



INGLÊS

7.º ANO

What's UP?

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PAULA MENEZES



www.whatsup7.te.pt



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Teacher's planner

INGLÊS
7º ANO



Personal Information

Name:

Phone Number:

Address:

Email: @

School:

Phone Number:

Schedule

Time	Mon	R	Tues	R	Wed	R	Thurs	R	Fri	R

School Calendar

School Year ____/____

	1 st Term					2 nd Term					3 rd Term				
	Sep	Oct	Nov	Dec	T	Jan	Feb	Mar	Apr	T	Apr	May	Jun	T	Total
Mon															
Tues															
Wed															
Thurs															
Fri															

1st Term

Starts: _____ Ends: _____

2nd Term

Starts: _____ Ends: _____

3rd Term

Starts: _____ Ends: _____

Breaks

Christmas: _____

Carnival: _____

Easter: _____

Calendars

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2	3	4	5	6	7			1	2	3	4	5	6	7
8	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	18	10	11	12	13	14	15	16	17	18	19	20	21	22
19	20	21	22	23	24	25	26	17	18	19	20	21	22	23	24	25	26	27	28	29
26	27	28	29	30			31	24	25	26	27	28	29	30	28	29	30			

July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	18	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	17	18	19	20	21	22	23	24	25	26	27	28	29
26	27	28	29	30	31		30	31						27	28	29	30			

October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	18	19	20	21	22	23	24	18	19	20	21	22	23	24
15	16	17	18	19	20	21	22	23	24	25	26	27	28	25	26	27	28	29	30	31
22	23	24	25	26	27	28	29	30						22	23	24	25	26	27	28

January							February							March							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
					1	2		1	2	3	4	5	6		1	2	3	4	5	6	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	16	17	18	19	20	21	22	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28							28	29	30	31				
31																					
April							May							June							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
				1	2	3							1			1	2	3	4	5	6
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
July							August							September							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
				1	2	3		1	2	3	4	5	6	7		1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			
October							November							December							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
				1	2			1	2	3	4	5	6					1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30			

[illegible]

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30	31					26	27	28	29				25	26	27	28	29	30	31
April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4	5					1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7					1	2	3							1
8	9	10	11	12	13	14	4	5	6	7	8	9	10	2	3	4	5	6	7	8
15	16	17	18	19	20	21	11	12	13	14	15	16	17	9	10	11	12	13	14	15
22	23	24	25	26	27	28	18	19	20	21	22	23	24	16	17	18	19	20	21	22
29	30	31					25	26	27	28	29	30		23	24	25	26	27	28	29

March

January						February						March					
Sat	Sun	Mon	Tue	Fri	Sat	Sun	Mon	Tue	Fri	Sat	Sun	Mon	Tue	Fri	Sat		
					1	2	3	4								1	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
19	20	21	22	23	24	25	26	27	28	29	30	31					
26	27	28	29	30	31												

June

Upper						Lower						Upper						Lower						
Mon	Tue	Wed	Thurs	Fri	Sat	Mon	Tue	Wed	Thurs	Fri	Sat	Mon	Tue	Wed	Thurs	Fri	Sat	Mon	Tue	Wed	Thurs	Fri	Sat	
1	2	3	4	5						1	2	3	1	2	3	4	5	6	7	8	9	10	11	12
6	7	8	9	10	11	12				6	7	8	13	14	15	16	17	18	19	20	21	22	23	24
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
20	21	22	23	24	25	26	27	28	29	30	31													

September

Strategy						Pragmatic						Superficial					
Mon	Tue	Wed	Thurs	Fri	Sat	Mon	Tue	Wed	Thurs	Fri	Sat	Mon	Tue	Wed	Thurs	Fri	Sat
			1	2	3						1				1	2	3
4	7	8	9	10	11	12									4	5	6
13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30				

December

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1 2 3 4							5							1 2 3 4 5 6						
5	6	7	8	9	10	11	2	3	4	5	6	7	8	3	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

March

Week 1						Week 2						Week 3					
Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
					1			1	2	3	4						
3	4	5	6	7	8	7	8	9	10	11	12	6	7	8	9	10	11
10	11	12	13	14	15	14	15	16	17	18	19	13	14	15	16	17	18
17	18	19	20	21	22	21	22	23	24	25	26	20	21	22	23	24	25
24	25	26	27	28	29	28	29					27	28	29	30	31	

June

Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31				

September

Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
			1	2			1	2	3	4	5						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9
10	11	12	13	14	15	16	16	16	17	18	19	20	21	10	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23
24	25	26	27	28	29	30	29	29	30	31				25	26	27	28	29	30

December

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

January

February

March

Week 1						Week 2						Week 3					
Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
					1	1	2	3	4	5	6						
3	4	5	6	7	8	7	8	9	10	11	12	6	7	8	9	10	11
10	11	12	13	14	15	14	15	16	17	18	19	13	14	15	16	17	18
17	18	19	20	21	22	21	22	23	24	25	26	20	21	22	23	24	25
24	25	26	27	28	29	28	29					27	28	29	30	31	

April

May

June

Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31				

July

August

September

Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
			1	2			1	2	3	4	5						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30

October

November

December

Set							Set							Set						
Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	

My Attendance Record *(registro de faltas)*

School Year ____ / ____

[illegible]

Meetings

School Year ____/____

School: _____

Date / Time	Room	Agenda
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		

Students' List

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	Name	Date of Birth	Notes
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			

Class Profile

School Year ____/____

Class: _____ Head Teacher: _____

No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ A ge ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____

Classroom Display

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.

Teacher: _____

School: _____

Class: _____

No.	Sep		Oct		Nov		Dec		1 st Term		Jan	Feb		Mar		Apr		2 nd Term		Apr		May		Jun		3 rd Term		Total
	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	
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																												

Summaries

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Test Dates

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Date	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 st										
2 nd										
3 rd										
4 th										
5 th										
6 th										
7 th										
8 th										
9 th										
10 th										
11 th										
12 th										
13 th										
14 th										
15 th										
16 th										
17 th										
18 th										
19 th										
20 th										
21 st										
22 nd										
23 rd										
24 th										
25 th										
26 th										
27 th										
28 th										
29 th										
30 th										
31 st										

Values and Attitudes – Assessment Grid

Class: _____

No.	Name	Work Habits						Social Development			
		Shows effort	Listens and follows directions	Completes assignments	Works neatly and carefully	Works independently	Participates in class	Cooperates with peers	Respects property	Respects others	Behaves in class
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											
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All about What's up? 7

INGLÊS
7º ANO



Introduction

O projeto **What's up? 7** foi construído de forma a ir ao encontro da realidade dos jovens e das novas metodologias em implementação atualmente. Pretende desenvolver nos alunos as **competências do século XXI**, que se encontram plasmadas no **Perfil dos Aluno à saída da escolaridade obrigatória, em articulação com as Aprendizagens Essenciais e o Quadro Europeu Comum de Referência para as Línguas**, o que o torna um instrumento adequado para a promoção do sucesso educativo.

