desperately need to buy new clothes!

And it's good to walk along the ³_____ and get some fresh air!

B: After that, can we visit a ⁴_____? There are lots of new art exhibits and I love art!

H. Where can you buy these products? Complete the names of the shops.



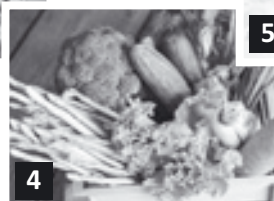
1



2



3



4



5

1. B _ _ K _ _ R'S

2. P _ _ T SH _ _ P

3. N _ _ _ S _ _ G _ _ NT'S

4. GR _ _ _ NGR _ _ C _ _ R'S

5. F _ _ SHM _ _ NG _ _ R'S

I. What were they doing yesterday? Use the words to write sentences in the past continuous.

- Mark / clean / the house Mark was cleaning the house.
- 1. Louise and Paul / shop / for clothes _____
- 2. the dog / chase / the cat _____
- 3. they / play / football _____
- 4. my grandfather / read / a book _____
- 5. my friends / study / for the test _____
- 6. her sister / buy / a magazine _____

J. Circle the correct option to complete the sentences.

I ¹ **went / was going** to the shoe shop yesterday to buy a new pair of shoes.

While I ² **tried / was trying** some shoes, the shop assistant ³ **brought / was bringing** other pairs of shoes, so it was very difficult to choose! But I finally ⁴ **made / was making** my decision I ⁵ **brought / was bringing** some nice blue shoes!

At home, while I ⁶ **opened / was opening** the box, I had a big surprise... Do you know what I brought from the shop? Two left foot shoes... Oh no!

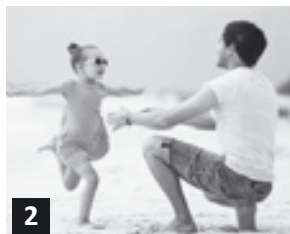
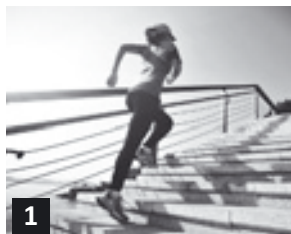
K. Circle the correct modal verb to complete the sentences.

1. Sorry, I don't understand. I **mustn't / can't** speak Portuguese.
2. **May / Shouldn't** I use your bathroom, please?
3. You **can't / should** buy that dress. It looks really good on you!
4. To use the virtual supermarket, you **must / might** install the app first.
5. Everyone is using the app. It **might / shouldn't** be a success in the near future.

L. Complete the sentences with the imperative.

- When you drive, pay (pay) attention to the road.
- 1. To go to the library, _____ (turn) right.
- 2. Please, don't _____ (use) the computer. It's damaged.
- 3. Don't _____ (drive) so fast! It's dangerous!
- 4. In the car, always _____ (use) the seat belt!

M. Complete the sentences with the correct prepositions of movement from the box.



across
up
towards

1. She is going _____ the stairs.
2. She is running _____ her father.
3. They are walking _____ the street.

III – Writing

N. Do you like going shopping? Write a short text (35-50 words) about it. Answering the following questions may help you:

- Do you like shopping? Why?/Why not?
- Who do you usually go with?
- What are your favourite shops?
- What do you usually buy when you go shopping?
- Do you usually shop online?
- What are the advantages/disadvantages of shopping online?



Vocabulary box

- *it's fun / it's boring*
- *my friends / my mother / my brother / my sister / ...*
- *clothes shops / sports shops / shoe shops / computer shop / ...*
- *clothes / footwear / accessories / gadgets / ...*
- *Yes, I do. / No, I don't.*
- *It's easier / it's dangerous / it's faster / ...*

I like/don't like shopping because

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the article and answer the questions with *Yes* or *No*.

Shop on the go

South Koreans work many hours a day, so they have **virtual supermarkets** in **public spaces**, usually in underground stations and bus stops.

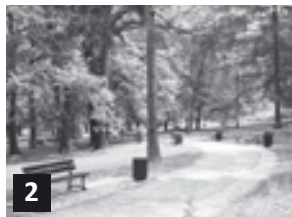
This is how the supermarkets work:

- Customers **download the app** onto their smartphones.
- 5 – Then **they use their smartphones** to scan the QR codes of the products they want to buy.
- They **pay online** when their order is completed.
- Customers receive their products **at home**.

1. Do South Koreans work many hours a day? _____
2. Do they have virtual shoe shops? _____
3. Are the virtual supermarkets in private spaces? _____
4. Do customers download an app? _____
5. Do they use a computer to scan the QR codes? _____
6. Do they pay offline? _____
7. Do they receive the products at home? _____

B. Circle the correct option to label the pictures of city places/features.

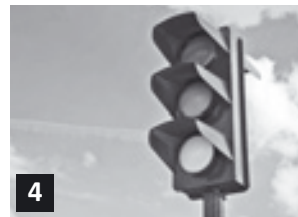
1



2



3



4

1. park / tunnel

2. park / roundabout

3. crossroads / hospital

4. traffic lights / traffic sign

C. Unscramble the words to complete the city activities.

1. Go to the E M C I N A _____
2. go S O G P P I N H _____
3. Walk along the E E T S S T R _____
4. visit a M U M U S E _____

D. Complete the names of the shops with the missing vowels.



1



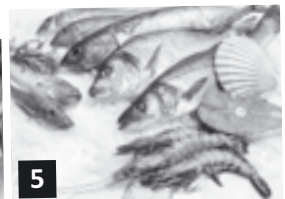
2



3



4



5

1. B _ _ K _ _ R'S

2. P _ _ T _ SH _ _ P

3. N _ _ W S _ _ G _ _ NT'S

4. GR _ _ _ NGR _ _ C _ _ R'S

5. F _ _ SHM _ _ NG _ _ R'S

E. Put the sentences in the negative form.

- Mark was cleaning the house. Mark wasn't cleaning the house.
- 1. Louise and Paul were shopping for clothes. _____
- 2. The dog was chasing the cat. _____
- 3. They were playing football. _____

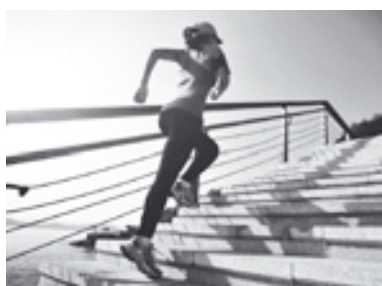
F. Circle the correct modal verb to complete the sentences.

1. Sorry, I don't understand, I **mustn't** / **can't** speak Portuguese.
2. **May** / **Shouldn't** I use your bathroom, please?
3. You **can't** / **should** buy that dress. It looks really good on you!
4. To use the virtual supermarket, you **must** / **might** install the app first.

G. Complete the sentences with the imperative.

- When you drive, pay pay (**pay**) attention to the road.
- 1. To go to the library, _____ (**turn**) right.
- 2. In the car, always _____ (**use**) the seat belt!
- 3. _____ (**wake**) up, it's time to go!
- 4. It's raining, _____ (**drive**) carefully!

H. Circle the correct prepositions of movement to complete the sentences.



1. She is going **up** / **across** the stairs.



2. She is running **across** / **towards** her father.



3. They are walking **onto** / **across** the street.

I. Do you like going shopping? Answer the following questions.

1. Do you like shopping? Yes or no? _____
2. Who do you usually go with?
I go with _____
3. What is your favourite shop?
My favourite shop is _____
4. What do you usually buy?
I usually buy _____
5. Do you usually shop online? Yes or no? _____
6. What do you think about shopping online?
I think it's _____

Vocabulary box

- my friends / my mother / my brother / my sister
- clothes shops / sports shops / shoe shops / computer shop
- clothes / footwear / accessories / gadgets
- easier / faster / dangerous / comfortable

Table of Specifications (Unit 5)

Listening Tests 5A and 5B / Progress Tests 5A, 5B and 5C

Aprendizagens Essenciais (AE)	
Áreas temáticas/situacionais – Atividades de lazer. – Situações quotidianas. – Planos para o futuro. – Hábitos e rotinas. – Eventos escolares. Competência comunicativa – Compreensão oral: identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso assim como informações específicas. – Compreensão escrita: compreender textos narrativos sobre temas abordados no domínio intercultural; identificar informação essencial em textos adaptados de jornais e revistas. – Produção escrita: descrever planos para o futuro.	Competência intercultural – Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e identidade. – Ler diferentes tipos de texto. Competência estratégica – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para comunicar de forma simples.

Matriz dos Testes de Compreensão Oral 5A/5B				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening – 100% Identificar o conteúdo principal do que se ouve, os intervenientes, a sequência e informações específicas.	Sports	A. Associar frases a imagens.	5 x 6% = 30%	Resposta errada: 0 pontos
		B. Completar frases com números.	10 x 4% = 40%	Resposta errada: 0 pontos
		C. Selecionar frases falsas.	5 x 6% = 30%	Resposta errada: 0 pontos

Matriz do Teste 5A/B					
Objetivos/Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉRIOS de classificação
Reading – 25% Compreender textos.	Texto sobre atividades de verão e planos futuros	A. Legendar imagens.	A. Legendar imagens.	4 x 1% = 4%	Resposta errada: 0 pontos
		B. Escolher a opção correta para completar frases.	B. Escolher a opção correta para completar frases.	6 x 1% = 6%	Resposta errada: 0 pontos
		C. Responder a questões sobre o texto.	C. Completar respostas a questões sobre o texto.	5 x 3% = 15%	Resposta errada: 0 pontos Erros de ortografia: – 0,5 pontos Erros de ortografia + estrutura: – 1 ponto
Language – 55% Aplicar vocabulário e itens gramaticais trabalhados.	Sports	D. Preencher uma tabela com vocabulário.	D. Preencher uma tabela com vocabulário.	6 x 1% = 6%	Resposta errada: 0 pontos
	Free time activities	E. Legendar imagens.	E. Legendar imagens.	4 x 2% = 8%	Resposta errada: 0 pontos Erros de ortografia: – 0,5 pontos
	Summer activities	F. Associar palavras a definições.	F. Associar palavras a definições.	4 x 1% = 4%	Resposta errada: 0 pontos
	Future: will + infinitive	G. Completar frases com a forma verbal adequada.	G. Completar frases com a forma verbal adequada.	6 x 1% = 6%	Resposta errada: 0 pontos

Matriz do Teste 5A/5B

Objetivos/ Competências	Conteúdos	Estrutura (teste A)	Estrutura (teste B)	Cotações	CrITÉrios de classificação
Language – 55% Aplicar vocabulário e itens gramaticais trabalhados.	<i>If-clauses: zero conditional</i>	H. Construir frases a partir de palavras.	H. Construir frases a partir de palavras.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>If-clauses: first conditional</i>	I. Completar frases com a forma verbal adequada.	I. Completar frases com a forma verbal adequada.	8 x 1% = 8% (A) 4 x 2% = 8% (B)	Resposta errada: 0 pontos
	<i>Phrasal verbs</i>	J. Selecionar a palavra correta para completar frases.	J. Selecionar a palavra correta para completar frases.	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>Future forms: will; be going to; present continuous</i>	K. Completar frases com a forma verbal adequada.	K. Completar frases com a forma verbal adequada.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Indefinite pronouns</i>	L. Completar frases com a palavra correta.	L. Completar frases com a palavra correta.	3 x 1% = 3%	Resposta errada: 0 pontos
Writing – 20% Escrever sobre rotinas ou descrever planos para o futuro.	<i>Free time activities; sports; summer activities; future forms</i>	M. Produzir um texto sobre atividades de tempo livre ou planos futuros.	M. Produzir um texto sobre atividades de tempo livre e desportos.	20%	Erros de ortografia irrelevantes + estrutura das frases organizada e completa: 15 a 20 pontos Erros de ortografia + estrutura pouco organizada das frases: 9 a 14 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 8 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do Teste 5C

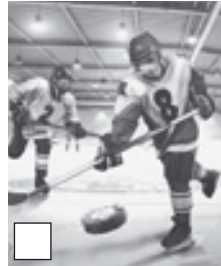
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 12%	Texto sobre o verão	A. Legendar imagens com palavras do texto.	4 x 3% = 12%	Resposta errada: 0 pontos
Language – 76%	<i>Sports</i>	B. Completar uma tabela.	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Free time activities</i>	C. Legendar imagens.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Summer activities</i>	D. Completar definições	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Will + infinitive</i>	E. Completar frases com a forma verbal adequada.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>If-clauses: type 0 and type 1 conditionals</i>	F. Selecionar o tipo correto de frases condicionais.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Phrasal verbs</i>	G. Selecionar a palavra adequada.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Future forms</i>	H. Fazer a ligação entre frases e tempos verbais.	3 x 3% = 9%	Resposta errada: 0 pontos
	<i>Indefinite pronouns</i>	I. Selecionar a palavra correta.	3 x 3% = 9%	Resposta errada: 0 pontos
Writing – 12%	<i>Sports; free time activities</i>	J. Responder a questões sobre preferências.	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

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

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the text and match the pictures to the sentences.



1. The Olympic competition is very important.
2. It is very popular on TV and social media.
3. There are different types of this sport.
4. It's a sport played in equality by men and women.
5. It is not a popular game in the United States of America.

B. Listen to the text again and complete the sentences with the numbers from the box.

1. Football is played by _____ million players.
2. Football is played in over _____ countries.
3. Football has _____ billion fans.
4. Cricket teams have got _____ players.
5. Cricket has about _____ billion fans.
6. Basketball is the _____ most popular sport in the world.
7. Basketball teams have got _____ players.
8. There are _____ billion hockey fans.
9. Tennis has around _____ billion fans all over the world.
10. Tennis can be played individually or in teams of _____ players each.

11	2.5
3.5	3 rd
5	200
1	2.2
2	250

C. Five of the following sentences are wrong. Choose (✓) them.

1. Neymar is a basketball star. ☐
2. Cricket is very popular in India. ☐
3. In basketball it's important to score points. ☐
4. Hockey isn't popular in Asia. ☐
5. Hockey is played with a bat and a ball. ☐
6. Tennis players use a stick. ☐
7. Tennis is played in teams of five players. ☐
8. Serena Williams and Rafael Nadal are tennis players. ☐

Listening Test

5B

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Listen to the text and match the pictures to the sentences. Write numbers 1-5.



1. It is an Olympic sport, so that is the most important competition.
2. It is very popular on TV, but also on the internet.
3. There are different types of this sport: field, ice or roller.
4. It's one of the few sports in which there is equality between men and women.
5. It's not a popular game in the United States or in most European countries.

B. Listen to the text again and circle the correct number to complete the sentences.

1. Football is played by **250 / 675** million players.
2. Football is played in over **845 / 200** countries.
3. Football has **3.5 / 9** billion fans.
4. Cricket teams have got **46 / 11** players.
5. Cricket has about **3 / 2.5** billion fans.
6. Basketball is the **3rd / 9th** most popular sport in the world.
7. Basketball teams have got **14 / 5** players.
8. There are **2.2 / 9.6** billion hockey fans.
9. Tennis has around **1 / 5** billion fans all over the world.
10. Tennis can be played in teams of **8 / 2** players each.

C. Five of the following sentences are wrong. Choose (✓) them.

1. Cristiano Ronaldo is a basketball star. ☐
2. Cricket is very popular in India. ☐
3. In basketball, the team with most points at the end of the game wins. ☐
4. Hockey hasn't got any fans in Asia. ☐
5. Hockey is played by three teams. ☐
6. Tennis players use a stick. ☐
7. Tennis is played in teams of five players. ☐
8. Serena Williams and Maria Sharapova are tennis stars. ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the text.



Around the World in 5 summer holiday destinations

1 The Bahamas

In the Bahamas, you will get lost in the beautiful beaches. The Bahamas is the place of Columbus's first step when he discovered America. It has some of the world's most extraordinary beaches and awesome beach hotels.



Things to do: Snorkelling, going on boat tours between Islands.

Travel tip: Do not leave your essential items on the beach while swimming.

**2 Hawaii**

It is really amazing and has got so much to offer to the tourists with some of the most amazing islands and wonderful marine life. Hawaii is an attractive destination for honeymooners¹, adventure lovers and families.

Things to do: Learn surfing in Waikiki.

Travel tip: Going out to the mountains can be dangerous. Try to be safe while taking photos!

3 Amsterdam

A lovely city where you can find beautiful cafés, houseboats and canals. It is a popular destination in Europe for every traveller. You can find historical buildings with amazing architecture.