Paralelamente, foi também concebido para responder ao **perfil atual dos alunos**, que cresceram em contacto permanente com as novas tecnologias, acedendo a um variado número de novidades e possibilidades interativas, que estimulam a sua curiosidade e a vontade de interagir com o mundo que os rodeia. Este contexto justifica a **construção de materiais que promovam uma sala de aula dinâmica, atual e inovadora**.

O *design* do projeto também reflete o dinamismo e a atualidade necessários. No mundo dos alunos desta faixa etária, o **aspecto visual** revela-se cada vez mais importante.

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

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

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

- fazer face à grande **heterogeneidade** de turmas com a qual os professores se veem confrontados diariamente na sua prática letiva (facultando uma grande diversidade de recursos, com tipologias e níveis de dificuldade diferentes, bem como uma rigorosa articulação entre todos os materiais);
- promover atividades dos diferentes domínios, tendo por objetivo **apoiar a produção e a interação escritas e orais**, através de modelos que contribuem para a aprendizagem e a autonomia dos alunos;
- promover a **comunicação** (com o auxílio de modelos escritos e orais) e o **trabalho em grupo** (construindo o saber pela cooperação);
- contribuir para a **reflexão, o desenvolvimento do pensamento crítico**, a promoção de atitudes de **cooperação**, a partilha e a colaboração e a prática de **autorregulação da aprendizagem** (através das rubricas “Think”, “Project”, “Better together”, “How did you do?”);
- promover a **criatividade**, consolidando e alargando conteúdos através de espaços como “Challenge” e “Fun”;
- desenvolver atitudes de **tolerância e respeito intercultural** através do espaço de cultura e da página “Teens around the world”;

- promover a **autonomia** através de espaços próprios, nomeadamente “*Got it?*” (trabalho individual sobre os conteúdos da unidade e autoavaliação), “*Student’s Corner*” (desenvolvimento e consolidação do léxico, reflexão sobre os conteúdos gramaticais, consolidação e reforço das aprendizagens), *Workbook*, com secções dedicadas à construção do saber em termos de léxico, gramática, compreensão oral, comunicação e orientações para a produção escrita), “*Let’s recap*” (fichas de remediação de conteúdos essenciais de anos anteriores), “*Dictionary*” (dicionário com diagramas de áreas vocabulares com respetiva tradução), “*Learning jornal*” (diário do aluno, no qual ele regista as suas aprendizagens, as suas reflexões e as suas dúvidas, incluindo ainda apontamentos do reforço positivo, que promovem uma atitude “ativa e confiante relativamente à aprendizagem”).

Metodologia

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

Manual + Student's Corner

O Manual está dividido nas unidades **Starter, cinco unidades**, que, por sua vez, se dividem em subunidades, e uma unidade dedicada às **festividades**.

Ao longo das cinco unidades encontram-se rubricas que trabalham, de uma forma mais específica, cada um dos domínios:

- “Vocabulary”
- “Reading”
- “Listening”
- “Speaking”
- “Writing”
- “Grammar”
- “Video”
- “Song”
- “Teens around the world”
- “Project”
- “Got it?”

No final do Manual, são apresentadas quatro **“celebrations”**, que apresentam propostas **“fun”** e pequenos desafios no final, e uma secção **Extra practice**, com exercícios que complementam e reforçam as propostas das páginas de **“Grammar”**.

Extensive reading – “Treasures of London”

Do Manual faz parte uma **“short story”** original que respeita o grau de dificuldade dos conteúdos apresentados ao longo do livro. A **“short story”** é complementada com exercícios de compreensão, respetivas soluções, animação de texto e leitura gravada disponível **“online”** para o aluno.

A extensão, a temática, o nível de língua e a ilustração da história fazem dela um instrumento atraente e adequado de imersão dos alunos na língua inglesa.

Student's Corner

Este apêndice apresenta explicações complementares dos itens gramaticais (em português) e respetivos exercícios de prática. Apresenta também glossários alusivos a todos os temas, com sinónimos em português, e também estes acompanhados de exercícios de aplicação. Visa auxiliar o aluno na compreensão do uso da língua e apoiá-lo no estudo autónomo.

Os conteúdos da unidade são apresentados junto ao título.

Animated picture



São um apoio visual à compreensão do vocabulário.

As páginas de entrada apresentam e trabalham vocabulário essencial ao tema da unidade com apoio de imagens e áudio.

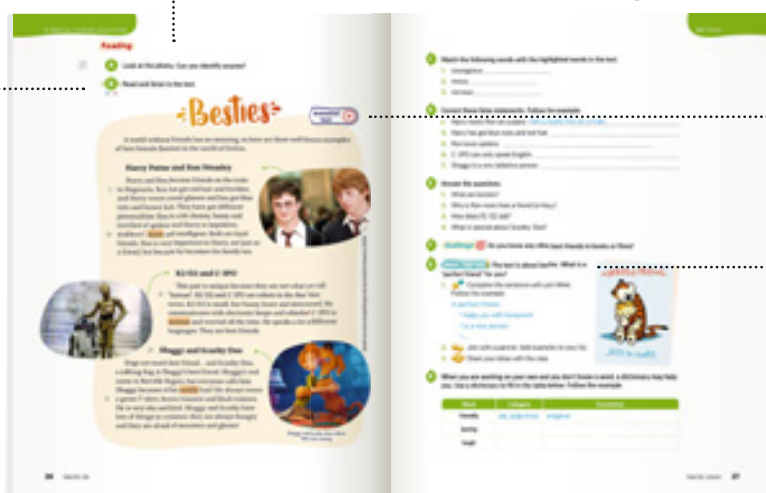


Animated text



Os textos têm animações que, além de motivarem para a leitura do texto, apoiam os alunos na sua compreensão.

Textos apelativos e motivadores que exploram o léxico e contextualizam os conteúdos gramaticais.