Things to do: Cycling through the city; visiting the Van Gogh Museum.

Travel tip: Do not walk in the cycle lanes. Locals² will get really angry about it.

**4 Kerala, India**

In Kerala you can find colonial landmarks³ and vibrant culture. Kerala's beaches, lakes, waterfalls, palaces and wildlife sanctuaries are major attractions.

Things to do: Staying in a houseboat.

Travel tip: If you enter any temple, you will have to take off your shoes first.

5 The Seychelles

The Seychelles are a group of islands in the Indian Ocean. A clear blue sky, turquoise water and calm beaches make this destination very popular. There are pink sand beaches which are amazing.



Things to do: Scuba diving.

Travel tip: In order to protect the flora and fauna, don't take things from beaches, such as sea shells.

<https://www.pahaditravelers.com> (abridged and adapted, accessed in December 2020)

Vocabulary: ¹ honeymooners = *casais em lua de mel*; ² locals = *locais*; ³ landmarks = *marcos/atrações*

A. Where can you do these activities? Label the pictures with the places: the Bahamas, Hawaii, Amsterdam or the Seychelles.



1. _____



3. _____



2. _____



4. _____

B. Circle the correct option to complete the sentences according to the texts.

- You must be careful with your essential items when you go swimming in **the Bahamas / the Seychelles**.
- Hawaii is the perfect destination for **families / teenagers**.
- Be **thankful / careful** when you take photos in the mountains. It can be dangerous.
- We can find houseboats in **Amsterdam and the Bahamas / Kerala and Amsterdam**.
- Before entering a **wildlife sanctuary / temple** in India, people must take off their shoes.
- In some beaches in the Seychelles the sand is **turquoise / pink**.

C. Answer the questions about the text. Give complete answers.

1. Who discovered America?

2. Where can we find awesome beach hotels?

3. What will Amsterdam locals get angry about?

4. What are the main attractions in Kerala?

5. Why can't people take things from the beach in the Seychelles?

II – Language

D. Fill in the table with the sports from the box.

gymnastics skateboarding football basketball karate running

1. Play...	2. Do...	3. Go...
•	•	•
•	•	•

E. Label the pictures with the corresponding free time activities.



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

F. Match the summer activities from the box with their definitions. There are two extra activities.

fishing camping surfing snorkelling sailing sunbathing

- To ride on a wave in the sea using a special board. _____
- To swim using a tube to breathe underwater. _____
- To sit or lie in the sun so that your skin becomes darker. _____
- To stay and sleep in an outside area, usually in a tent. _____

G. Complete the sentences with *will* and the verbs in brackets.

- We _____ (**go**) to the beach by bus.
- The football match is about to start. I _____ (**call**) Mum.
- They _____ (**not have**) coffee after dinner.
- My cousin _____ (**stay**) for the summer holidays next year.
- She _____ (**be**) there tomorrow.
- _____ (**they/invent**) a new electric car?

H. Build zero conditional sentences. Put the verb in the correct sense.

- you / mix / yellow and blue / you / get / green / . If you mix yellow and blue, you get green.
- 1. you / heat / snow / it / melt / . _____
- 2. it / rain / PE lessons / be / in the gym / . _____
- 3. the teacher / not come / we / go / home / . _____
- 4. you / touch / fire / you / get / burned / . _____

I. Complete the first conditional sentences putting the verbs in brackets in the correct form.

1. If you _____ (**not take**) your coat, you _____ (**catch**) a cold.
2. I _____ (**take**) a taxi if I _____ (**not go**) by train.
3. If you _____ (**follow**) my instructions, you _____ (**not get**) lost.
4. He _____ (**tell**) John about the party if he _____ (**see**) him.

J. Circle the correct phrasal verb to complete the sentences.

1. Make sure you **work out** / **log out** after using a shared computer.
2. I can't go to the party because I have to **log in** / **look after** my little sister.
3. You must **fill in** / **work out** the document with your personal information.
4. My coat is all wet. I need to **log it in** / **take it off** before I catch a cold.

K. Complete the sentences with *will*, *be going to* or the present continuous.

1. It's so cold today. I think I _____ (**drink**) a cup of tea.
2. Next summer, we _____ (**travel**) to the Bahamas.
3. Don't wait for me at dinner because I _____ (**have**) football practice tonight.
4. I see you're having some problems with that. I _____ (**help**) you!

L. Complete the sentences with the correct indefinite pronoun from the box. There are two extra pronouns.

anywhere anyone anything everything everywhere

1. You look so sad today. Is _____ OK?
2. I'm really late! Can _____ help me, please?
3. Do you know where my belt is? I looked for it _____, but I can't find it!

III – Writing

M. Choose ONE topic (1 or 2) and write a text (35-50 words) about it.

1. Write about your preferences on sports and free time activities. You can mention:

- free time activities/sports you do;
- where and when you do them and who with;
- your least favourite sport/free time activity. Justify.

2. Write about your plans for your next summer holidays. You can mention:

- where;
- who with;
- how long;
- summer activities.

Topic _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the text.



Around the World in 5 summer holiday destinations

1 The Bahamas

In the Bahamas, you will get lost in the beautiful beaches. The Bahamas is the place of Columbus's first step when he discovered America. It has some of the world's most extraordinary beaches and awesome beach hotels.



Things to do: Snorkelling, going on boat tours between Islands.

Travel tip: Do not leave your essential items on the beach while swimming.

**2 Hawaii**

It is really amazing and has got so much to offer to the tourists with some of the most amazing islands and wonderful marine life. Hawaii is an attractive destination for honeymooners¹, adventure lovers and families.

Things to do: Learn surfing in Waikiki.

Travel tip: Going out to the mountains can be dangerous. Try to be safe while taking photos!

3 Amsterdam

A lovely city where you can find beautiful cafés, houseboats and canals. It is a popular destination in Europe for every traveller. You can find historical buildings with amazing architecture.



Things to do: Cycling through the city; visiting the Van Gogh Museum.

Travel tip: Do not walk in the cycle lanes. Locals² will get really angry about it.

**4 Kerala, India**

In Kerala you can find colonial landmarks³ and vibrant culture. Kerala's beaches, lakes, waterfalls, palaces and wildlife sanctuaries are major attractions.

Things to do: Staying in a houseboat.

Travel tip: If you enter any temple, you will have to take off your shoes first.

5 The Seychelles

The Seychelles are a group of islands in the Indian Ocean. A clear blue sky, turquoise water and calm beaches make this destination very popular. There are pink sand beaches which are amazing.



Things to do: Scuba diving.

Travel tip: In order to protect the flora and fauna, don't take things from beaches, such as sea shells.

<https://www.pahaditravelers.com> (abridged and adapted, accessed in December 2020)

Vocabulary: ¹ honeymooners = *casais em lua de mel*; ² locals = *locais*; ³ landmarks = *marcos/atrações*

A. Where can you do these activities? Circle the correct option to label the pictures.



1. The Seychelles / Hawaii



3. Amsterdam / The Bahamas



2. Amsterdam / The Seychelles



4. Hawaii / Amsterdam

B. Circle the correct option to complete the sentences according to the texts.

1. You must be careful with your essential items when you go swimming in **the Bahamas / the Seychelles**.
2. Hawaii is the perfect destination for **families / teenagers**.
3. Be **hopeful / careful** when you take photos in the mountains. It can be dangerous.
4. We can find houseboats in **Amsterdam and Bahamas / Kerala and Amsterdam**.
5. Before entering a **houseboat / temple** in India, people must take off their shoes.
6. In some beaches in the Seychelles the sand is **turquoise / pink**.

C. Red the questions and complete the answers, according to the texts.

1. Who discovered America? (destination no. 1)
discovered America.
2. Where can we find awesome beach hotels? (destination no. 1)
We can find awesome beach hotels in
3. What will Amsterdam locals get angry about? (destination no. 3 – travel tip)
They will get angry if people walk in the
4. What are the main attractions in Kerala? (destination no. 4)
The main attractions are the beaches, lakes
5. Why can't people take things from the beach in the Seychelles? (destination no. 5 – travel tip)
In order to , people can't take things from the beach.

II – Language

D. Fill in the table with the sports from the box.

gymnastics skateboarding football basketball karate running

1. Play... (ball sports)	2. Do... (non-team sports)	3. Go... (sports that end with -ing)
•	•	•
•	•	•

E. Complete the free time activities to label the pictures.



1. _____ TV



2. _____ to music



3. watching _____



4. _____ board games

F. Match the summer activities from the box with their definitions.

camping surfing snorkelling sunbathing

- To ride on a wave in the sea using a special board. _____
- To swim using a tube to breath underwater. _____
- To sit or lie in the sun so that your skin becomes darker. _____
- To stay and sleep in an outside area, usually in a tent. _____

G. Complete the sentences with *will* and the verbs in brackets.

- She will play will play (play) basketball.
- We _____ (go) to the beach by bus.
- The football match is about to start. I _____ (call) Mum.
- They _____ (not have) coffee after dinner.
- My cousin _____ (stay) for the summer holidays next year.
- She _____ (be) there tomorrow.
- They _____ (invent) a new electric car.

H. **Circle** the correct form of the verbs to complete the zero conditional sentences.

1. If you heat snow, it **melt / melts**.
2. If it rains, PE lessons **is / are** in the gym.
3. If the teacher doesn't come, we **goes / go** home.
4. If you touch fire, you **gets / get** burned.

I. **Circle** the correct option to make the first conditional sentences.

1. If you don't take your coat, you **catch / will catch** a cold.
2. I will take a taxi if I **don't go / won't go** by train.
3. If you follow my instructions, you **don't get / won't get** lost.
4. He will tell John about the party if he **sees / will see** him.

J. **Circle** the correct phrasal verb to complete the sentences.

1. Make sure you **work out / log out** after using a shared computer.
2. I can't go to the party because I have to **look after / fill in** my little sister.
3. You must **fill in / work out** the document with your personal information.
4. My coat is all wet. I need to **log it in / take it off** before I catch a cold.

K. **Circle** the correct verb forms to complete the sentences.

1. It's so cold today. I think I **will drink / am drinking** a cup of tea.
2. Next summer, we **travel / are going to travel** to the Bahamas.
3. Don't wait for me at dinner because I **am having / was having** football practice tonight.
4. I see you're having some problems with that. I **am helping / will help** you!

L. Complete the sentences with the correct indefinite pronoun from the box.

anyone everything everywhere

1. You look so sad today. Is _____ OK?
2. I'm really late! Can _____ help me, please?
3. Do you know where my belt is? I looked for it _____, but I can't find it!

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read text and use the underlined words to label the pictures.

The Bahamas – the best Summer Holiday Destination



1 The Bahamas

In the Bahamas, you will get lost in the beautiful beaches. The Bahamas is the place of Columbus's first step when he discovered America. It has some of the world's most extraordinary beaches and awesome beach hotels.



Things to do: Snorkelling, going on boat tours between Islands.

Travel tip: Do not leave your essential items on the beach while swimming.



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

B. Fill in the table with the sports from the box.

1. Play... (team sports)	2. Do... (non-team sports)
•	•
•	•

gymnastics
football
basketball
karate

C. Complete the free time activities with the missing vowels.



1. W _ TCH _ NG TV 2. L _ ST _ N _ NG T _ M _ S _ C 3. W _ TCH _ NG V _ D _ _ S

D. Choose the correct summer activities from the box according to their definitions.



1. To ride on a **wave**  in the sea using a special board. _____

2. To swim using a **tube**  to breath underwater. _____

3. To sit or lie in the **sun**  so that your skin becomes darker. _____

4. To stay and sleep in an outside area, usually in a **tent** . _____

E. Complete the sentences with *will* and the verbs in brackets.

- She will play will play (play) basketball.
- 1. We _____ (go) to the beach by bus.
- 2. The football match is about to start. I _____ (call) Mum.
- 3. My cousin _____ (stay) for the summer holidays next year.
- 4. She _____ (be) there tomorrow.

F. Are the sentences conditionals type 0 or type 1?

Tick (✓) the correct option.

- If you mix blue and yellow you **get** green.
- If it rains, we **will play** inside.
- 1. If you heat snow, it **melts**.
- 2. If you don't follow my instructions, you **will get** lost.
- 3. If you touch fire, you **get** burned.
- 4. If I see John, I **will tell** him.

TYPE 0

TYPE 1

☒	☐
☐	☒
☐	☐
☐	☐
☐	☐
☐	☐

G. Circle the correct word to complete the phrasal verbs.

1. Make sure you log off / out after using a shared computer.
2. I can't go to the party because I have to look after / in my little sister.
3. You must fill in / out the document with your personal information.

H. Match the sentences with the future forms. Draw lines.

- | | | |
|--|---|-------------------------------|
| 1. It's so cold today, I think I will drink a cup of tea. | • | • a) present continuous |
| 2. Next summer, we are going to travel to Bahamas. | • | • b) <i>be going to</i> |
| 3. Don't wait for me at dinner because I am having football practice tonight. | • | • c) <i>will + infinitive</i> |

I. Circle the correct indefinite pronoun to complete the sentences.

1. You look so sad today. Is **someone / everything**, OK?
2. I'm really late. Can **everywhere / anyone** help me, please?
3. Do you know where my belt is? I looked for it **everywhere / everything**, but I can't find it!

J. Answer the questions about you.

1. What is your favourite sport?
My favourite sport is (football/basketball/karate...)
2. What is your favourite free time activity?
(watching TV/playing videogames...)
3. Where do you do it?
(home/school...)
4. Who do you do it with?
(alone/with friends/with family)

Table of Specifications

Progress Test – Extensive Reading

Aprendizagens Essenciais

(C) Compreensão escrita: ler pequenos textos adaptados de leitura extensiva.

Matriz do Teste sobre *Extensive Reading*

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading – 100% Ler pequenos textos adaptados de leitura extensiva	Adaptação do clássico de Júlio Verne: <i>Around the World in 80 Days – The Diary of Phineas Fogg</i>	A. Fazer ligação entre personagens e as suas características.	5 x 4% = 20%	Resposta errada: 0 pontos
		B. Identificar os meios de transporte utilizados.	3 x 5% = 15%	Resposta errada: 0 pontos
		C. Fazer a ligação entre espaços e acontecimentos.	5 x 5% = 25%	Resposta errada: 0 pontos
		D. Ordenar cronologicamente os espaços da ação.	5 x 4% = 20%	Resposta errada: 0 pontos
		E. Identificar personagens a partir das suas falas.	10 x 2% = 20%	Resposta errada: 0 pontos

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

Mark: _____ Teacher: _____ Enc. Educação: _____

Around the World in Eighty Days – The diary of Phileas Fogg

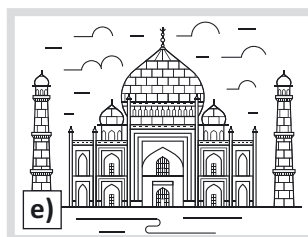
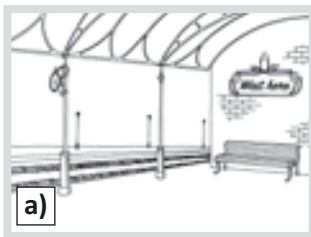
A. Match the names of the characters with their description. Write the letters a-e.

- | | | |
|-----------------|--------------------------|--|
| 1. Phileas Fogg | ☐ | a) A guide who helps the main character to cross the forest, on their way to Calcutta. |
| 2. Passepartout | ☐ | b) A detective who is trying to put the main character in prison. |
| 3. Aouda | ☐ | c) This person makes a bet that he can travel around the world in 80 days. |
| 4. Fix | ☐ | d) This person falls in love with the main character and asks him to marry her. |
| 5. Ali | ☐ | e) The main character's servant and friend. |

B. Tick (✓) the means of transport used by the characters during the story.



C. What happened where? Match the sentences with the places.



- Fogg and Aouda find Passepartout performing in a human pyramid. ☐
- Fix arrests Phileas Fogg. ☐
- Priests scream at Passpartout because he has his shoes on. ☐
- Fogg and Passepartout are sentenced to one month in prison. ☐
- Passepartout prepares their bags for the journey. ☐

D. Order the countries Phileas Fogg visited, according to the text.



E. Who said what? Circle the correct option.

1. "I believe he can escape because the world is big enough!"

Phileas Fogg / Passepartout / Stuart

2. "There is a man with a moustache who keeps asking me questions about our journey."

Ali / Passepartout / Aouda

3. "Look! There's an elephant! Why don't we negotiate with its owner and travel by elephant?"

Passepartout / Phileas Fogg / Policeman

4. "Everyone knows her because she is very beautiful and she was forced to marry the old prince of this village."

Phileas Fogg / Ali / Fix

5. "Thank you so much for saving my life."

Aouda / Phileas Fogg / Ali

6. "Phileas Fogg, you're under arrest."

Priests / Policeman / Judge

7. "He entered the temple with shoes on!"

Priests / Policeman / Judge

8. "I arrest you in the name of the Queen!"

Fix / Phileas Fogg / Aouda

9. You are a wonderful man, so... would you like to marry me?"

Passepartout / Aouda / Stuart

10. "Today is Sunday, so find a priest and ask him if he can marry us tomorrow."

Phileas Fogg / Passepartout / Aouda

Speaking Test

1

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Production

Talking about your personal ID, your house and your family

A. Bring a photo of your family and/or your house.

B. Introduce yourself, your family and your house, according to the following topics:

Name

Age

Birthday

Hometown

Family members (name, age, job...)

Type of house

Rooms of the house



Sally

Hi! My name is Sally and I'm 12 years old.
My birthday is on 1st May. I'm from New York.
This is my family: my mother is Nancy, she is 45 years old and she's a nurse... Paul is my father. He is 46 years old and he is a mechanic. I've got a brother – his name is Michael. We live in a small flat with three bedrooms, a bathroom, a kitchen and a living room.



Spoken Interaction

Asking and answering about daily routine

A. Use the prompts to make questions for your partner. Then take turns. Start as the example.

What time / get up

What / have / for breakfast

How / go / to school

Where / have / lunch

What time / go home

When / do / your homework

What / do / after school

Who / have / dinner / with

What time / go / to bed

What time do you get up?

I get up at seven o'clock.

What do you have for breakfast?

I have milk, cereal and some fruit.

...

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Production

Describing a school in the past

A. Bring a photo of a school you went to in the past (for example, primary school).

B. Present the school, using the past simple. Follow the topics:

Name of the school

Location

What it was like

School facilities/rooms

Your favourite part of the school – why

Your opinion about the school



Hello! When I was 6 years old, I went to Staten Island Academy, in New York. This is it. As you can see, the school was old, but very big. There were lots of classrooms, a staffroom, a library and a big sports field. My favourite part of the school was the canteen because I loved having lunch with my friends. I really liked Staten Island Academy because I had lots of friends and I was very happy there.



Spoken Interaction

Asking and answering about school

A. Use the prompts to make questions for your partner. Then take turns. Use the present simple and start as the example.

What / name / school

What is the name of your school?

What / school / like

The name of my school is Staten Island Academy.

What / favourite school subject

What / least favourite school subject

What is your school like?

What / favourite school room/facility / Why

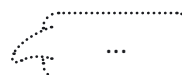
What / after-school clubs

It is big but not very modern. There are lots of classrooms, a big library and a canteen.

What / favourite place / school

Where / have lunch

What / favourite school event



Speaking Test

3

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Production

Talking about your favourite sport

A. Bring an object that represents a sport you do/like.

B. Present it to the class, according to the following topics:

Describe the object

Favourite sport

Where you do the sport

Who with

When you do the sport

Material / equipment you need

Why you like it



Hello! This is a tennis ball. It is small and green. It represents my favourite sport: tennis. I started playing tennis when I was 5 years old. I play in a tennis club with my brother. We have tennis practice on Mondays and Wednesdays. To play tennis I need trainers, shorts, a T-shirt and a racket. Sometimes I wear a cap. I love playing tennis because I love the feeling of winning a match.



Spoken Interaction

Asking and answering about free time/summer activities

A. Use the prompts to make questions for your partner. Then take turns. Start as the example.

What / do / free time

What do you do in your free time?

What / favourite / free time activity

I like watching TV, listening to music and playing the piano.

Why

What is your favourite free time activity?

Where / do / it

My favourite free time activity is listening to music.

Who / do / it / with

When / do / it

Why?

What / favourite / summer activity

I like it because music it makes me feel good.

Why

...

Produção Oral

Descritores de desempenho

	Correção – 25%	Fluência – 25%	Desenvolvimento temático – 25%	Comunicação – 25%
5	- Mostra um bom domínio de estruturas gramaticais simples e usa estruturas mais complexas. - Comete erros de forma esporádica que não impedem a comunicação. - Usa um leque de vocabulário adequado para dar e trocar opiniões sobre os temas estudados.	- Produz frases relativamente longas ainda que com alguma hesitação. - Exprime-se com algum à-vontade sobre assuntos. - Usa alguns elementos de coesão. - Exprime-se com pronúncia inteligível. - Usa a entoação geralmente adequada.	- Desenvolve bem as ideias sobre o tema apresentando informação relevante. - Expressa opinião sobre os temas estudados. - Revela algum sentido crítico.	- Exprime-se de forma bastante clara e suficientemente precisa em pequenas apresentações ou outras atividades de produção oral. - Estabelece contato visual com o interlocutor.
4	Nível intermédio - Usa com correção estruturas gramaticais simples. - Comete alguns erros que podem impedir a comunicação. - Possui vocabulário suficiente para se exprimir sobre assuntos familiares.	Nível intermédio - Produz frases geralmente curtas, por vezes com alguma hesitação e repetição. - Exprime-se com algum à-vontade sobre assuntos familiares ainda que com pausas para planejar. - Usa elementos básicos de coesão. - Exprime-se, geralmente, com pronúncia e entoação adequadas.	Nível intermédio - Apresenta informação simples e direta, transmitindo apenas o essencial. - Expressa opinião sobre os temas estudados, podendo necessitar de ajuda. - Revela muito pouco sentido crítico.	Nível intermédio - Exprime-se de forma suficientemente clara em pequenas apresentações ou outras atividades de produção oral. - Estabelece pouco contato visual com o interlocutor.
3				
2	Nível intermédio - Usa poucas estruturas gramaticais simples com correção. - Possui um leque limitado de vocabulário para se exprimir sobre assuntos familiares.	Nível intermédio - Produz frases muito curtas com hesitações e pausas frequentes. - Exprime-se com dificuldade sobre assuntos familiares. - Demonstra evidentes dificuldades em exprimir-se com pronúncia e entoação adequadas.	Nível intermédio - Apresenta informações básicas. - Revela evidentes dificuldades em expressar opinião sobre os temas estudados.	Nível intermédio - Revela dificuldades em exprimir-se de forma clara em pequenas apresentações ou outras atividades de produção oral. - Estabelece muito pouco contato visual com o interlocutor.
1				

Interação Oral

Descritores de desempenho

	Correção – 25%	Fluência – 25%	Entoação – 25%	Interação – 25%
5	- Mostra um bom domínio de estruturas essenciais e usa estruturas mais complexas. - Comete erros de forma esporádica, não impeditivos da comunicação. - Usa um leque de vocabulário variado e adequado para dar e trocar opiniões sobre os temas abordados.	- Produz frases relativamente longas ainda que com alguma hesitação. - Exprime-se com algum à-vontade - Usa alguns elementos de coesão. - Aborda o assunto de forma relevante apesar de haver alguma repetição.	- Exprime-se com pronúncia inteligível. - Usa a entoação geralmente adequada.	- Inicia, mantém e acaba uma conversa simples sobre o assunto e sabe reformular o discurso. - Troca informações relevantes com os pares e dá opinião. - Recupera aquilo que alguém disse, de modo a confirmar o entendimento mútuo.
4	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
3	- Usa com correção estruturas gramaticais simples. - Comete alguns erros não impeditivos da comunicação. - Possui vocabulário suficiente para se exprimir sobre os temas abordados.	- Produz frases que vão além de expressões curtas ainda que com alguma hesitação. - Exprime-se com algum à-vontade ainda que com pausas para planejar. - Usa elementos básicos de coesão. - Aborda de forma geralmente relevante, mas podem ocorrer repetições.	- É capaz de se exprimir, de uma forma geral, com pronúncia inteligível. - Demonstra algum controlo das características fonológicas da língua, tanto ao nível da palavra como da entoação frásica.	- Mantém uma conversa simples sobre o assunto, precisando de ajuda para reformular o discurso. - Dá opiniões ainda que com alguma hesitação e pouco envolvimento. - Faz perguntas aos pares e dá respostas de uma forma geralmente adequada.
2	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
1	- Usa estruturas gramaticais simples e expressa-se com incorreções. - Possui um leque limitado de vocabulário para se exprimir sobre os temas abordados.	- Dá respostas muito curtas, com hesitações e pausas frequentes. - Não usa elementos de coesão. - Repete informação.	- Demonstra evidentes dificuldades em exprimir-se com uma pronúncia inteligível. - Possui um controlo limitado das características fonológicas da língua.	- Revela dificuldades em manter uma conversa simples. - Exprime-se e reage com evidentes dificuldades.

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

Mark: _____ **Teacher:** _____ **Enc. Educação:** _____

A. Write the countries and nationalities according to the clues.

4 x 4% = 16%


Phoebe Dynevor

 Phoebe Dynevor is a famous ¹ _____ actress. She's from Trafford, in England.

Josh Beauchamp

 Josh Beauchamp was born in Alberta, ² _____, so he is Canadian.

Zac Efron

 Zac Efron is from California, in the USA. He is an ³ _____ actor, singer and model.

Marisa Liz

 Marisa Liz is a brilliant artist. She was born in Lisbon and she is one of the best-known ⁴ _____ singers nowadays.

B. Read the text and circle the correct personal pronouns and possessive determiners.

13 x 2% = 36%

Hi, everybody! ¹ **Her / My** name is Laura and ² **he / I** am 15 years old. ³ **I / We** love listening to music and ⁴ **my / her** favourite singer is Camila Cabello. ⁵ **She / He** is so talented and kind! ⁶ **Our / My** sister Caroline and I are big fans, so ⁷ **we / you** are going to ⁸ **her / his** next concert in London. ⁹ **Our / Their** parents are taking us there. ¹⁰ **It / They** is going to be so much fun! What about ¹¹ **he / you**? Are ¹² **you / they** a fan of ¹³ **her / your** songs?


C. Fill in the gaps with the present simple of the verb to be (affirmative/negative).

7 x 4% = 28%



Camila Cabello ¹ _____ a singer and songwriter. Her birthday ² _____ on 3rd March and she ³ _____ from Havana, Cuba, but she lives in the USA. Her parents ⁴ _____ **(not)** American. Her father ⁵ _____ Mexican and her mother ⁶ _____ Cuban. They ⁷ _____ **(not)** always together because she has many concerts around the world.

D. Ask and answer with the present simple of the verb to be.

4 x 5% = 20%

- Laura and her sister / in a concert / (X) "Are Laura and her sister in a concert?" "No, they aren't."

1. Camila / an actress / (✓) " _____ " "
2. Camila's house / in Florida / (✓) " _____ " "
3. her parents / Spanish / (X) " _____ " "
4. her boyfriend / French / (X) " _____ " "

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Complete the table with the family members (male or female).

4 x 5% = 20%

Male	Female	Male	Female
1. father		3. husband	
2.	daughter	4.	uncle

B. Look at the picture and circle the correct words to describe the Templetons.

12 x 2% = 24%

Ted, the father, is ¹ **tall / short**. His hair is ² **long / short** and ³ **curly / straight**. He has got ⁴ **glasses / a beard** and his eyes are ⁵ **tall / big**. Janice, the mother, is tall and she is ⁶ **fat / slim**. She has got ⁷ **short / long** hair, her face is ⁸ **oval / round** and her skin is ⁹ **fair / dark**. Tim, the older son, isn't ¹⁰ **tall / short**. He is ¹¹ **fat / thin** and he has got ¹² **big / small** round eyes.

C. Fill in the blanks with the present simple of the verb *have got*.

6 x 6% = 36%

The Templetons are a different family. All of them ¹ _____ something in common: Baby Corp, a family business and a big secret, a baby drink that turns adults into babies again. Can you imagine?

Ted, or Boss Baby, ² _____ short blonde hair and big eyes. He usually wears a suit and tie because he loves it and he ³ _____ **(not)** trainers or casual clothes. He is Tina and Tabitha's uncle and they ⁴ _____ a very special relationship. ⁵ _____ **(they)** secrets? Yes, they ⁶ _____. And the girls' parents don't like it at all.



C. Replace the underlined possessive pronouns with the correct ones.

4 x 5% = 20%

1. Boss Baby has got a company, but it isn't only mine; it is also his brother's company.

2. Tina and Tabitha have got a secret. I have got secrets, too, but yours is extraordinary.

3. Carol's daughters are very sweet. They could only be ours because she's also kind.

4. I have got the *Boss Baby* films. They were a gift from my father. They are theirs now.

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

Mark: _____ **Teacher:** _____ **Enc. Educação:** _____

A. Complete the sentences with the daily routine activities.

5 x 5% = 25%

- I always wake up  at 7 a.m. and I .
- After getting dressed, I  with my family and then I prepare my lunchbox.
- After morning classes, I usually  in the canteen with my best friend and have fun in the playground.
- We sometimes  football in the sports field and then we have the afternoon lessons.
- My family and I  TV at around 9:30 p.m.

B. Fill in the gaps with the present simple of the verbs in brackets.

10 x 5% = 50%

Harry Styles is an English singer and songwriter. He ¹ _____ (**live**) in Malibu, California. He has a house in London, too. He really ² _____ (**love**) it there, but he ³ _____ (**prefer**) California sun.

He ⁴ _____ (**not like**) to go to bed late. He ⁵ _____ (**say**) that a good night's sleep is essential. He ⁶ _____ (**wake up**) at 7:30. He usually ⁷ _____ (**eat**) pancakes for breakfast, but he ⁸ _____ (**not drink**) anything.

Why ⁹ _____ (**he/have**) such a busy life? Well, he's got concerts all over the world, but he and his band ¹⁰ _____ (**love**) what they do.


Harry Styles
C. Write sentences in the present simple. Put the adverbs of frequency in the correct place.

5 x 5% = 25%

- Harry / meet / his old friends in London (**usually**) Harry usually meets his old friends in London.

1. He / go / to the gym (**always**)

2. The singer and his band / sleep / in the same city (**hardly ever**)

3. His real fans / go / to his concerts (**often**)

4. Harry's mother / have lunch / with him (**sometimes**)

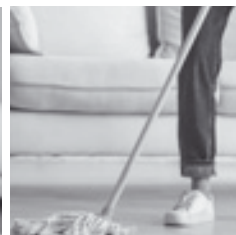
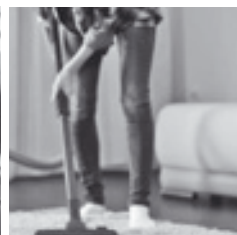
5. Harry / watch TV (**never**)

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Look at the pictures and label the household chores.

5 x 4% = 20%



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

B. Write the present continuous of the verbs in brackets to complete the dialogues.

14 x 4% = 56%

Maggie: Hey, Jo. What ¹ _____ (you/do)?**Jo:** Hi, Maggie. I ² _____ (tidy) my bedroom and ³ _____ (vacuum) the floor. What about you?**Maggie:** Well, I ⁴ _____ (listen) to music while I ⁵ _____ (clean) the bathroom. Today is household day here, too. ☺**Jo:** ⁶ _____ (your brothers/help) you?**Maggie:** No, they ⁷ _____. Can you believe it? They ⁸ _____ (play) video games downstairs while my Mum ⁹ _____ (do) the washing up. ☹**Brian:** Hi, Logan. Are you busy?**Logan:** Hey. Yes, I am. My parents and I ¹⁰ _____ (do) the chores today. It's Saturday, remember?My Dad ¹¹ _____ (wash) the car, my Mum ¹² _____ (cut) the grass and my sister ¹³ _____ (not do) anything. She says she's tired...**Brian:** Oh, well, I ¹⁴ _____ (try) a new PS game... Do you want to play with me?**Logan:** I'm sorry, mate. Not today.

C. Write questions and answers in the present continuous. Use the words given.

3 x 4% = 12%

• Mary / do / the laundry / load the dishwasher
Is Mary doing the laundry? No, she isn't.
She is loading the dishwasher.