Os textos têm suporte áudio (locucionados por falantes nativos) em duas versões:

- *standard*;
- *slow*.

Better TOGETHER

Propostas para pensar primeiro individualmente e depois partilhar ideias com o colega e com o resto da turma.

Para complementar as explicações, são apresentados recursos variados:

- **Grammar in action**, com situações de comunicação que servem de contexto às ocorrências linguísticas.
- **Grammar presentations**, com explicações dos conteúdos passo a passo sobre o uso e a forma, com exemplos ilustrativos.
- **Atividades interativas**, para aplicar os conteúdos em novos exercícios.
- **Apresentações em PowerPoint®**.

Apresentação contextualizada, clara e apelativa do conteúdo gramatical seguida de exercícios de complexidade gradual e tipologia variada.



Remember this!

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

Nestas páginas surgem remissões para outros componentes: **Student's Corner**, **Extra Practice** e **Workbook**.

A bit more!

Com exercícios para *fast finishers*.

Situações de **comunicação** e **diferentes tipologias de textos orais** para os alunos treinarem a compreensão do oral.

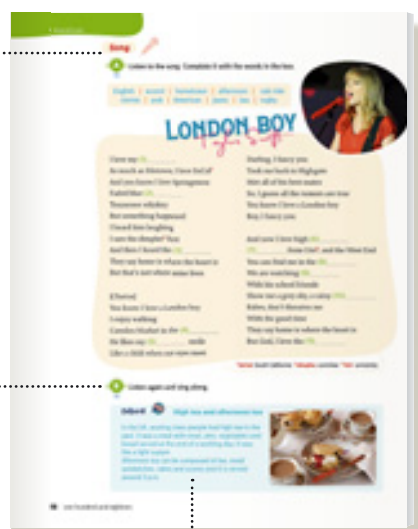
Vídeos alusivos a filmes do interesse dos alunos para desenvolver a competência de compreensão audiovisual.



Think

Espaço de desenvolvimento do pensamento crítico.

Canções atuais, cuidadosamente selecionadas e enquadradas nos temas das unidades.



Karaoke, para acompanhar a letra enquanto se ouve e “sing along”!

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



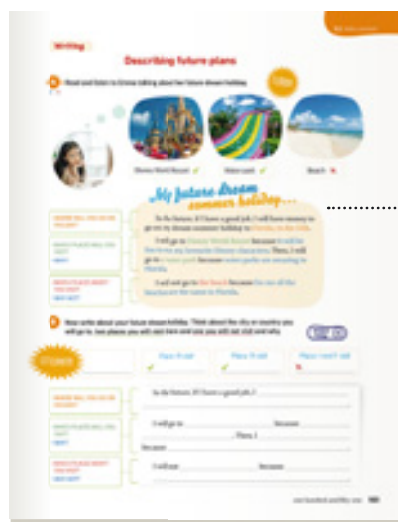
**Speaking
karaoke**

Ferramenta que apoia a leitura em voz alta com marcação do texto. Pode ser usado nos momentos de transição da análise do modelo para o momento de “speaking” propriamente dito.

Culture!

Pequenas notas sobre cultura, apoiadas em vídeos de alargamento.

Textos sobre as vivências e a cultura de jovens de diferentes partes do mundo.



Escrita faseada, assente na apresentação de:

- texto-modelo e “video help”;
- orientações esquemáticas.



Sugestões de trabalho **projeto** exequíveis.



Desafios sobre a forma como os alunos irão desenvolver os seus projetos e sobre a natureza dos produtos e a divulgação desses trabalhos.



Extra practice com exercícios de vocabulário e gramática.

Ficha formativa no final de cada unidade, com espaço para autoavaliação das aprendizagens e sugestões para remediação.



Outros componentes do projeto

1. Workbook

Está dividido em três partes.

1.ª parte

Inclui um teste diagnóstico. A cada subunidade do Manual correspondem, no *Workbook*, exercícios de vocabulário e gramática e exercícios de *Listening*, *Interaction* e *Writing*.

Com o propósito de apoiar todos os alunos na sua aprendizagem da língua inglesa, o *Workbook*:

- disponibiliza tipologias de exercícios diversificadas, numa tentativa de ir ao encontro dos diferentes estilos de aprendizagem;
- possibilita um trabalho autónomo, respeitando os diferentes ritmos dos alunos;
- possibilita ao professor projetar as soluções através da  auladigital;
- inclui um teste formativo no final de cada unidade.

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

2.ª parte

Inclui:

- fichas *Let's recap* de remediação de conteúdos essenciais de anos anteriores.

3.ª parte

Inclui:

- um dicionário Português-Inglês organizado alfabeticamente e com aberturas para diagramas visuais relativos às principais áreas vocabulares. Visa apoiar o aluno nas atividades de escrita e no estudo autónomo.

2. Learning journal

Diário do aluno, no qual este pode registar as suas aprendizagens, as suas reflexões e as suas dúvidas, o que lhe permite cumprir o objetivo das Aprendizagens Essenciais: “aprender a regular o processo de aprendizagem”.

Inclui ainda apontamentos de reforço positivo, que promovem “uma atitude ativa e confiante relativamente à aprendizagem”.

3. Teacher's File

Disponibiliza recursos adicionais exclusivos do professor e articula todos os materiais do projeto como um todo. Inclui:

- **All about What's up? 7 (apresentação do projeto):** apresenta informação sobre os componentes do projeto, uma “tour” pelas diferentes rubricas do Manual, pelo manual interativo e sugestões de explorações da “BOX”.

- **Planning:** contempla a planificação anual, dividida por período, a planificação semestral, planos de aula em versão de demonstração e sugestões para plano anual de atividades. A versão completa dos planos de aula é disponibilizada em  auladigital. Estes documentos são disponibilizados em versão editável.
- **Skills and Language Worksheets:** apresenta fichas de vocabulário, gramática, “listening” e “reading” com níveis de complexidade diferente (fichas A, com grau de complexidade maior, e fichas B, com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio ou como fichas formativas. Estão disponíveis em versão editável.
- **Inclusion:** para os alunos com mais dificuldades (“below level”) existem páginas declinadas do manual, nas quais se trabalha de forma diferenciada, mas de maneira a permitir acompanhar o trabalho do grupo-turma, usando materiais idênticos e igualmente apelativos.
- **Testes:** apresenta um “placement test” e testes de nível diferenciado para cada uma das unidades, por “skills”: “listening”, com o respetivo suporte áudio, “reading”, “vocabulary” e “grammar” e “writing” (teste A, de grau de complexidade maior, teste B, de grau de complexidade menor, e teste C, para alunos com necessidades educativas). Todos os testes são acompanhados das respetivas matrizes, grelhas Excel® de registo e ainda testes de produção oral, com a respetiva grelha Excel® com propostas de avaliação de “speaking”. São facultados também guiões de estudo para os testes.

4. What’s up BOX

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

- **Posters:** conjunto de 14 posters para abordagem de informação geográfica e cultural sobre *The UK; the USA; hobbies; families; school facilities; daily routine; house; household chores; places in the city; shops/means of transport; London; sports; holiday activities; irregular verbs*.
- **Roll-a-topic cards:** conjunto de cartões cujo objetivo é estimular a competência de escrita de uma forma lúdica.
- **Flashcards:** conjunto de 100 “flashcards” com a imagem e a(s) respetiva(s) palavra(s). Os “flashcards” têm formato A4 para melhor visualização em sala de aula.
- **Spoken production cards:** conjunto de 10 cartões A4 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards:** conjunto de 10 pares de cartões para o desenvolvimento de atividades de interação oral a pares.

5. CD áudio

O material áudio para o professor (em duas velocidades – “standard” e “slow”) inclui diferentes registos para atividades de compreensão oral dramatizados por falantes nativos.

Este recurso dá aos alunos a possibilidade de ouvirem a língua inglesa em diferentes situações: entrevistas, diálogos, exercícios de pronúncia, canções e soluções de alguns exercícios do Manual e do *Workbook* e ainda testes de “listening”.

Os CD incluem os registos relativos ao Manual, mas também à “short story”, ao *Workbook* e ao *Teacher’s File*.

O “transcript” é disponibilizado na caixa dos CD áudio, para facilidade de utilização.

6. Aula Digital

Ao longo do Manual, o professor encontrará as referências ao apoio digital, designadamente: **animações de texto, animações de imagem, animações de gramática e de vocabulário, “grammar in action”, vídeos (“video help”, pequenos vídeos sobre aspetos culturais e excertos de filmes conhecidos dos alunos), simuladores, “flashcards” digitais, apresentações em PowerPoint®, jogos, áudios, canções e karaokes, testes interativos, grelhas Excel® para correção de testes e avaliação.**

Estes recursos encontram-se disponíveis em  **auladigital**, numa fase inicial em versão de demonstração (**Unidade 4** do Manual), e, antes do início do ano letivo 2021-2022, em versão completa.

Funcionalidades como a **possibilidade de os alunos gravarem a sua voz nos karaokes**, a disponibilização de **registos áudio em velocidades “standard” ou “slow”** ou **a hipótese de ativar ou desativar legendas em Inglês em vídeos e animações** são inovações ao dispor dos professores utilizadores deste projeto.

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

Este *Teacher’s File* inclui no separador 3 um guia completo com todos os recursos multimédia do projeto, que estarão disponíveis em  **auladigital** para os professores utilizadores do projeto antes do início do ano letivo 2021-2022.

O **Manual interativo** é a integração perfeita do Manual escolar com os recursos digitais.



É, portanto, uma versão do Manual que integra todos os recursos de que o professor necessita para utilização em sala.

Em cada página é agora mais fácil:

- a realização e a correção dos exercícios diretamente nas páginas do Manual; a visualização, *in loco*, de recursos digitais, tais como animações, canções, áudios e vídeos;
- o acesso às versões “standard” e “slow” dos áudios dos textos e das rubricas de “listening” (a versão “slow” permite ouvir cada palavra mais claramente e facilita a compreensão).

B Read and listen to the text.

STUDENTS' INTERVIEWS

HOME ABOUT POST VIDEOS GALLERY CONTACT

Students asked their teachers:
ARE YOU AN ONLINE SHOPPER?

Standard Slow

00:03 / 00:24

Yes, I am. It's much more comfortable because I don't have to leave my home to buy something, I just order it online. Everything is just a click away. I can search for anything I need in different websites: clothes, shoes, books, electronic devices... and save a lot of time and money. And I don't have to take bags home. The things I buy are delivered to my door. It's really convenient because I can buy anything at any time of the day or night.

Stuart (ICT teacher)

- a exploração, a partir das páginas do Manual, dos exercícios do *Workbook* e respetiva correção;
- o acesso imediato a materiais de apoio editáveis, tais como fichas, minitestes, testes adicionais e apresentações em PowerPoint®;
- a navegação rápida entre as várias rubricas do Manual;
- o acompanhamento da progressão da aprendizagem.

Este recurso está disponível para **utilização offline**.

4.1 Going around the city

Public buildings

Look at the symbols and write the names of the public buildings. Use the words in the box. Follow the example.

hospital, restaurant, fire station, airport, cinema, bank, post office, train station, church

4.2 London landmarks

Look at this London postcard and match the columns.

1. In the British Museum.
2. There is a skeleton of a blue whale.
3. The Millennium Bridge is
4. You can see Royal Guards.
5. You can visit London.

6. In front of Buckingham Palace.
7. on a sightseeing bus.
8. only for people and not for cars.
9. Inside the Natural History Museum.
10. you can see lots of Egyptian mummies.