1. Vince / sweep / the floor / mop the floor

2. Nina and Lisa / set / the table

3. George / make / his bed

D. Present simple or present continuous? Circle the correct verb forms.

6 x 2% = 12%

1. Molly and I **study** / **are studying** now.4. We hardly ever **are cooking** / **cook** lunch.2. My three dogs **are sleeping** / **sleep** at the moment.5. I **run** / **am running** in the park right now.3. Ron often **folds** / **is folding** his clothes.6. You never **make** / **are making** your bed.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Unscramble the letters and write the types of houses.

4 x 4% = 16%



EHDATCDE house

1. _____



GOTCTEA

2. _____



DERTRCEA house

3. _____



EASCLT

4. _____

B. Read the clues and write the correct rooms/parts of the house. Use the words from the box.

6 x 4% = 24%

bedroom study window garden attic kitchen

- It is made of glass and I can see my garden through it. _____
- There are old boxes and “treasures” in this room. _____
- I sleep and listen to music in this room. _____
- We cook dinner here. _____
- There are trees and flowers in this place. _____
- I do my homework here. _____

C. Write the plural of the nouns.

10 x 4% = 40%

singular	plural	singular	plural
1. garden		6. policeman	
2. balcony		7. house	
3. bookshelf		8. chimney	
4. tomato		9. child	
5. person		10. door	

D. Circle the correct object pronoun.

5 x 4% = 20%

- That flat isn't mine. It's John's. It belongs to **her / him**.
- Can you give **me / you** that vase of flowers, please? I need to water **me / them**.
- “Whose palace is that?” “I don't know, but I think it is the Queen's. It belongs to **us / her**.”
- We want to buy a cottage in the countryside. Can you tell **them / us** the best place to buy one?

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Match the words from the box with the pictures. Write the letters a-j.

10 x 4% = 40%

- | | | | | |
|-----------|-----------|-------------|------------|-------------|
| a) cooker | b) TV set | c) cupboard | d) picture | e) oven |
| f) sink | g) sofa | h) fridge | i) rug | j) armchair |

B. Look at the picture and complete the text with the prepositions of place *on*, *above*, *under*, *in front of*, *between* or *next to*.

6 x 6% = 36%

In Simon's bedroom there are boots ¹ _____ the desk and some bookshelves ² _____ the desk and the bedside table. There's a small boat ³ _____ the bed and the desk. There is a rug ⁴ _____ the chair. There are some pillows ⁵ _____ the bed and there is a chair ⁶ _____ the desk.



C. Complete the words in the sentences with the prefixes and suffixes below.

6 x 4% = 24%

un- im- in- -ful -less -ly

- Jenny isn't very well today. She feels _____ **happy** because her work is _____ **complete**.
- Violet and Jim don't believe in _____ **possible** things. They are going to buy a **wonder** _____ house, their dream house.
- Roman is **friend** _____ and kind to everyone.
- There are many **home** _____ people in the streets.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Can you guess the school subjects? Read the sentences and write the missing words. 6 x 4% = 24%

1. I love calculation and numbers. My favourite subject is _____.
2. This subject shows us the location and culture of countries. I'm talking about _____.
3. Our _____ teacher explains things about kings and queens, wars and other past events.
4. _____ is my favourite subject. I want to go to England to get better at this language.
5. I like sports and keeping fit, so I love _____.
6. In _____ classes we do experiments in the lab and talk about energy.

B. Look at the pictures and label them with the after-school clubs. 5 x 4% = 20%

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

C. Fill in the gaps with the past simple of the verb *to be*. 12 x 3% = 36%

Niall Horan is a singer and he ¹_____ born on 13th September 1993, in Ireland. He ²_____ a student at St. Kenny's National School and he ³_____ quite happy there. His favourite subjects ⁴_____ maths, PE and music.

Niall is famous now but he ⁵_____ (**not**) until his participation in the talent show *X Factor*. He sings solo nowadays, but he ⁶_____ a member of the British boyband One Direction until 2016. ⁷_____ he glad to have that time with his mates? Yes, of course he ⁸_____. Niall and the other four members of the band ⁹_____ happy together because singing was their common passion. They ¹⁰_____ (**not**) together for only one year – they ¹¹_____ a family for six years and they ¹²_____ really amazing.



**Niall
Horan**

D. Read the sentences and circle the correct connector. 5 x 4% = 20%

1. Niall was a good student and he loved singing, **but / so** he was in the Music Club.
2. He learned how to cook when he was a child. **Therefore / However**, he wasn't in the Cooking Club **because / and** he was in two other clubs: Music and Sports.
3. His parents are happy **but / and** proud of his career.
4. Niall and the other members split, but they really love each other. **Because / Therefore**, I think they need to be together again.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Label the pictures with the school facilities/rooms.

5 x 4% = 20%



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

B. Read the clues and write the school events from the box in the blanks.

4 x 5% = 20%

Sports Day

Book Fair

Singing Contest

Halloween Party

- I'm interested in reading novels and love stories, so I should go to the school _____ and buy some.
- The 31st October is almost here. Our classmates are organising a _____. It's going to be "spooktacular"!
- Football, basketball, gymnastics and so many more... let's keep fit and healthy on our _____.
- You should participate in the _____. You've got such a wonderful voice!

C. Fill in the gaps with the past simple of the regular verbs in brackets.

12 x 3% = 36%

Last week I ¹ _____ (**work**) with Joanna on a science project. We ² _____ (**need**) to create a way of saving abandoned animals, so we ³ _____ (**search**) for information and ⁴ _____ (**decide**) to contact a dog shelter. We ⁵ _____ (**not understand**) much about it and the president ⁶ _____ (**not answer**) our phone calls; therefore, we ⁷ _____ (**contact**) our teacher and ⁸ _____ (**ask**) her for help. She was great as always and we ⁹ _____ (**rescue**) some dogs. Everybody ¹⁰ _____ (**like**) our project "Caring dogs". ¹¹ _____ (**we/enjoy**) ourselves helping those abandoned dogs? Yes, we ¹² _____.

D. Write the past simple of the irregular verbs in the box to complete the sentences.

6 x 4% = 24%

- Last year, Ted _____ on a school trip with his schoolmates.
- The geography teacher _____ them to Paris.
- The students _____ a lot about the city.
- They _____ new friends there.
- They _____ why, but they loved that city very much.
- They _____: it's a magical place!

take

go

meet

not know

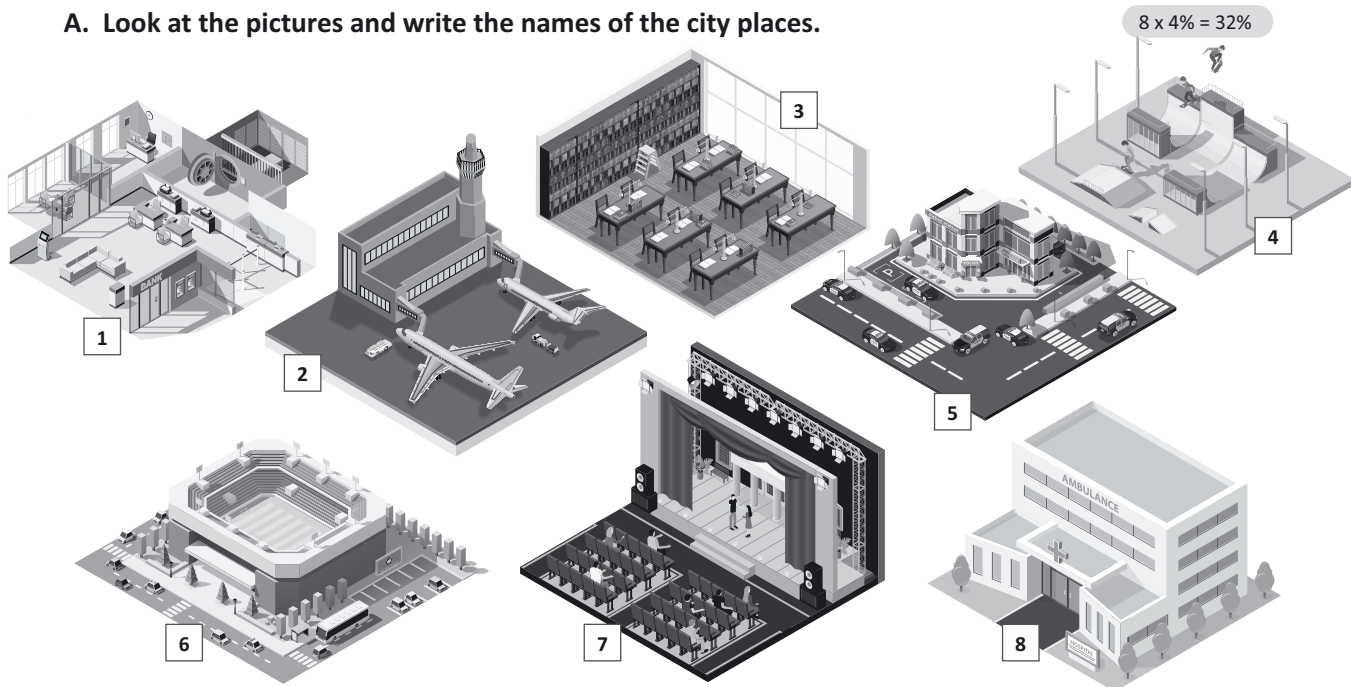
learn

say

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Look at the pictures and write the names of the city places.



1. _____ 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____ 8. _____

B. Match the two parts of the expressions. Write the letters a-f.

6 x 4% = 24%

1. go for ☐5. walk along ☐

a) attraction

d) the dog

2. visit an ☐4. visit a ☐

b) shopping

e) a walk

3. walk ☐6. go ☐

c) museum

f) the streets

C. Write sentences in the past continuous.

4 x 5% = 20%

- Martha / visit / an exhibition / . *Martha was visiting an exhibition.*

1. you / walk / down the avenue / . _____
 2. Jessie / not watch / the dolphins / at the aquarium / . _____
 3. the plane / fly / to Liverpool / ? _____
 4. Will and Jack / climb / a skyscraper / . _____

D. Past simple or past continuous? Fill in the gaps with the correct verb forms.

6 x 4% = 24%

1. While I _____ (drink) delicious mango juice, my sister was trying the pineapple one.
 2. When Louise _____ (arrive) at the park, Zoe was running with her dog.
 3. Last week they went to the zoo and _____ (watch) the tigers.
 4. Our grandparents _____ (chat) online while we were playing video games.
 5. Sean _____ (read) his favourite book when the phone _____ (ring).

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

Mark: _____ Teacher: _____ Enc. Educação: _____

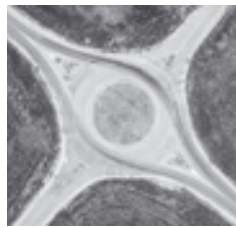
A. Where did they go shopping? Read the sentences and fill in the gaps with the correct shops. 4 x 5% = 20%

Nina bought some vegetables at the ¹ _____, but she forgot to buy bread at the ² _____.

Lisa loves flowers, so Neil went to the ³ _____ and bought her beautiful roses. Then he saw the newspaper's headlines and decided to buy one at the ⁴ _____.

B. Label the city features.

5 x 4% = 20%



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

C. Circle the correct modal verbs.

4 x 5% = 20%

1. Sue **might** / **can** speak German very well. She's brilliant at it.
2. Walt **may** / **must** stop talking in the library. Mrs Connor is getting tired of his noise.
3. You're very pale. You **should** / **can** go to the hospital.
4. People **might** / **shouldn't** be rude.

D. Write the imperative of the verbs from the box under each sign to complete the sentences.

4 x 5% = 20%



1. _____ the cycle lane. 2. _____ in the lake. 3. _____ quiet in the library! 4. _____ here!

be
not swim
not run
share

E. Look at the pictures and write the prepositions of movement *into*, *across*, *through* or *over*.

4 x 5% = 20%



1. Rudolph is jumping _____ the fence. 2. She is walking _____ the street. 3. The hamster is going _____ the cage. 4. Vince is running _____ the tunnel.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Look at the objects and write the names of the sports.

5 x 4% = 20%



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

B. Complete the free time activities with the missing vowels.

6 x 4% = 24%

1. H _ N G _ N G _ _ T W _ T H F R _ _ D S

4. L _ S T _ N _ N G T _ M _ S _ C

2. P L _ Y _ N G B _ _ R D G _ M _ S

5. T _ X T _ N G

3. T _ K _ N G S _ L F _ _ S

6. R _ _ D _ N G _ _ B _ _ K

C. Fill in the gaps with the future (will + infinitive) of the verbs in brackets.

6 x 6% = 36%



My parents and I ¹ _____ (go) to the countryside and I think that we ² _____ (not spend) more than two weeks there.

I promise I ³ _____ (take) tons of photos and I ⁴ _____ (send) them as soon as possible. My family and I ⁵ _____ (have) lots of fun together. What about you? ⁶ _____ (you/stay) at home next weekend?

D. Circle the correct verb form to make zero and first conditionals.

5 x 2% = 10%

- If you **heat** / **will heat** water at 100 °C, it boils.
- People **will gets** / **get** fat if they eat too much.
- You get green if you **mix** / **will mix** yellow and blue.
- We **have** / **will have** fun if we play football this afternoon.
- If you **don't eat** / **won't eat** healthy food, you will have health problems.

E. Complete the sentences with the phrasal verbs from the box.

5 x 2% = 10%

log out

look after

log in

take off

fill in

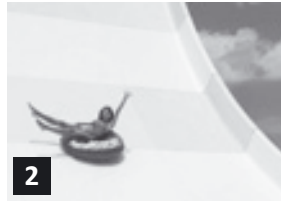
- I want to participate in the Colour Run race, so I have to _____ an online form.
- Don't forget to _____ of your email account because it's dangerous to leave it open.
- The airplane will _____ in 5 minutes. Please, fasten your seat belts.
- I know how to solve that problem in your computer. I need to _____ as administrator.
- Sarah is in the park and needs to _____ her brother. Their parents went for a walk.

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

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Complete the sentences with the summer activities in the pictures.

8 x 5% = 40%



1. Sarah loves _____ with her friends because she enjoys watching the sea.
2. My classmates' favourite summer activity is _____.
3. _____ is refreshing. My favourite flavours are strawberry and vanilla.
4. "What's your favourite activity?" "_____. I love exploring the sea."
5. I promise we'll go _____ this July. I'm buying a new tent this weekend.
6. I'm going to Ericeira to watch Vasco Ribeiro _____. He "flies" on his board!
7. _____ is relaxing and warm but we mustn't forget to protect our skin!
8. _____ with my family is great! My aunt Mimi usually prepares her special fruit salad.

B. Complete the sentences with the correct future forms: **will + infinitive** or **be going to + infinitive**.

4 x 5% = 20%

1. I promise we _____ (**go**) to a giant water park.
2. Jennifer has her holiday planned. She _____ (**surf**) in Hawaii next year.
3. Rose and Jack _____ (**have**) a picnic with their family this weekend. It's decided.
4. I hope you _____ (**not eat**) another ice cream today. It's too cold.

C. Write sentences about the future using the present continuous of the verbs.

4 x 5% = 20%

1. Luana / **hang out** / with her friends later _____
2. we / **go** / to the beach this morning _____
3. they / **have** / so much fun at tonight's party _____
4. I / **sail** / my uncle's boat today _____

D. Circle the correct indefinite pronouns.

5 x 4% = 20%

1. I can't find my sunglasses **somewhere** / **anywhere**.
2. Did you invite **everything** / **everyone** to the beach party?
3. Are you OK? Do you need **anywhere** / **anything**?
4. "Where are you going tonight?" "I'm going **nowhere** / **anywhere**. I'll stay at home."
5. Ashley is setting **everything** / **anyone** for the picnic she's having.

Answer key

GET READY FOR THE TESTS

Get ready for the tests 1, page 318

- A. 1. surname | 2. old | 3. 'm | 4. birthday | 5. on | 6. Canada | 7. Canadian | 8. the USA | 9. American | 10. occupation
- B. 1. father | 2. mother | 3. sister | 4. aunt | 5. cousin | 6. grandmother | 7. parents | 8. uncle
- C. 1. oval... beard... a cap | 2. long... fair | 3. short... dark | 4. nose... hair... moustache
- D. 1. c) | 2. a) | 3. e) | 4. f) | 5. d) | 6. b)
- E. 1. you | 2. she | 3. it | 4. you | 5. they | 6. my | 7. his | 8. her | 9. our | 10. your | 11. yours | 12. his | 13. its | 14. ours | 15. theirs
- F. 1. her | 2. his... They | 3. your... it... his | 4. Our... ours | 5. mine... his
- G. 1. have got | 2. is | 3. is | 4. are | 5. has got | 6. isn't | 7. is | 8. is | 9. have got | 10. am | 11. is | 12. is
- H. 1. My classes start very early. | 2. Charlie doesn't go to school by bus. | 3. My friends have lunch in the canteen. | 4. Do you study at home? | 5. Randall doesn't play video games. | 6. Does she comb her hair in the morning? | 7. Yes, she does.
- I. 1. We sometimes go to school by car. | 2. They are often at home at the weekends. | 3. Joseph always reads a book before bed. | 4. The teachers are hardly ever late for classes.