Componente	Aprendizagens Essenciais	Notas/Sugestões
Flashcards Hobbies/free time activities (3 cartões)	AT Passatempos e interesses (revisão 6.º ano) AT/S 1 Atividades de lazer PO1 Falar sobre os temas explorados: atividades de lazer	Podem ser utilizados para se rever/consolidar/expandir vocabulário relativo à temática de <i>"hobbies"</i> e atividades de lazer (Unit 1.1).
Flashcards Physical description (2 cartões)	PO Descrever pessoas com apoio de imagens (revisão 6.º ano) PE1 Escrever sobre pessoas	Úteis na descrição física para consolidação e/ou aprofundamento de vocabulário. Poder-se-á aproveitar para rever roupas, calçado e acessórios (Unit 1.2).
Flashcards A family (1 cartão)	AT Família e amigos (revisão 6.º ano) PO Família e amigos (revisão 6.º ano) PO3 Descrever imagens	Pode utilizar-se a propósito da subunidade 1.3 <i>"No families look alike"</i> para rever/aprofundar vocabulário sobre membros da família e relações familiares. Também podem ser utilizados numa atividade oral em que se pretenda que os alunos façam a descrição física de cada um dos elementos da família.
Flashcards Jobs (8 cartões)	AT Profissões (revisão 5.º ano)	Podem ser usados para rever as profissões na subunidade 1.3 <i>"No families look alike"</i> . Podem utilizar-se para um jogo de mímica em que o professor entrega um cartão a um aluno, que terá, através de gestos, de levar a turma a adivinhar a profissão representada.
Flashcards Parts of school (7 cartões)	AT Escola (revisão 6.º ano) PO Escola (revisão 6.º ano) AT/S 1 Atividades escolares e de lazer	Úteis para a revisão e consolidação de vocabulário referente à subunidade 2.1 <i>"Ready for school!"</i> . É um bom auxiliar na memorização deste vocabulário.
Flashcards Daily routine (7 cartões)	AT/S 2 Situações quotidianas AT/S 5 Hábitos e rotinas LG5 8.19 Usar verbos no <i>present simple</i> LG5 8.10 Usar <i>every day, never, sometimes, usually, always (frequency)</i>	Estes cartões permitem trabalhar o vocabulário relacionado com a subunidade 2.2 <i>"My day"</i> , nomeadamente como forma de sistematizar o uso do <i>"present simple"</i> e dos <i>"adverbs of frequency"</i> . Também podem ser utilizados para promover um jogo de mímica em que um aluno, através de gestos, leva os colegas a adivinhar cada uma das ações.

Nota: O primeiro cartão do conjunto de *flashcards* apresenta diversas outras sugestões de utilização deste recurso.

Componente	Aprendizagens Essenciais	Notas/Sugestões
Flashcards Parts of the house (8 cartões)	AT Casa (revisão 4.º ano) LG5 8.17 Usar os verbos <i>there + to be...</i> no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa	Úteis para a revisão/consolidação de vocabulário sobre a casa, relacionado com a subunidade 3.1 “ <i>At home</i> ”. Podem ser utilizados para trabalhar o verbo “ <i>there to be</i> ”, pedindo aos alunos para produzirem frases (escritas ou faladas) em que tenham de recorrer às estruturas “ <i>There is.../There are...</i> ”, de acordo com as imagens apresentadas pelo professor.
Flashcards Furniture and home appliances (9 cartões)	AT Casa (revisão 4.º ano)	Podem ser usados para rever/consolidar vocabulário relativo a “ <i>furniture and home appliances</i> ” de uma forma diferente e até lúdica (ver cartão que acompanha os “ <i>flashcards</i> ”).
Flashcards Household chores (9 cartões)	AT/S 2 Situações quotidianas LG5 8.19 <i>Present simple</i>	Para além de poderem ser usados para revisão/consolidação de vocabulário, são úteis na aplicação do “ <i>present simple</i> ”.
Flashcards Types of houses (7 cartões)	AT Tipos de habitação (revisão 6.º ano) PO Falar sobre tipos de habitação PO2 Comparar tipos de habitação	Úteis na revisão/consolidação do vocabulário relativo à subunidade 3.2 “ <i>A house for everyone</i> ” e para promover a produção oral.
Flashcards Public buildings (9 cartões)	AT/S 3 Serviços CO1 Seguir instruções detalhadas dadas pelo professor LG4 6.4 Identificar vocabulário relacionado com os espaços à nossa volta (locais e edifícios) PO1 Falar sobre os temas explorados: serviços	Úteis para a revisão e introdução de vocabulário relacionado com a subunidade 4.1 “ <i>Going around the city</i> ”. Podem ainda ser utilizados para um jogo em que os alunos tentam adivinhar do que se trata, ouvindo a descrição feita pelo professor.
Flashcards Shops (10 cartões)	AT/S 3 Serviços AT/S 2 Situações do quotidiano LG6 – 9. Language Awareness: uso de <i>want/would like</i> IO1 Entender e trocar ideias em situações quotidianas previsíveis IO2 Iniciar, manter ou terminar uma conversa breve C EST 1.5 Pedir e dar informações	Úteis para a revisão e a introdução de vocabulário relacionado com a subunidade 4.1 “ <i>Going around the city</i> ”. Podem ser utilizados para a produção de pequenos diálogos em torno do pedido de informações em lojas.

Componente	Aprendizagens Essenciais	Notas/Sugestões
Flashcards Means of transport (5 cartões)	AT/S 1 Atividades de lazer AT/S 2 Situações do quotidiano AT/S 3 Serviços	Úteis para a revisão e a introdução do vocabulário dos meios de transporte referente à subunidade 4.3 <i>"Getting to places"</i> . Podem ser utilizados para um jogo em que os alunos tentam adivinhar de que meio de transporte se trata, ouvindo a descrição feita pelo professor.
Flashcards Sports (5 cartões)	AT/S 1 Atividades de lazer AT/S 2 Situações do quotidiano CO1 Seguir instruções detalhadas dadas pelo professor PE3 Descobrir planos para o futuro	Úteis para rever e introduzir o vocabulário referente à subunidade 5.1 <i>"Let's get moving"</i> . Podem ser utilizados para um jogo em que os alunos tentam adivinhar do que se trata, ouvindo a descrição feita pelo professor. Podem servir de base para a produção de frases (escritas ou orais) em que os alunos tenham de utilizar a estrutura <i>"I'm going to..."</i> .
Flashcards Types of holidays (4 cartões)	AT/S 1 Atividades de lazer AT/S 2 Situações do quotidiano PO1 Falar sobre os temas explorados: atividades de lazer; situações do quotidiano	Úteis para rever e introduzir o vocabulário referente à subunidade 5.2 <i>"Hello summer!"</i> . Podem ser utilizados para um jogo em que os alunos tentam adivinhar de que tipo de férias se trata, ouvindo a descrição feita pelo professor. Podem também referir as atividades que podem realizar em cada um dos tipos de férias.
Flashcards Holiday activities (4 cartões)	AT/S 1 Atividades de lazer AT/S 2 Situações do quotidiano AT/S 3 PO1 Falar sobre os temas explorados: atividades de lazer; situações do quotidiano	Úteis para rever e introduzir o vocabulário referente à subunidade 5.2 <i>"Hello summer!"</i> , na qual se trabalham as <i>"holiday activities"</i> . Podem ser utilizados para um jogo em que os alunos tentam adivinhar do que se trata, ouvindo a descrição feita pelo professor. Podem também usar-se para pedir aos alunos a produção de frases (orais ou escritas) em que tenham de praticar os pronomes reflexos e/ou em frases em que tenham de exprimir sentimentos de agrado ou desagrado.

Componente	Aprendizagens Essenciais	Notas/Sugestões
Spoken interaction cards (18 cartões student A + 18 cartões student B)	AT/S 1 Atividades escolares e de lazer AT/S 2 Situações do quotidiano AT/S 3 Serviços AT/S 4 Planos para o futuro AT/S 5 Hábitos e rotinas AT/S 6 Tipos de habitação AT/S 7 Eventos escolares e festividades IO1 Entender e trocar ideias em situações quotidianas previsíveis IO2 Iniciar, manter ou terminar uma conversa breve C Est 1.2 Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa C Est 1.3 Responder com segurança e certeza a perguntas colocadas C Est 1.5 Pedir e dar informações	Úteis para promover atividades de interação oral a pares. Podem ser utilizados para consolidar vocabulário e estruturas gramaticais lecionadas ao longo do ano letivo. Os alunos podem apresentar a sua interação à turma ou realizar este trabalho em situação de aula de apoio. Podem ainda ser usados para avaliar o domínio “<i>spoken interaction</i>”.
Spoken production cards (24 cartões)	AT/S 1 Atividades escolares e de lazer AT/S 2 Situações do quotidiano AT/S 3 Serviços AT/S 4 Planos para o futuro AT/S 5 Hábitos e rotinas AT/S 6 Tipos de habitação AT/S 7 Eventos escolares e festividades PO1 Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas PO2 Comparar tipos de habitação, eventos escolares e festividades PO3 Descrever imagens, locais, atividades e acontecimentos	Úteis para promover atividades de expressão oral, quer para situações de prática quer para um momento formal de avaliação deste domínio. O cartão 1 pode servir como modelo para a aula de apresentação. Cada aluno pode apresentar-se a si ou apresentar o colega do lado (caso os alunos já se conheçam do ano letivo anterior). Este cartão pode ainda servir como diagnóstico das capacidades de oralidade dos alunos no início do ano letivo.

Componente	Aprendizagens Essenciais	Notas/Sugestões
Roll-a-topic cards (10 cartões)	ÁREAS TEMÁTICAS/SITUACIONAIS Atividades escolares e de lazer; situações quotidianas; Hábitos e rotinas; habitação; festividades Competência comunicativa: Interação oral – Entender e trocar ideias em situações quotidianas previsíveis – Iniciar, manter ou terminar uma conversa breve Produção escrita – Escrever sobre pessoas, objetos e rotinas COMPETÊNCIA INTERCULTURAL Falar sobre atividades de lazer COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto: Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; planejar, 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; planejar, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades	Este conjunto trabalha a produção escrita de forma lúdica. Pretende-se, assim, estimular a imaginação e a criatividade, pois é possível a combinação de inúmeras ideias, construindo frases ou histórias engraçadas e, até, por vezes, “<i>nonsense</i>”. Os alunos desenvolvem, desta forma, o gosto pela escrita criativa, consolidando ainda o léxico e a gramática. As atividades escritas são realizadas em grupos de cinco ou seis elementos. Cada cartão vem acompanhado da explicação da tarefa a realizar e do produto final. Para desenvolver a escrita ao nível da frase ou do texto, os alunos são auxiliados por imagens ou perguntas. As frases ou textos produzidos por cada grupo podem ainda participar numa competição de escrita na turma, selecionando-se as melhores produções. Estas podem ser divulgadas num blogue e/ou na página da escola e/ou da biblioteca. O primeiro conjunto é composto por quatro cartões, que se referem aos temas do Manual e permitem o desenvolvimento da escrita ao nível da frase: – <i>school</i>; – <i>parts of the house and furniture</i>; – <i>places in the city</i>; – <i>free time activities</i>. O segundo conjunto é composto por dois cartões que trabalham algum vocabulário e verbos introduzidos ao longo das unidades. Estes cartões permitem o desenvolvimento da escrita ao nível da frase.

Componente	Aprendizagens Essenciais	Notas/Sugestões
	Relacionar conhecimentos de forma a desenvolver criatividade em contexto: Participar em atividades diferenciadas e de natureza diversa	O terceiro conjunto apresenta quatro cartões, que podem dar origem a inúmeras histórias, desenvolvendo a produção escrita ao nível do texto. De acordo com o número indicado no dado, os alunos selecionam a personagem principal, a personagem secundária, o local, o tempo e o problema. Com estes elementos, cada grupo escreve a sua história. <i>Let's imagine... a daily routine story.</i> ... <i>a Halloween story.</i> ... <i>a Christmas story.</i> ... <i>a summer holiday story.</i>
Posters (14) • <i>The UK</i> • <i>The USA</i> • <i>Hobbies</i> • <i>Families</i> • <i>School facilities</i> • <i>Daily routine</i> • <i>House</i> • <i>Household chores</i> • <i>Places in the city</i> • <i>Shops/Mean of transport</i> • <i>London</i> • <i>Sports</i> • <i>Holiday activities</i> • <i>Irregular verbs</i>	ÁREAS TEMÁTICAS/SITUACIONAIS Atividades escolares e de lazer; Situações quotidianas; Hábitos e rotinas; Eventos escolares Interação oral – Entender e trocar ideias em situações quotidianas previsíveis – Iniciar, manter ou terminar uma conversa breve Produção oral – Descrever imagens, locais, atividades e acontecimentos – Falar sobre os temas explorados: situações quotidianas Produção escrita – Escrever sobre pessoas, objetos e rotinas	Alguns posters podem ser usados para promover situações de interação oral entre os alunos. Por exemplo, com base nos posters <i>Hobbies</i>, <i>Household chores</i>, <i>Places in the city</i>, <i>Shops</i>, <i>Sports</i> e <i>Holidays activities</i>, os alunos podem trabalhar em pares para descobrir qual o desporto que preferem, qual a tarefa doméstica que não gostam de realizar, qual o passatempo favorito, etc. Alguns posters podem ser utilizados para orientar momentos de produção oral. O poster <i>Families</i> pretende trabalhar o tópico da família e membros da família, bem como os vários tipos de família, mas também pode ser usado para rever o léxico da descrição física. Com base nas imagens do poster <i>Daily routine</i>, os alunos poderão apresentar oralmente a sua rotina diária ou simplesmente descrever a rotina que se apresenta no documento. Com o poster <i>House</i>, podem descrever a sua habitação, uma habitação de sonho ou a sua divisão favorita, para além de descrever as imagens que integram o documento, recorrendo ao verbo “<i>there to be</i>”.