Get ready for the tests 2, page 320

- A. 1. b) | 2. h) | 3. g) | 4. c) | 5. e) | 6. a) | 7. d) | 8. f)
- B. 1, 3, 4, 9
- C. 1. kitchen | 2. living room | 3. bathroom | 4. bedroom
- D. 1. doing | 2. making | 3. shopping | 4. enjoying | 5. having | 6. washing
- E. 1. is doing | 2. am brushing | 3. are riding | 4. isn't drinking... is drinking | 5. Are you having... I'm not
- F. 1. is | 2. aren't cleaning | 3. are doing | 4. is sweeping | 5. loves | 6. don't sweep | 7. wash | 8. is vacuuming | 9. are ironing | 10. water | 11. don't iron | 12. do
- G. 1. c) | 2. a) | 3. b) | 4. b)
- H.



- I. 1. bookshelf | 2. skyscraper | 3. armchair | 4. staircase | 5. blackboard | 6. bedroom

Get ready for the tests 3, page 322

- A. 1. French | 2. geography | 3. PE | 4. science | 5. maths | 6. history
- B. 1. library | 2. stationer's | 3. classroom | 4. sports field | 5. canteen | 6. cafeteria
- C. 1. was | 2. was | 3. wasn't | 4. was | 5. were | 6. were | 7. weren't | 8. were
- D. 1. played | 2. danced | 3. cried | 4. stopped | 5. washed | 6. saw | 7. went | 8. made | 9. ate | 10. swam
- E. 1. chatted | 2. studied | 3. cooked | 4. drank | 5. bought | 6. took | 7. ate | 8. read
- F. 1. Yesterday she was at home. | 2. Paul came to the party, but he didn't stay long. | 3. Did he do his homework this afternoon? | 4. The students didn't study enough for the test. | 5. My sister took a nice picture. | 6. Julie didn't feed the cat this morning.
- G. 1. but | 2. However | 3. or | 4. Therefore

Get ready for the tests 4, page 324

- A. 1. park | 2. swimming pool | 3. art galleries | 4. museums | 5. restaurants | 6. theatre
- B. 1. roundabout | 2. traffic lights | 3. traffic sign | 4. tunnel | 5. zebra crossing
- C. 1. cinema | 2. concerts | 3. shopping | 4. sightseeing | 5. museums | 6. streets
- D. 1. baker's | 2. pet shop | 3. fishmonger's | 4. newsagent's | 5. greengrocer's | 6. butcher's
- E. 1. were doing | 2. wasn't baking | 3. was cooking | 4. were having | 5. weren't walking | 6. was studying
- F. 1. was running... fell... broke | 2. was cooking... arrived | 3. didn't answer... was studying... called
- G. 1. She was riding her bike. | 2. She was wearing jeans and a sweater. | 3. No, she wasn't. | 4. She fell on the ground. | 5. The woman helped her. | 6. No, she didn't.
- H. 1. should | 2. might | 3. can't... Can | 4. must
- I. 1, 3
- J. 1. across | 2. into | 3. through | 4. towards

Get ready for the tests 5, page 326

- A. 1. gymnastics | 2. football | 3. basketball | 4. skateboarding | 5. golf
- B. 1. football; basketball; golf | 2. skateboarding | 3. gymnastics
- C. 1. c) watching videos | 2. e) listening to music | 3. d) playing board games | 4. b) riding a bike | 5. a) taking selfies



fishing | camping | surfing | snorkelling | sailing | sunbathing

E. 1. ... watch TV. | 2. She will play the guitar. | 3. she will not (won't) play tennis. | 4. She will listen to music.

F. 1. boils – Type 0 | 2. protect – Type 1 | 3. will love – Type 1 | 4. put – Type 0

G. 1. log out | 2. look after | 3. fill in | 4. take off

H. 1. are going to travel | 2. will tidy | 3. are going | 4. will have

I. 1. Somewhere | 2. Everything | 3. Somebody | 4. Nothing | 5. Everywhere

Diagnostic listening test, page 330

Listening script (tracks 2-3 CD5)

Hello! My name is Zoe and I'm British. I live in London with my parents and my younger sister. I'm 12 years old and I'm in year 7. I'm tall and slim. I've got long straight brown hair and green eyes. I'm kind and sociable, but a bit stubborn sometimes. I like wearing comfortable clothes. Today I'm wearing blue shorts, a T-shirt and sandals. When I'm not at school I like riding a bike – it's my favourite hobby. I also like watching TV, especially series! At the moment I'm watching *Young Sheldon*, it's very funny! My sister usually watches TV with me because we like the same things. Our parents are nurses, so they don't have much free time, but when they do, they always spend it with us. When we are together, we have a lot of fun cooking, watching TV or playing board games.

Diagnostic listening test, page 330

A. 10 x 10% = 100%

1. b) | 2. c) | 3. a) | 4. a) | 5. c) | 6. b) | 7. c) | 8. a) | 9. b) | 10. a)

Diagnostic test – Multiple choice, page 331

A. 20 x 5% = 100%

1. b) | 2. c) | 3. c) | 4. a) | 5. a) | 6. b) | 7. a) | 8. c) | 9. b) | 10. c) | 11. b) | 12. a) | 13. a) | 14. c) | 15. b) | 16. b) | 17. a) | 18. a) | 19. b) | 20. c)

Diagnostic test – Complete structure, page 333

A. 5 x 2% = 10%

1. C | 2. S | 3. C | 4. C | 5. S

B. 4 x 2% = 8%

1. T | 2. F | 3. T | 4. F

C. 5 x 3% = 15%

1. He has got a detached house. | 2. No, they aren't. | 3. Their father is a football coach. | 4. He goes to school by car. | 5. He does his homework very quickly because it's very easy for him.

D. 5 x 1% = 5%

1. do his homework | 2. have breakfast | 3. go to bed | 4. have dinner | 5. have classes

E. 5 x 1% = 5%

1. train | 2. plane | 3. car | 4. motorcycle | 5. bus

F. 8 x 1% = 8%

1. George | 2. Mary... Sheldon | 3. Sheldon | 4. Mary | 5. George | 6. Mary | 7. Sheldon | 8. George

G. 10 x 1% = 10%

1. play | 2. live | 3. have | 4. go | 5. works | 6. love | 7. don't like | 8. prefer | 9. teaches | 10. Do... like

H. 6 x 2% = 12 %

1. am watching | 2. isn't doing... is listening | 3. are playing | 4. Are... riding... are

I. 6 x 1% = 6%

1. played | 2. watched | 3. studied | 4. bought | 5. went | 6. did

J. 5 x 1% = 5%

1. myself | 2. herself | 3. themselves | 4. yourself | 5. himself

K. 16%

Listening test 1, page 338-339

Listening script (tracks 4-5 CD5)

Interviewer: Today we have a special guest, the tallest teenager in Britain: 16-year-old Brandon Marshall. Hello, Brandon, please tell us what everybody wants to know: how tall are you?

Brandon: I'm 2 metres 23 tall and the doctors say I can grow even more!

Interviewer: Wow, that's impressive! And do you like being this tall?

Brandon: There are some advantages, but also disadvantages. I like it because basketball is my favourite sport, so being tall is great! Now I play in the national basketball team and it's a dream come true. But I'm very shy, so I don't like it when people look at me and make comments about my height – I feel uncomfortable.

Interviewer: Does being tall affect your daily routine?

Brandon: Not much, I wake up very early and then I get dressed. It's a bit difficult to find clothes and shoes for my size because I have very large feet and long legs... Then I have breakfast. As I'm very tall and still growing, I'm always really hungry, so I eat a lot!

Answer key

Interviewer: What do you usually eat for breakfast?

Brandon: I usually have cereal, milk, bread and butter and fruit.

Interviewer: What do you usually do during the day?

Brandon: After breakfast I go to school like every other teenager. I have classes and I have lunch with my friends in the canteen. At school I always have to be careful with doorways because I often bump my head... After school I have basketball practice – it's my favourite part of the day! I have to practise a lot because there's an important competition next month. Then I go home, I have dinner with my family and I go to bed very early, at 8:30 p.m. because I'm always tired.

Interviewer: Is being tall a common feature in your family?

Brandon: No, not really... My parents are medium size and my sister is short, so I'm the only one in the family who is tall.

Interviewer: Brandon, thank you so much for your time and good luck with the competition!

Brandon: Thank you!

Listening test 1A, page 338

A. $6 \times 6\% = 36\%$

1. teenager | 2. basketball | 3. national | 4. uncomfortable | 5. 8:30 | 6. medium height

B. $4 \times 4\% = 16\%$

1 – 4 – 6 – 7

C. $8 \times 6\% = 48\%$

1. T | 2. T | 3. F | 4. F | 5. F | 6. F | 7. T | 8. T

Listening test 1B, page 339

A. $6 \times 6\% = 36\%$

1. teenager | 2. basketball | 3. national | 4. uncomfortable | 5. 8:30 | 6. medium height

B. $4 \times 4\% = 16\%$

1 – 3 – 5 – 6

C. $8 \times 6\% = 48\%$

1. T | 2. T | 3. F | 4. F | 5. F | 6. F | 7. T | 8. T

Progress test 1A, page 340

A. $10 \times 1\% = 10\%$

1. Patel | 2. 16 years old | 3. India | 4. Indian | 5. the longest hair | 6. Motza | 7. 16 years old | 8. Germany | 9. German | 10. the largest feet

B. $5 \times 1\% = 5\%$

1. Lars | 2. Lars | 3. Nilanshi | 4. Lars | 5. Nilanshi

C. $5 \times 1\% = 5\%$

1. F | 2. T | 3. T | 4. F | 5. T

D. $5 \times 2\% = 10\%$

1. Nilanshi washes her hair once a week. | 2. No, it isn't. | 3. She is medium height and slim, she has got a big mouth, brown eyes. She has got long hair. |

4. It's hard to find shoes because he is size 57. / It's hard to find shoes because he has got really large feet and they have to be custom-made. | 5. His dream is to have cool trainers or a nice pair of hiking boots for his tours with the scouts.

E. $5 \times 1\% = 5\%$

1. sister | 2. grandmother | 3. aunt | 4. cousin | 5. uncle

F. $4 \times 1\% = 4\%$

3 – 1 – 2 – 4

G. $5 \times 1\% = 5\%$

1. wakes up/gets up | 2. has a shower | 3. has breakfast | 4. twenty past eight | 5. half past eight

H. $4 \times 1\% = 4\%$

1. They | 2. Their | 3. it | 4. he

I. $5 \times 1\% = 5\%$

1. am | 2. have got | 3. is | 4. has got | 5. are

J. $4 \times 1\% = 4\%$

1. hers | 2. his | 3. theirs | 4. mine

K. $4 \times 2\% = 8\%$

1. brushes | 2. doesn't wash | 3. go | 4. don't walk

L. $3 \times 3\% = 9\%$

1. "Does she play." "Yes, she does." | 2. "Do they drink" "No, they don't." | 3. "Does it swim" "Yes, it does."

M. $3 \times 2\% = 6\%$

1. My sister hardly ever watches TV. | 2. Claire is always at home. | 3. Barbara sometimes rides her bike.

N. 20%

Personal answer.

Progress test 1B, page 345

A. $10 \times 1\% = 10\%$

1. Patel | 2. 16 years old | 3. India | 4. Indian | 5. the longest hair | 6. Motza | 7. 16 years old | 8. Germany | 9. German | 10. the largest feet

B. $5 \times 1\% = 5\%$

1. Lars | 2. Lars | 3. Nilanshi | 4. Lars | 5. Nilanshi

C. $5 \times 1\% = 5\%$

1. F | 2. T | 3. T | 4. F | 5. T

D. $5 \times 2\% = 10\%$

1. once a week | 2. it isn't | 3. medium height and slim | 4. feet | 5. cool trainers

E. $5 \times 1\% = 5\%$

1. sister | 2. grandmother | 3. aunt | 4. cousin | 5. uncle

F. $4 \times 1\% = 4\%$

3 – 1 – 2 – 4

G. $5 \times 1\% = 5\%$

1. d) | 2. a) | 3. c) | 4. e) | 5. b)

H. $4 \times 1\% = 4\%$

1. They | 2. Their | 3. it | 4. he

I. $5 \times 1\% = 5\%$

1. am | 2. have got | 3. is | 4. has got | 5. are

J. $4 \times 1\% = 4\%$

1. hers | 2. his | 3. theirs | 4. mine

K. $4 \times 2\% = 8\%$

1. brushes | 2. doesn't wash | 3. go | 4. don't walk

L. $3 \times 3\% = 9\%$

1. Does... Yes, ... does | 2. Do... No, ... don't | 3. Does... Yes, ... does

M. $4 \times 2\% = 8\%$

1. My sister hardly ever watches TV. | 2. Claire is always at home. | 3. Barbara sometimes rides her bike.

N. 20%

Personal answer.

Progress test 1C, page 350

A. $6 \times 4\% = 24\%$

1. Lars | 2. Motza | 3. 16 years old | 4. Germany | 5. German | 6. feet

B. $4 \times 2\% = 8\%$

1. father | 2. grandfather | 3. mother | 4. brother

C. $6 \times 2\% = 12\%$

1. slim | 2. short | 3. curly | 4. black | 5. glasses | 6. dark

D. $5 \times 2\% = 10\%$

$3 - 1 - 2 - 5 - 4$

E. $4 \times 2\% = 8\%$

1. They | 2. Their | 3. it | 4. he

F. $5 \times 2\% = 10\%$

1. am | 2. have got | 3. is | 4. has got | 5. are

G. $4 \times 2\% = 8\%$

1. hers | 2. his | 3. theirs | 4. mine

H. $2 \times 4\% = 8\%$

1, 3

I. $4 \times 3\% = 12\%$

Personal answer.

Listening test 2, pages 354-355

Listening scripts

A./B. (tracks 6-7 CD5)

Mother: Hi, John! What are you doing?

John: I'm watching my favourite series on TV...

Mother: What about homework?

John: I don't have homework today!

Mother: Great! But I believe I have some bad news for you... I'm working late today and Grandma and Grandpa are having dinner with us, so I really need your help!

John: OK, no problem! So... what do you want me to do?

Mother: Can you please vacuum the living room floor? And please don't forget to vacuum under the sofa, there's always a lot of dust in there... And

behind the plant (you always forget that spot...) and don't forget to vacuum in front of the fireplace, please!

John: Ok, the living room floor, but especially under the sofa, behind the plant and in front of the fireplace... got it!

Mother: I also need your help in the kitchen... the sink is still full of dishes, can you please load the dishwasher?

John: Yeah, no problem. What about dinner? Do you want me to do anything?

Mother: No, thank you. I'm ordering some chicken from that restaurant next to your school.

John: Yummy! I love that chicken!! Can you order some dessert please, please, please! I really deserve it, you know I hate vacuuming!

Mother: OK, strawberry cheesecake then, your favourite!

John: YES!!! Thanks, Mum.

Mother: Thank you, John! See you later!

C. (tracks 8-9 CD5)

Mother: Yes, John, is there something wrong?

John: No, but I just can't find the vacuum cleaner!!

It's not in the laundry room, it's not in the kitchen or in the living room and now I'm looking for it in the garage and it's not here either!

Mother: Oh, I'm sorry, John! I always vacuum the carpet in my bedroom and I forgot the vacuum cleaner there... Oops...

John: OK, no problem. Do you want me to set the table after vacuuming?

Mother: Oh yes, that would be great!

John: Should I set the table in the kitchen or in the dining room?

Mother: In the dining room, please.

John: OK, but I think this means an extra slice of cheesecake...

Mother: Ha ha ha! OK, smart boy! Bye-bye!

John: Bye!

Listening test 2A, page 354

A. $3 \times 10\% = 30\%$

2, 4, 6

B. $7 \times 5\% = 35\%$

1. series | 2. no | 3. grandparents | 4. dishwasher | 5. chicken | 6. next | 7. yes

C. $5 \times 7\% = 35\%$

1. c) | 2. b) | 3. a) | 4. a) | 5. c)

Listening test 2B, page 355

A. $3 \times 10\% = 30\%$

2, 4, 6

B. $7 \times 5\% = 35\%$

1. series | 2. no | 3. grandparents | 4. dishwasher | 5. chicken | 6. next | 7. yes

Answer key

C. $5 \times 7\% = 35\%$

1. a) | 2. b) | 3. a) | 4. b) | 5. b)

Progress test 2A, page 356

A. $4 \times 2\% = 8\%$

1. c) | 2. a) | 3. b) | 4. c)

B. $1 \times 2\% = 2\%$

1.

C. $5 \times 2\% = 10\%$

1. big flat | 2. father | 3. giant windows |
4. above | 5. laundry room

D. $5 \times 3\% = 15\%$

1. Yes, there is. | 2. There is a special elevator to bring the car inside. | 3. They usually watch films in the living room. | 4. No, he doesn't. Because he only goes there to make chores. | 5. Frank's sisters are setting the table and his parents are cooking.

E. $4 \times 1\% = 4\%$

1. mop the floor | 2. do the washing up | 3. do the ironing | 4. cut the grass

F. $6 \times 1\% = 6\%$

1. bedroom | 2. kitchen | 3. bookcase | 4. chest of drawers | 5. bathroom | 6. sofa

G. $5 \times 2\% = 10\%$

1. is parking | 2. are having | 3. Is Jack doing |
4. aren't clearing | 5. am waving

H. $10 \times 1\% = 10\%$

1. do | 2. aren't cleaning | 3. is reading | 4. are listening | 5. folds | 6. is playing | 7. relaxes | 8. is watching | 9. is | 10. take

I. $5 \times 1\% = 5\%$

1. them | 2. her | 3. him | 4. us | 5. you

J. $5 \times 1\% = 5\%$

1. opposite | 2. in | 3. on | 4. under | 5. between

K. $5 \times 1\% = 5\%$

1. c) bookcase | 2. e) armchair | 3. a) skyscraper |
4. b) dishwasher | 5. d) bedroom

L. 20%

Suggested answer:

This is Frank's bedroom. There is a big bed with some pillows on it. Over the bed, there is a bicycle and some paintings on the wall. There is a lamp next to the bed and a rug on the floor. On the left, there is a desk and a chair. It's a very cool room!

Progress test 2B, page 361

A. $4 \times 2\% = 8\%$

1. a) | 2. a) | 3. b) | 4. b)

B. $1 \times 2\% = 2\%$

1.

C. $5 \times 2\% = 10\%$

1. big | 2. father | 3. windows | 4. above | 5. laundry room

D. $5 \times 3\% = 15\%$

1. Yes | 2. special elevator | 3. living room | 4. No... his chores | 5. setting the table... cooking

E. $4 \times 1\% = 4\%$

1. mop the floor | 2. do the washing up | 3. do the ironing | 4. cut the grass

F. $6 \times 1\% = 6\%$

1. bedroom | 2. kitchen | 3. bookcase | 4. chest |
5. bathroom | 6. sofa

G. $5 \times 2\% = 10\%$

1. parking | 2. having | 3. doing | 4. clearing |
5. waving

H. $10 \times 1\% = 10\%$

1. do | 2. aren't cleaning | 3. is reading |
4. are listening | 5. folds | 6. is playing | 7. relaxes |
8. is watching | 9. is | 10. take

I. $5 \times 1\% = 5\%$

1. them | 2. her | 3. him | 4. us | 5. you

J. $5 \times 1\% = 5\%$

1. B | 2. B | 3. A | 4. B | 5. A

K. $5 \times 1\% = 5\%$

1. c) bookcase | 2. e) armchair | 3. a) skyscraper |
4. b) dishwasher | 5. d) bedroom

L. 20%

Suggested answer:

This is Frank's bedroom. There is a big bed with some pillows on it. Over the bed, there is a bicycle and some paintings on the wall. There is a lamp next to the bed and a rug on the floor. On the left, there is a desk and a chair. It's a very cool room!

Progress test 2C, page 366

A. $5 \times 4\% = 20\%$

1. b) | 2. a) | 3. c) | 4. a) | 5. c)

B. $4 \times 3\% = 12\%$

1. mop | 2. washing | 3. ironing | 4. grass

C. $5 \times 2\% = 10\%$

1. study | 2. bedroom | 3. kitchen | 4. bathroom |
5. living room

D. $5 \times 2\% = 10\%$

1. reading | 2. doing | 3. playing | 4. clearing |
5. watching

E. $2 \times 4\% = 8\%$

1. b) | 2. a)

F. $5 \times 2\% = 10\%$

1. you | 2. him | 3. her | 4. our | 5. them

G. $3 \times 3\% = 9\%$

1. on | 2. under | 3. in front of

H. $3 \times 2\% = 6\%$

1. c) | 2. b) | 3. a)

I. $5 \times 3\% = 15\%$

Possible answers.

1. big and cool | 2. a bed | 3. desk and a chair |
4. rug | 5. paintings

Listening test 3, pages 370-371

Listening scripts

A./B. (tracks 10-11 CD5)

Erika: Sorry, can you help me? I think I'm lost... Where is the art room?

Allan: Hi! Are you the new student?

Erika: Yes, I'm in class 7C...

Allan: Me too, so we are classmates! I'm Allan!

Erika: My name is Erika, nice to meet you!

Allan: I'm sorry to ask, but why do you want to know where the art room is? We are having science now, in the lab!

Erika: Really? I'm a bit confused...

Allan: The science lesson starts in 10 minutes.... We have some time, so let me show you around!

Erika: Nice! Thank you so much!

Allan: So, here, on the right is the staffroom, the headmaster's office and the assembly hall. On the left we have the library and some classrooms, including the maths room and three labs. Now, let's go upstairs!

Erika: OK!

Allan: Here we have lots of classrooms, that one is the art room.

Erika: Oh, I love art! It's my favourite subject!

Allan: Really? I don't like art very much and I'm not very good at it... I prefer physical education. It's my favourite subject!

Erika: Where do we have physical education lessons?

Allan: It's outside... Hmm... we still have 5 minutes, let's take a look! Hurry up!

C./D. (tracks 12-13 CD5)

Allan: Here we are!

Erika: Wow! You run really fast! I'm tired!

Allan: Sorry... but we are running out of time! This is the playground, there are three sports fields and on the right there is the gym.

Erika: Wow, the fields are really nice! And the gym is enormous!

Allan: Yeah, I love playing football with some friends during the breaks... Do you like football?

Erika: Yes, I do! But I prefer handball. It's my favourite sport... Do you have a Handball Club here?

Allan: I think we do, but I'm not sure... Oh, look, our PE teacher! Let me ask him! Sorry, teacher, this is Erika, the new student, and she likes handball. Do we have a Handball Club?

Teacher: Hi Erika, welcome! Yes, we do! We have a great handball team! Join us tomorrow at 5 o'clock! We practise on Tuesdays and Wednesdays.

Erika: Thank you so mu... Oh, the bell! We must go! Bye-bye!

Teacher: See you in class tomorrow!

Allan: Bye! Let's go, Erika. The science teacher is never late! We must run!

Erika: Oh no, here we go again...

Listening test 3A, page 370

A. $6 \times 5\% = 30\%$

1. c) | 2. b) | 3. a) | 4. a) | 5. b) | 6. c)

B. $5 \times 5\% = 25\%$

1. staffroom; assembly hall | 2. library; maths room | 3. art room

C. $2 \times 5\% = 10\%$

2; 3

D. $7 \times 5\% = 35\%$

1. T | 2. F | 3. F | 4. F | 5. T | 6. T | 7. F

Listening test 3B, page 371

A. $6 \times 5\% = 30\%$

1. b) | 2. b) | 3. a) | 4. a) | 5. b) | 6. a)

B. $5 \times 5\% = 25\%$

1. on the right | 2. on the right | 3. on the left | 4. on the left | 5. upstairs

C. $2 \times 5\% = 10\%$

3

D. $7 \times 5\% = 35\%$

1. T | 2. F | 3. F | 4. F | 5. F | 6. T | 7. F

Progress test 3A, page 372

A. $3 \times 1\% = 3\%$

1. Mindy | 2. Harold | 3. Kelly

B. $7 \times 1\% = 7\%$

$5 - 1 - 2 - 7 - 6 - 4 - 3$

C. $5 \times 2\% = 10\%$

1. English | 2. maths | 3. playground | 4. Harold's | 5. stationer's

D. $5 \times 3\% = 15\%$

1. Harold's favourite subjects were physical education and art. | 2. It was in the maths room. | 3. No, he wasn't. (He was in the Basketball Club.) | 4. It's much faster and it's always "open". | 5. The visit to the museum was Mindy's favourite school trip because she loves science and it was exciting to see the giant whale skull.

E. $5 \times 1\% = 5\%$

1. maths | 2. geography | 3. history | 4. art | 5. physical education (PE)

F. $5 \times 1\% = 5\%$

1. canteen | 2. classroom | 3. sports field | 4. stationer's | 5. library

G. $5 \times 2\% = 10\%$

1. was | 2. wasn't | 3. weren't | 4. were | 5. was

H. $7 \times 1\% = 7\%$

1. visited | 2. didn't rain | 3. walked | 4. helped | 5. discovered | 6. enjoyed | 7. didn't want

I. $6 \times 1\% = 6\%$

1. went | 2. saw | 3. put | 4. made | 5. ate | 6. swam

J. $3 \times 3\% = 9\%$

1. "Did Kate drink water?" "No, she didn't. She drank juice." | 2. "Did they study?" "Yes, they did." |

Answer key

3. "Did Peter read the newspaper?" "No, he didn't. He read a book."

K. $3 \times 1\% = 3\%$

1. Therefore | 2. However | 3. because

L. 20%

Suggested answer:

Last week we went on a school trip to London. We went by bus. In the morning we visited the Tower Bridge and the Natural History Museum. We ate fish and chips for lunch! In the afternoon we visited Big Ben and the London Eye! We also took lots of selfies. It was a great school trip.

Progress test 3B, page 377

A. $3 \times 1\% = 3\%$

1. Mindy | 2. Harold | 3. Kelly

B. $7 \times 1\% = 7\%$

5, 1, 2, 7, 6, 4, 3

C. $5 \times 2\% = 10\%$

1. English | 2. maths | 3. playground | 4. Harold's | 5. stationer's

D. $5 \times 3\% = 15\%$

1. physical education... art | 2. maths room | 3. No | 4. faster... "open" | 5. exciting to see the giant whale skull

E. $5 \times 1\% = 5\%$

1. maths | 2. geography | 3. history | 4. art | 5. physical education (PE)

F. $5 \times 1\% = 5\%$

1. canteen | 2. classroom | 3. sports field | 4. stationer's | 5. library

G. $5 \times 2\% = 10\%$

1. was | 2. wasn't | 3. weren't | 4. were | 5. was

H. $7 \times 1\% = 7\%$

1. visited | 2. didn't rain | 3. walked | 4. helped | 5. discovered | 6. enjoyed | 7. didn't want

I. $6 \times 1\% = 6\%$

1. went | 2. saw | 3. put | 4. made | 5. ate | 6. swam
J. $3 \times 3\% = 9\%$

1. No, she didn't. | 2. Yes, they did. | 3. No, he didn't.

K. $3 \times 1\% = 3\%$

1. Therefore | 2. However | 3. because

L. 20%

Suggested answer:

Last week we went on a school trip to London. We went by bus. In the morning we visited the Tower Bridge and the Natural History Museum. We ate fish and chips for lunch! In the afternoon we visited Big Ben and the London Eye! We also took lots of selfies. It was a great school trip.

Progress test 3C, page 382

A. $7 \times 3\% = 21\%$

1. F | 2. T | 3. F | 4. F | 5. T | 6. T | 7. F

B. $5 \times 2\% = 10\%$

1. maths | 2. geography | 3. history | 4. art |

5. physical education (PE)

C. $5 \times 2\% = 10\%$

1. canteen | 2. classroom | 3. sports field |

4. stationer's | 5. library

D. $5 \times 2\% = 10\%$

1. was | 2. wasn't | 3. weren't | 4. were | 5. was

E. $6 \times 2\% = 12\%$

1. wanted | 2. walked | 3. waited | 4. wrote | 5. won | 6. went

F. $2 \times 5\% = 10\%$

1. She didn't wait in the car. | 2. They didn't want a book.

G. $3 \times 3\% = 9\%$

1. Therefore | 2. However | 3. because

H. $6 \times 3\% = 18\%$

Personal answer.

Listening test 4, pages 386-387

Listening script

A./B. (tracks 14-15 CD5)

Father: Hi, Ruth, where did you go?

Ruth: I went to the city with my friend Stuart to buy a birthday gift for his mother.

Father: OK... what else did you do?

Ruth: We had lunch at that great pizzeria opposite the town hall. I had a pizza with pepperoni that was delicious! I love pepperoni! Then we went to lots of shops because Stuart didn't know what to buy! We went to an accessory shop first, then we went to the clothes shop and then to a sports shop, but we couldn't find the perfect gift...

Father: What did you buy then?

Ruth: We bought a pair of high heel shoes at the new shoe shop. They are really nice, but they don't seem very comfortable...

Father: Where is that new shoe shop?

Ruth: The shoe shop is opposite the police station and its name is Fly Shoes and ...

Father: Is the shoe shop next to the hospital?

Ruth: No, No, No... that's the bookshop. The bookshop is between the hospital and the police station.

Father: Isn't that a hotel?

Ruth: No, the hotel is opposite the supermarket.

Father: Oh, I see. Did you buy anything for you? You said you needed new trainers.

Ruth: Yes, I did! I bought this amazing pair of trainers and some fluffy slippers! Let me show you... oh no!!!

Father: What's wrong?

Ruth: I only have the trainers, I forgot the slippers at the shop! I can't believe it! What time is it?

Father: It's a quarter past six... I don't know if we have time to go there now... Why don't you call the shop? You can explain what happened and they'll save the slippers for you...

Ruth: Good idea!

C. (tracks 16-17 CD5)

Thank you for calling Fly Shoes, number one shoe shop in the UK. We are sorry, but we can't take your call at the moment. We work from Monday to Saturday from 9 a.m. to 6 p.m. Please leave your name and telephone number after the tone and we will get back to you as soon as possible. For more information, please visit our website www.flyshoes.co.uk and don't forget: With Fly Shoes you don't walk, you fly!"

Biiiiip

Hi! My name is Ruth Andersen and my phone number is 752 064 0648. I was at your shop this afternoon and I bought a pair of shoes and a pair of slippers, but I realised I only brought the trainers home. I forgot the slippers at your shop... They were pink with unicorns. Can you please save them and I will pick them up tomorrow? Thank you so much.

Listening test 4A, page 386

A. $8 \times 5\% = 40\%$

1. friend | 2. a gift | 3. opposite | 4. bookshop | 5. shoes | 6. trainers | 7. slippers | 8. shoe sop

B. $3 \times 8\% = 24\%$

a) 3 | b) 1 | c) 2

C. $6 \times 5\% = 30\%$

1. boots – shoes | 2. closed – open / Monday – Sunday | 3. six – nine | 4. blog – website | 5. run – Fly | 6. morning – afternoon

D. $1 \times 6\% = 6\%$

1

Listening test 4B, page 387

A. $8 \times 5\% = 40\%$

1. friend | 2. a gift | 3. opposite | 4. bookshop | 5. high heel shoes | 6. trainers | 7. slippers | 8. shoe sop

B. $3 \times 8\% = 24\%$

a) 3 | b) 1 | c) 2

C. $6 \times 5\% = 30\%$

1. shoes | 2. Sunday | 3. nine | 4. website | 5. fly | 6. afternoon

D. $1 \times 6\% = 6\%$

1

Progress test 4A, page 388

A. $(4 \times 1\% = 4\%)$

1. scan the QR codes | 2. wait for the train | 3. pay online | 4. get back home

B. $(4 \times 2\% = 8\%)$

1. c) | 2. b) | 3. d) | 4. b)

C. $(3 \times 2\% = 6\%)$

1, 4, 5

D. $(3 \times 2\% = 6\%)$

1. Tesco is from the UK. | 4. The majority of the orders are placed at 10 am and 4 p.m., when people are commuting to and from work. | 5. The Homeplus app is a shopping app.