Componente	Aprendizagens Essenciais	Notas/Sugestões
	COMPETÊNCIA INTERCULTURAL Sugestão de tópicos a serem trabalhados – Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido – Identificar alguns estados e cidades importantes nos Estados Unidos da América – Comparar agregados familiares; tipos de habitação – Estabelecer comparações entre as suas vivências e as dos outros COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto: 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. Planejar, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples	Alguns posters podem ainda ser usados para a atividade “lexical field”. Por exemplo, através do poster <i>Places in the city</i>, os alunos podem selecionar uma imagem e construir um campo lexical, como: “<i>post office – postman, letter, deliver, postbox, stamp...</i>” Esta atividade também pode ser usada com os posters <i>Shops/Mean of transport, Sports e Holiday activities</i>. Alguns posters podem ser usados para promover atividades de escrita. Por exemplo, a partir do conteúdo do poster <i>Sports</i>, os alunos poderão escrever um pequeno texto sobre os desportos que praticam ou de que mais gostam. Podem expressar preferências a partir do poster <i>Holiday activities</i>. Com base no poster <i>School facilities</i>, os alunos podem redigir frases que descrevam as imagens, recorrendo ao verbo “<i>there to be</i>”, e comparar os espaços apresentados aos existentes na sua escola. Os posters são igualmente úteis para apresentação de novo vocabulário ou de novas estruturas.

Digital tools

INGLÊS
7º ANO



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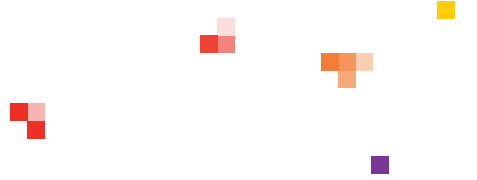
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Roteiro



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

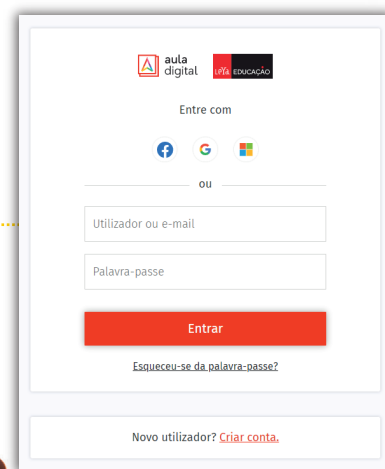
Aceda a
www.auladigital.leya.com

2

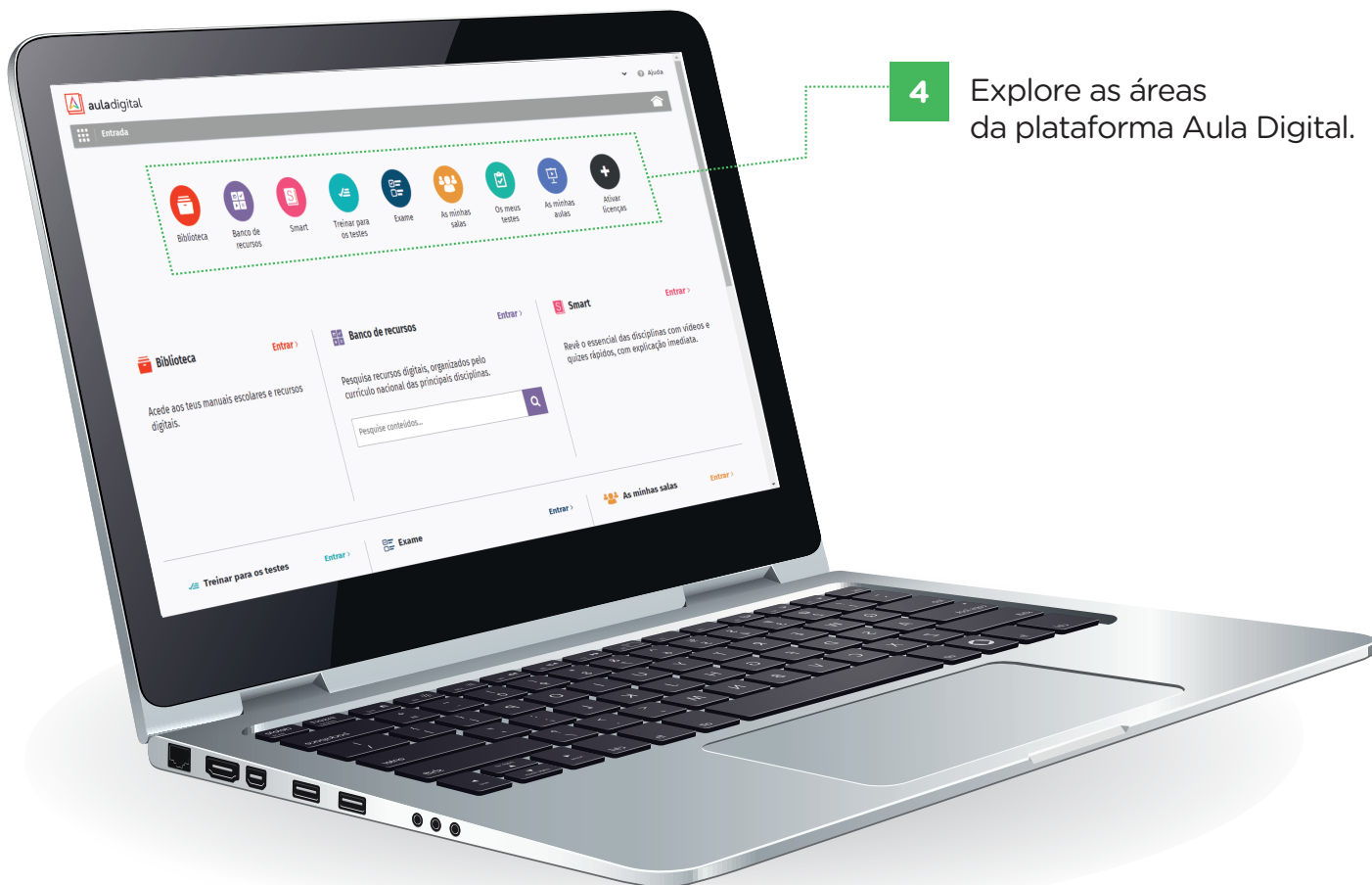
Clique em **Entrar**

3

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



The image shows a login form for 'aula digital' by 'LEYA EDUCAÇÃO'. At the top, there are logos for 'aula digital' and 'LEYA EDUCAÇÃO'. Below them is the text 'Entre com'. There are three social media icons: Facebook, Google, and Microsoft. Below these is the text 'ou'. There are two input fields: 'Utilizador ou e-mail' and 'Palavra-passe'. Below the input fields is a red button labeled 'Entrar'. Below the button is a link that says 'Esqueceu-se da palavra-passe?'. At the bottom, there is a link that says 'Novo utilizador? Criar conta,'.