E. $(4 \times 3\% = 12\%)$

1. The virtual shops are located in bus stops and underground stations. | 2. The customers must download the Homeplus app into their smartphones. | 3. They are user-friendly because the posters in the virtual stores are designed to look like the actual aisles and shelves of a regular Tesco store. | 4. No, they don't. The cart is virtual.

F. $(8 \times 1\% = 8\%)$

1. tunnel | 2. park | 3. crossroads | 4. traffic lights | 5. skyscraper | 6. bridge | 7. traffic sign | 8. bus stop

G. $(4 \times 1\% = 4\%)$

1. cinema | 2. shopping | 3. streets | 4. museum

H. $(5 \times 1\% = 5\%)$

1. baker's | 2. pet shop | 3. newsagent's |

4. greengrocer's | 5. fishmonger's

I. $6 \times 1\% = 6\%$

1. Louis and Paul were shopping for clothes. | 2. The dog wasn't chasing the cat. | 3. Were they playing football? | 4. My grandfather wasn't reading a book. | 5. My friends were studying for the test. | 6. Was her sister buying a magazine?

J. $(6 \times 1\% = 6\%)$

1. went | 2. was trying | 3. was bringing | 4. made |

5. brought | 6. was opening

K. $5 \times 1\% = 5\%$

1. can't | 2. May | 3. should | 4. must | 5. might

L. $4 \times 1\% = 4\%$

1. turn | 2. don't use | 3. Don't drive | 4. use

M. $3 \times 2\% = 6\%$

1. up | 2. towards | 3. across

N. 20%

Suggested answer:

I like shopping. I usually go to the clothes shop with my mother to buy clothes. I like buying comfortable clothes like jeans and sweaters. I don't usually shop online because I hate the waiting! It's definitely a disadvantage. But buying things without leaving our home is much more comfortable.

Progress test 4B, page 393

A. $(4 \times 1\% = 4\%)$

1. Scan | 2. train | 3. Pay | 4. home

B. $(4 \times 2\% = 8\%)$

1. c) | 2. b) | 3. d) | 4. b)

C. $(3 \times 2\% = 6\%)$

1, 4, 5

D. $(3 \times 2\% = 6\%)$

1. "The UK's giant supermarket, Tesco..." (line 3) |

4. "... the majority of the orders are placed at 10 a.m. and 4 p.m." (lines 17-18) | 5. "... the Homeplus app the most popular shopping app in South Korea." (line 22)

E. $(4 \times 3\% = 12\%)$

1. stations... bus stops | 2. download the Homeplus app into their smartphones. | 3. are designed to look like the actual aisles and shelves of a regular Tesco store. | 4. No.

Answer key

F. (8 x 1% = 8%)

1. tunnel | 2. park | 3. crossroads | 4. traffic lights |
5. skyscraper | 6. bridge | 7. traffic sign | 8. bus stop

G. (4 x 1% = 4%)

1. cinema | 2. shopping | 3. streets | 4. museum

H. (5 x 1% = 5%)

1. baker's | 2. pet shop | 3. newsagent's |
4. greengrocer's | 5. fishmonger's

I. 6 x 1% = 6%

1. Louis and Paul were shopping for clothes. |
2. The dog was chasing the cat. | 3. They were playing
football. | 4. My grandfather was reading a book. |
5. My friends were studying for the test. | 6. Her
sister was buying a magazine.

J. (6 x 1% = 6%)

1. went | 2. was trying | 3. was bringing | 4. made |
5. brought | 6. was opening

K. 5 x 1% = 5%

1. can't | 2. May | 3. should | 4. must | 5. might

L. 4 x 1% = 4%

1. turn | 2. use | 3. drive | 4. use

M. 3 x 2% = 6%

1. up | 2. towards | 3. across

N. 20%

Suggested answer:

I like shopping. I usually go to the clothes shop with
my mother to buy clothes. I like buying comfortable
clothes like jeans and sweaters. I don't usually shop
online because I hate the waiting! It's definitely a
disadvantage. But buying things without leaving our
home is much more comfortable.

Progress test 4C, page 398

A. 7 x 3% = 21%

1. Yes | 2. No | 3. No | 4. Yes | 5. No | 6. No | 7. Yes

B. 4 x 2% = 8%

1. tunnel | 2. park | 3. crossroads | 4. traffic light

C. 4 x 2% = 8%

1. cinema | 2. shopping | 3. streets | 4. museum

D. 5 x 2% = 10%

1. baker's | 2. pet shop | 3. newsagent's |
4. greengrocer's | 5. fishmonger's

E. 3 x 3% = 9%

1. Louis and Paul weren't shopping for clothes. |
2. The dog wasn't chasing the cat. | 3. They weren't
playing football.

F. 4 x 3% = 12%

1. can't | 2. May | 3. should | 4. must

G. 4 x 2% = 8%

1. turn | 2. use | 3. Wake | 4. drive

H. 3 x 2% = 6%

1. up | 2. towards | 3. across

I. 6 x 3% = 18%

Personal answer.

Listening test 5, pages 402-403

Listening scripts (tracks 18-19 CD5)

Welcome to the *Top 5 Show*! Today we have the Top 5
most popular sports in the world!

Number one – Football

It is a sport played between two teams of eleven
players with a ball. It is played by 250 million players
in over 200 countries, making it the world's most
popular sport with 3.5 billion fans. The objective of
the game is to score by using any part of the body
except the arms and hands to get the football into the
opposing goal.

Football is very popular on TV, but also on the
internet. Social media like Facebook, Twitter or
Instagram are full of content related to football. It
takes only a few minutes for a major football event
to become a top trend in the world of social media.
Football stars like Cristiano Ronaldo, Lionel Messi and
Neymar seem to be ruling social media with millions
of followers, likes and shares.

Number 2 – Cricket

Cricket is a game played with a bat and a ball between
two teams of eleven players. The two teams take
turns to bat, attempting to score runs. While one
team is batting, the other team fields. Cricket is very
popular in India, Pakistan, England, South Africa, Sri
Lanka and New Zealand. It's not a popular game in
the United States or in most European countries.
However, it is played in some of the biggest countries
in the world, so it has about 2.5 billion fans.

Number 3 – Basketball

With billions of fans, especially in the United States
of America, Canada and China, basketball is the third
most popular sport in the world.

It is played by two teams of five players and the
objective is to shoot a ball through a basket. The
teams score 2 or 3 points for each shooting and the
team with most points at the end of the game wins.
It is an Olympic sport, so that is the most important
basketball competition, but the Basketball World Cup
is also very important.

Number 4 – Hockey

Hockey has got 2.2 billion fans, mostly in Asia, Europe,
Africa and Australia. Hockey is played by two teams
that play against each other by trying to put the ball
(or puck) in the opponent's goal, using a hockey stick.
There are different types of hockey: field hockey, ice
hockey and roller hockey. All of them are very popular.

Number 5 – Tennis

Tennis has around 1 billion fans in Europe, America
and Asia. It can be played individually, against a single
opponent, or between two teams of two players
each. Each player uses a racket to strike a ball over

a net and into the opponent's court. The objective of the game is to play the ball in such way that the opponent is not able to play a good return. Tennis is one of the few sports in which there is equality between men and women. The men's and women's competitions are held side by side in all major competitions. Women tennis stars like Serena Williams and Maria Sharapova enjoy nearly the same level of fame and exposure as the male stars like Rafael Nadal or Roger Federer.

Listening test 5A, page 402

A. $5 \times 6\% = 30\%$

2 – 5 – 1 – 3 – 4

B. $10 \times 4\% = 40\%$

1. 250 | 2. 200 | 3. 3.5 | 4. 11 | 5. 2.5 | 6. 3rd | 7. 5 | 8. 2.2 | 9. 1 | 10. 2

C. $5 \times 6\% = 30\%$

1, 4, 5, 6, 7

Listening test 5B, page 403

A. $5 \times 6\% = 30\%$

2 – 5 – 1 – 3 – 4

B. $10 \times 4\% = 40\%$

1. 250 | 2. 200 | 3. 3.5 | 4. 11 | 5. 2.5 | 6. 3rd | 7. 5 | 8. 2.2 | 9. 1 | 10. 2

C. $5 \times 6\% = 30\%$

1, 4, 5, 6, 7

Progress test 5A, page 404

A. $4 \times 1\% = 4\%$

1. Hawaii | 2. The Seychelles | 3. The Bahamas | 4. Amsterdam

B. $6 \times 1\% = 6\%$

1. the Bahamas | 2. families | 3. careful | 4. Kerala and Amsterdam | 5. temple | 6. pink

C. $5 \times 3\% = 15\%$

1. Columbus discovered America. | 2. We can find awesome beach hotels in the Bahamas. | 3. Amsterdam locals will get angry if people walk in the cycle lanes. | 4. The main attractions in Kerala are the beaches, lakes, waterfalls, palaces and wildlife sanctuaries. | 5. People can't take things from the beach to protect flora and fauna.

D. $6 \times 1\% = 6\%$

1. football; basketball | 2. gymnastics; karate | 3. skateboarding; running

E. $4 \times 2\% = 8\%$

1. watching TV | 2. listening to music | 3. watching videos | 4. playing board games

F. $4 \times 1\% = 4\%$

1. surfing | 2. snorkelling | 3. sunbathing | 4. camping

G. $6 \times 1\% = 6\%$

1. will go | 2. will call | 3. won't have | 4. will stay | 5. will be | 6. Will they invent

H. $4 \times 2\% = 8\%$

1. If you heat snow, it melts. | 2. If it rains, PE lessons are in the gym. | 3. If the teacher doesn't come, we go home. | 4. If you touch fire, you get burned.

I. $8 \times 1\% = 8\%$

1. don't take... will catch | 2. will take... don't go | 3. follow... won't get | 4. will tell... sees

J. $4 \times 1\% = 4\%$

1. log out | 2. look after | 3. fill in | 4. take it off

K. $4 \times 2\% = 8\%$

1. will drink | 2. are going to travel | 3. am having | 4. will help

L. $3 \times 1\% = 3\%$

1. everything | 2. anyone | 3. everywhere

M. 20%

Personal answer.

Progress test 5B, page 409

A. $4 \times 1\% = 4\%$

1. Hawaii | 2. The Seychelles | 3. The Bahamas | 4. Amsterdam

B. $6 \times 1\% = 6\%$

1. the Bahamas | 2. families | 3. careful | 4. Kerala and Amsterdam | 5. temple | 6. pink

C. $5 \times 3\% = 15\%$

1. Columbus | 2. the Bahamas | 3. cycle lanes | 4. waterfalls, palaces and wildlife sanctuaries | 5. protect flora and fauna

D. $6 \times 1\% = 6\%$

1. football; basketball | 2. gymnastics; karate | 3. skateboarding; running

E. $4 \times 2\% = 8\%$

1. watching | 2. listening | 3. videos | 4. playing

F. $4 \times 1\% = 4\%$

1. surfing | 2. snorkelling | 3. sunbathing | 4. camping

G. $6 \times 1\% = 6\%$

1. will go | 2. will call | 3. won't have | 4. will stay | 5. will be | 6. will invent

H. $4 \times 2\% = 8\%$

1. melts | 2. are | 3. go | 4. get

I. $4 \times 2\% = 8\%$

1. will catch | 2. don't go | 3. won't get | 4. sees

J. $4 \times 1\% = 4\%$

1. log out | 2. look after | 3. fill in | 4. take it off

K. $4 \times 2\% = 8\%$

1. will drink | 2. are going to travel | 3. am having | 4. will help

L. $3 \times 1\% = 3\%$

1. everything | 2. anyone | 3. everywhere

M. 20%

Personal answers.

Answer key

Progress test 5C, page 414

A. $4 \times 3\% = 12\%$

1. beach | 2. boat | 3. snorkelling | 4. hotels

B. $4 \times 3\% = 12\%$

play: football; basketball | **do:** gymnastics; karate

C. $3 \times 3\% = 9\%$

1. watching TV | 2. listening to music | 3. watching videos

D. $4 \times 3\% = 12\%$

1. surfing | 2. snorkelling | 3. sunbathing | 4. camping

E. $4 \times 2\% = 8\%$

1. will go | 2. will call | 3. will stay | 4. will be

F. $4 \times 2\% = 8\%$

1. 0 | 2. 1 | 3. 0 | 4. 1

G. $3 \times 3\% = 9\%$

1. out | 2. after | 3. in

H. $3 \times 3\% = 9\%$

1. c) | 2. b) | 3. a)

I. $3 \times 3\% = 9\%$

1. everything | 2. anyone | 3. everywhere

J. $4 \times 3\% = 12\%$

Extensive reading test, page 417

A. $5 \times 4\% = 20\%$

1. c) | 2. e) | 3. d) | 4. b) | 5. a)

B. $3 \times 5\% = 15\%$

1, 3, 4

C. $5 \times 5\% = 25\%$

1. c) | 2. a) | 3. e) | 4. d) | 5. b)

D. $5 \times 4\% = 20\%$

2 – 6 – 1

3 – 5 – 4

E. $10 \times 2\% = 20\%$

1. Stuart | 2. Passepartout | 3. Passepartout | 4. Ali |
5. Aouda | 6. Policeman | 7. Priests | 8. Fix | 9. Aouda |
10. Fogg

MINITESTS

Minitest 1, page 424

A. 1. English/British | 2. Canada | 3. American |
4. Portuguese

B. 1. My | 2. I | 3. I | 4. my | 5. She | 6. My | 7. we |
8. her | 9. Our | 10. It | 11. you | 12. you | 13. her

C. 1. is | 2. is | 3. is | 4. aren't | 5. is | 6. is |
7. aren't

D. 1. "Is Camila an actress?" "Yes, she is." | 2. "Is
Camila's house in Florida?" "Yes, it is." | 3. "Are
her parents Spanish?" "No, they aren't." | 4. "Is her
boyfriend French?" "No, he isn't."

Minitest 2, page 425

A. 1. mother | 2. son | 3. wife | 4. aunt

B. 1. tall | 2. short | 3. straight | 4. glasses | 5. big |
6. slim | 7. long | 8. oval | 9. fair | 10. tall | 11. thin |
12. big

C. 1. have got | 2. has got | 3. hasn't got | 4. have got |

5. Have they got | 6. have

D. 1. his | 2. theirs | 3. hers | 4. mine

Minitest 3, page 426

A. 1. have a shower | 2. have breakfast | 3. have
lunch | 4. play | 5. watch

B. 1. lives | 2. loves | 3. prefers | 4. doesn't like |
5. says | 6. wakes up | 7. eats | 8. doesn't drink |
9. does he have | 10. love

C. 1. He always goes to the gym. | 2. The singer and
his band hardly ever sleep in the same city. | 3. His
real fans often go to his concerts. | 4. Harry's
mother sometimes has lunch with him. | 5. Harry
never watches TV.

Minitest 4, page 427

A. 1. doing the ironing | 2. folding the laundry |
3. doing the washing up | 4. vacuuming (the floor) |
5. mopping the floor

B. 1. are you doing | 2. am tidying | 3. vacuuming |
4. am listening | 5. am cleaning | 6. Are your brothers
helping | 7. aren't | 8. are playing | 9. is doing |
10. are doing | 11. is washing | 12. is cutting |
13. isn't doing | 14. am trying

C. 1. "Is Vince sweeping the floor?" "No, he isn't. He
is mopping the floor." | 2. "Are Nina and Lisa setting
the table?" "Yes, they are." | 3. "Is George making his
bed?" "Yes, he is."

D. 1. are studying | 2. are sleeping | 3. folds | 4. cook |
5. am running | 6. make

Minitest 5, page 428

A. 1. detached | 2. cottage | 3. terraced | 4. castle
B. 1. window | 2. attic | 3. bedroom | 4. kitchen |
5. garden | 6. study

C. 1. gardens | 2. balconies | 3. bookshelves |
4. tomatoes | 5. people | 6. policemen | 7. houses |
8. chimneys | 9. children | 10. doors

D. 1. him | 2. me... them | 3. her | 4. us

Minitest 6, page 429

A. 1. d) | 2. g) | 3. j) | 4. b) | 5. i) | 6. h) | 7. f) | 8. c) |
9. a) | 10. e)

B. 1. next to | 2. above | 3. between | 4. under | 5. on |
6. in front of

C. 1. unhappy... incomplete | 2. impossible... wonderful |
3. friendly | 4. homeless

Minitest 7, page 430

A. 1. maths | 2. geography | 3. history | 4. English |
5. PE (physical education) | 6. physics and chemistry/
science

B. 1. Drama Club | 2. Science Club |
3. Cooking Club | 4. Photography Club |
5. Arts & Crafts Club

C. 1. was | 2. was | 3. was | 4. were | 5. wasn't |
6. was | 7. Was | 8. was | 9. were | 10. weren't |
11. were | 12. were
D. 1. so | 2. However... because | 3. and |
4. Therefore

Minitest 8, page 431

A. 1. stationer's | 2. gym | 3. lab | 4. canteen |
5. classroom
B. 1. Book Fair | 2. Halloween Party | 3. Sports Day |
4. Singing Contest
C. 1. worked | 2. needed | 3. searched | 4. decided |
5. didn't understand | 6. didn't answer | 7. contacted |
8. asked | 9. rescued | 10. liked | 11. Did we enjoy |
12. did
D. 1. went | 2. took | 3. learnt | 4. met | 5. didn't
know | 6. said

Minitest 9, page 432

A. 1. bank | 2. airport | 3. library | 4. skatepark |
5. police station | 6. stadium | 7. theatre |
8. hospital
B. 1. e) go for a walk | 2. a) visit an attraction |
3. d) walk the dog | 4. f) walk along the streets |
5. c) visit a museum | 6. b) go shopping
C. 1. You were walking down the avenue. |
2. Jessie wasn't watching the dolphins at the
aquarium. | 3. Was the plane flying to
Liverpool? | 4. Will and Jack were climbing
a skyscraper.
D. 1. was drinking | 2. arrived | 3. watched | 4. were
chatting | 5. was reading... rang

Minitest 10, page 433

A. 1. greengrocer's | 2. baker's | 3. florist's |
4. newsagent's
B. 1. traffic lights | 2. zebra crossing | 3. roundabout |
4. crossroads | 5. cycle lane
C. 1. can | 2. must | 3. should | 4. shouldn't
D. 1. Share | 2. Don't swim! | 3. Be | 4. Don't run
E. 1. over | 2. across | 3. into | 4. through

Minitest 11, page 434

A. 1. tennis | 2. golf | 3. baseball | 4. (ice) hockey |
5. basketball
B. 1. hanging out with friends | 2. playing board
games | 3. taking selfies | 4. listening to music |
5. texting | 6. reading a book
C. 1. will go | 2. won't spend | 3. will take | 4. will
send | 5. will have | 6. Will you stay
D. 1. heat | 2. get | 3. mix | 4. will have | 5. don't eat
E. 1. fill in | 2. log out | 3. take off | 4. log in | 5. look after

Minitest 12, page 435

A. 1. going to the beach | 2. going to water parks |
3. eating ice creams | 4. Snorkelling | 5. camping |
6. surfing | 7. Sunbathing | 8. Having a picnic
B. 1. will go | 2. is going to surf | 3. are going to have |
4. won't eat
C. 1. Luana is hanging out with her friends later. |
2. We are going to the beach this morning. | 3. They
are having so much fun at tonight's party. | 4. I am
sailing my uncle's boat today.
D. 1. anywhere | 2. everyone | 3. anything |
4. nowhere | 5. everything



3 Cross-curricular projects

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Cross-curricular projects

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Cross-curricular Project

A Internet e as *fake news*



Objetivos:

- Promover comportamentos responsáveis no uso da internet.
- Reconhecer as redes sociais, como meio primordial para a propagação de *fake news*.
- Sensibilizar para a importância de saber distinguir notícias falsas de notícia verdadeiras e credíveis.
- Desenvolver capacidades de pesquisa, tratamento e produção através das tecnologias de informação e comunicação.

Produto final: dinamização do concurso escolar “*Quem quer ser um perito em fake news?*” (concurso ao estilo *quiz show* em que são apresentadas notícias e os concorrentes têm de saber se são verdadeiras ou falsas).

Disciplinas envolvidas: PORT, TIC, ING, CN, FQ, CD, EV e MAT

Áreas de competência do perfil dos alunos: A, B, C, D, E, F, G, H, I

	Aprendizagens Essenciais	Ações a desenvolver
Português	Escrita Elaborar textos que cumpram objetivos explícitos quanto ao destinatário e à finalidade. Planificar a escrita de textos com finalidades informativas. Escrever com propriedade vocabular e com respeito pelas regras de ortografia e de pontuação. Avaliar a correção do texto escrito individualmente e com discussão de diversos pontos de vista.	– Visionamento de um vídeo sobre <i>fake news</i> (notícias falsas).  auladigital – Trabalho de pares: criação, redação e apresentação de pequenas notícias falsas, de acordo com as características identificadas no vídeo. – Seleção de algumas notícias para o concurso.
	Adotar uma atitude crítica, refletida e responsável no uso de tecnologias, ambientes e serviços digitais. Ler, compreender e identificar mensagens manipuladas ou falsas. Explorar ideias e desenvolver o pensamento computacional e produzir artefactos digitais criativos, recorrendo a estratégias e ferramentas digitais de apoio à criatividade. Integrar conteúdos provenientes de diferentes tipos de suportes, para produzir e modificar, de acordo com normas e diretrizes conhecidas, artefactos digitais criativos para exprimir ideias, sentimentos e propósitos específicos.	– Discutir o fenómeno da existência de <i>fake news</i>, especialmente nas redes sociais. – Pesquisar notícias falsas e notícias verdadeiras para o concurso. – Produzir uma apresentação digital (em PowerPoint®, por exemplo) para servir de base ao concurso, onde se reúnam as notícias pesquisadas também nas outras disciplinas (PORT, CN e FQ).
Inglês	Compreensão oral Seguir instruções detalhadas dadas pelo professor; identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas.	– Visionamento de um vídeo sobre <i>fake news</i>.  auladigital – Resolução de uma ficha de compreensão oral (Anexo 1).  auladigital

	Aprendizagens Essenciais	Ações a desenvolver
Ciências Naturais	Ciência geológica e sustentabilidade da vida na Terra Relacionar o ambiente geológico com a saúde e a ocorrência de doenças nas pessoas, nos animais e nas plantas que vivem nesse ambiente, partindo de questões problemáticas locais, regionais ou nacionais. Explicitar a importância do conhecimento geológico para a sustentabilidade da vida na Terra.	– Trabalho de grupo: pesquisar e reunir <i>fake news</i> sobre saúde e ambiente.
Físico-Química	Sistema Solar Interpretar informação sobre planetas do Sistema Solar. A Terra, a Lua e as forças gravíticas Interpretar fenómenos que ocorrem na Terra como resultado dos movimentos no sistema Sol-Terra-Lua: sucessão dos dias e das noites, estações do ano, fases da Lua e eclipses.	– Visionamento e exploração do documentário ou de excertos do documentário da Netflix <i>A Terra é Plana</i> (ou apenas o trailer).  auladigital – Trabalho de pares – pesquisar notícias <i>online</i> sobre a teoria da terra plana. – Redigir uma lista de factos científicos que invalidam esta teoria.
Cidadania e Desenvolvimento	Domínio: <i>Média</i> – Reconhecer a internet, especialmente as redes sociais, como veículo de informação (verdadeira e falsa). – Relacionamento interpessoal: trabalhar em equipa para organizar um evento.	– Selecionar o apresentador do concurso. – Organizar o concurso: inscrições, data, local, desenvolvimento do jogo, regras, pontuações, método para eleger o vencedor...
Educação Visual	Experimentação e criação Articular conceitos (espaço, volume, cor, luz, movimento, estrutura, forma, ritmo), referências, experiências, materiais e suportes nas suas composições plásticas. Manifestar expressividade nos seus trabalhos, selecionando, de forma intencional, conceitos, temáticas, materiais, suportes e técnicas.	– Planificação e elaboração de prémio para o vencedor do concurso (diploma, troféu ou outro).
Matemática	Organização e tratamento de dados Analisar e interpretar informação contida num conjunto de dados recorrendo às medidas estatísticas mais adequadas (mediana, média, moda) e reconhecer o seu significado no contexto de uma dada situação.	– Analisar estatisticamente os resultados do concurso, registando as conclusões através de gráficos ou tabelas. – Perceber, através dos dados obtidos, em que medida é que os alunos conseguem ou não distinguir notícias falsas de verdadeiras.

Cross-curricular Project (Unit 2)

Vamos criar um país *from scratch*

Objetivos:

- Promover o desenvolvimento crítico e analítico dos alunos.
- Estimular a criatividade, a imaginação e a expressividade dos alunos, nas suas várias vertentes.
- Reconhecer o papel da Constituição e dos órgãos de soberania de um país.
- Valorizar as relações de cooperação e entreajuda.
- Desenvolver capacidades de pesquisa, tratamento e produção através das tecnologias de informação e comunicação.



Produto final: Invenção de um novo país *from scratch* (a partir do zero). Exposição com todas as informações desse novo país.

Disciplinas envolvidas: HST, GEO, CD, PORT, EF, EV, ING, TIC

Áreas de competência do perfil dos alunos: A, B, C, D, E, F, G, H, I, J

	Aprendizagens Essenciais	Ações a desenvolver
História	Das sociedades recoletoras às primeiras sociedades produtoras Compreender a existência de diferentes sentidos de evolução nas sociedades recoletoras/caçadoras e agropastoris, estabelecendo comparações com as sociedades atuais.	– Dar nome ao país. – Criar a história do país. – Elaboração de um friso cronológico com as datas mais importantes da história do país, para integrar a exposição.
Geografia	A Terra: estudos e representações Problematizar e debater as inter-relações entre fenómenos e espaços geográficos. Reconhecer diferentes formas de representação do mundo de acordo com a posição geográfica dos continentes e com os espaços de vivência dos povos, utilizando diversas projeções cartográficas.	– Trabalho de grupo: cada grupo define um aspeto do país: • localização • dimensão • demografia • clima • fauna e flora • ... – Criação uma representação do país – mapa, por exemplo – para colocar na exposição.
Cidadania e Desenvolvimento	Domínio: Instituições e participação democrática Distinguir os vários órgãos de soberania e as suas funções. Reconhecer a importância da Constituição.	– Definir os órgãos de soberania do país e as suas funções. – Redigir a Constituição (simplificada, conjunto de direitos e deveres dos cidadãos). – Contruir um painel/cartaz com estas informações para integrar a exposição.
Português	Escrita Escrever com propriedade vocabular e com respeito pelas regras de ortografia e de pontuação.	– Criar um hino para o país (música do hino de Portugal/outro país e a letra adaptada). – Construir um cartaz com a letra do hino para constar da exposição.

	Aprendizagens Essenciais	Ações a desenvolver
Educação Física	Atividades rítmicas expressivas Apreciar, compor e realizar, nas atividades rítmicas expressivas (Dança, Danças Sociais, Danças Tradicionais), sequências de elementos técnicos elementares, em coreografias individuais e ou em grupo, aplicando os critérios de expressividade, de acordo com os motivos das composições.	– Compor uma coreografia/gestos para acompanhar o hino do país.
Educação Visual	Apropriação e reflexão Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos, ambientais, entre outros). Experimentação e criação Articular conceitos (espaço, volume, cor, luz, movimento, estrutura, forma, ritmo), referências, experiências, materiais e suportes nas suas composições plásticas.	– Discutir a simbologia das cores. – Criar uma bandeira para o país. – Construir uma bandeira para a exposição.
Inglês	Relacionar conhecimentos de forma a desenvolver criatividade em contexto Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana.	– Inventar uma língua para o país (poderá ser uma mistura de português e inglês ou outra língua estrangeira), redigir uma lista de vocabulário essencial e traduzi-lo para a nova língua. – Dar nome à língua. – Elaborar cartaz para a exposição ou conteúdo audiovisual para o vídeo.
TIC	Mobilizar estratégias e ferramentas de comunicação e colaboração Selecionar as soluções tecnológicas (mais adequadas para realização de trabalho colaborativo e comunicação) que se pretendem efetuar no âmbito de atividades e/ou projetos. Apresentar e partilhar os produtos desenvolvidos, utilizando meios digitais de comunicação e colaboração em ambientes digitais fechados.	– Criar um vídeo de apresentação do país que inclua os dados recolhidos nas outras disciplinas. (poderá incluir filmagens dos alunos a cantar o hino e a realizar a coreografia). – Divulgar o vídeo nas plataformas digitais da escola.

Cross-curricular Project (Unit 3)

Quem tem medo compra adota um cão

Objetivos:

- Sensibilizar para a questão do bem-estar animal.
- Valorizar os animais de companhia.
- Promover o desenvolvimento crítico e analítico dos alunos.
- Valorizar as relações de cooperação e entreajuda.
- Valorizar a utilização das tecnologias de informação e comunicação, assim como ampliar a capacidade de uso de processos eficazes de acesso ao conhecimento.
- Promover estratégias que desenvolvam a criatividade dos alunos, em todas as suas vertentes.



Produto final: Campanha “Quem tem medo compra adota um cão”, para adoção responsável de animais. Campanha de recolha de alimentos e bens essenciais para animais.

Disciplinas envolvidas: TIC, CD, PORT, EF, EV, ING

Áreas de competência do perfil dos alunos: A, B, C, D, E, F, G, H, I, J

	Aprendizagens Essenciais	Ações a desenvolver
TIC	Investigar e pesquisar Planificar estratégias de investigação e de pesquisa a realizar <i>online</i>. Explorar ideias e desenvolver o pensamento computacional e produzir artefactos digitais criativos, recorrendo a estratégias e ferramentas digitais de apoio à criatividade: Integrar conteúdos provenientes de diferentes tipos de suportes, para produzir e modificar, de acordo com normas e diretrizes conhecidas, artefactos digitais criativos para exprimir ideias, sentimentos e propósitos específicos.	– Pesquisar abrigos de animais na zona geográfica em que se insere a escola. – Fazer vídeos ou fotos com os animais para ajudar à sua adoção. – Divulgar fotos e/ou vídeos.
Cidadania e Desenvolvimento	Domínios: – Bem-estar animal – Voluntariado	– Ver um pequeno vídeo sobre a adoção de animais.  auladigital – Refletir sobre a importância de adotar com responsabilidade. – Organizar a campanha de adoção de animais: • distribuir tarefas; • decidir data e local; • estabelecer contactos com a associação.
Inglês	Compreensão oral Seguir instruções detalhadas dadas pelo professor; identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso assim como informações específicas.	– Ver o episódio 1 do documentário <i>Dogs</i> da Netflix (ou apenas o <i>trailer</i>).  auladigital – Refletir e trocar ideias sobre a importância dos animais de companhia na vida das pessoas, usando frases simples.

	Aprendizagens Essenciais	Ações a desenvolver
Cidadania e Desenvolvimento	Interação oral Entender e trocar ideias em situações quotidianas previsíveis; iniciar, manter ou terminar uma conversa breve. Produção oral Falar sobre os temas explorados: situações quotidianas, hábitos e rotinas; descrever imagens.	– Preparar uma atividade de <i>show and tell</i> sobre animais de estimação, a partir de um guião (Anexo 2).  auladigital
Português	Escrita Elaborar textos que cumpram objetivos explícitos quanto ao destinatário e à finalidade (opinião).	– Redigir um texto de opinião sobre o abandono de animais. – Redigir os textos para os cartazes a elaborar na disciplina de EV.
Educação Física	Assumir compromissos e responsabilidades de organização e preparação das atividades individuais e ou de grupo, cumprindo com empenho e brio as tarefas inerentes. Jogos Desportivos Coletivos Futebol	– Organizar um torneio de futebol solidário em que quem queira participar (a jogar ou a assistir) terá de trazer um item de alimentação para animais ou outros bens para animais (em articulação com a associação com a qual se colabora). – Definir data, local, inscrições, divulgação e logística do torneio.
Educação Visual	Apropriação e reflexão Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados. Experimentação e criação Articular conceitos (espaço, volume, cor, luz, movimento, estrutura, forma, ritmo), referências, experiências, materiais e suportes nas suas composições plásticas. Manifestar expressividade nos seus trabalhos, selecionando, de forma intencional, conceitos, temáticas, materiais, suportes e técnicas.	– Pesquisar na internet de cartazes sobre adoção de animais. – Refletir sobre as técnicas usadas para a eficácia dos cartazes. – Criar cartazes a apelar à adoção responsável.



AMOSTRA NÃO COMERCIALIZÁVEL