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

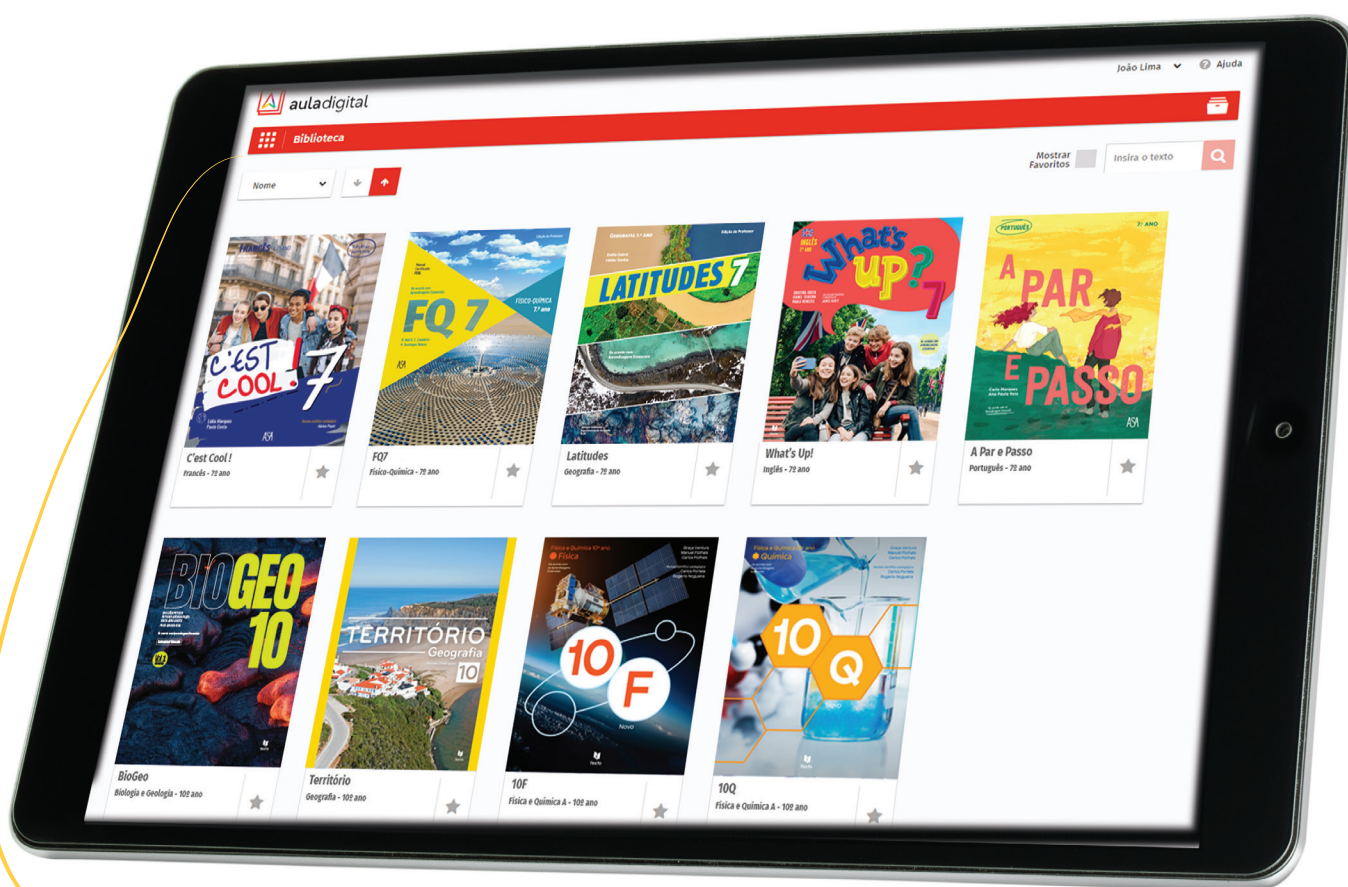


As minhas aulas | Área onde pode editar ou criar aulas interativas para projeção em sala de aula

■ Explore os manuais digitais

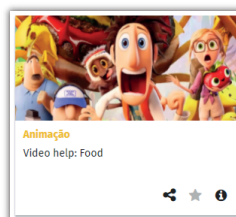
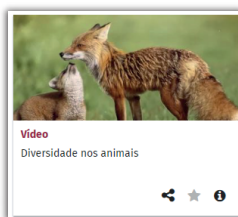
online

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.

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.



Acenda rapidamente a páginas importantes, marcadas ou anotadas.



Pesquise um assunto e acenda 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

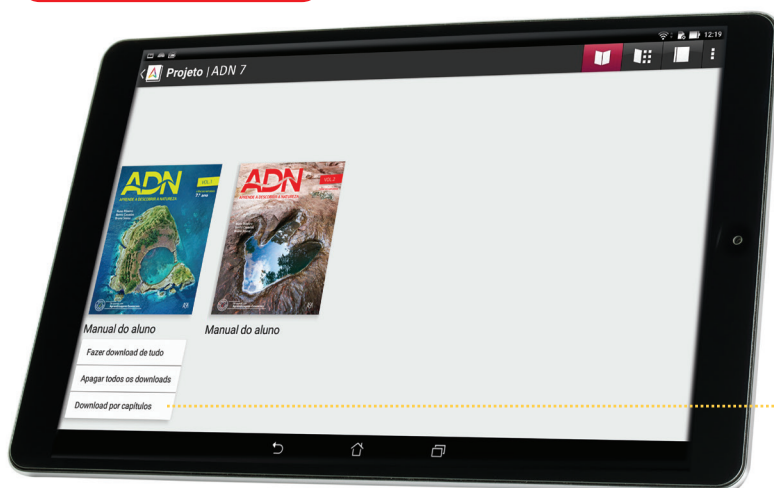
offline

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.

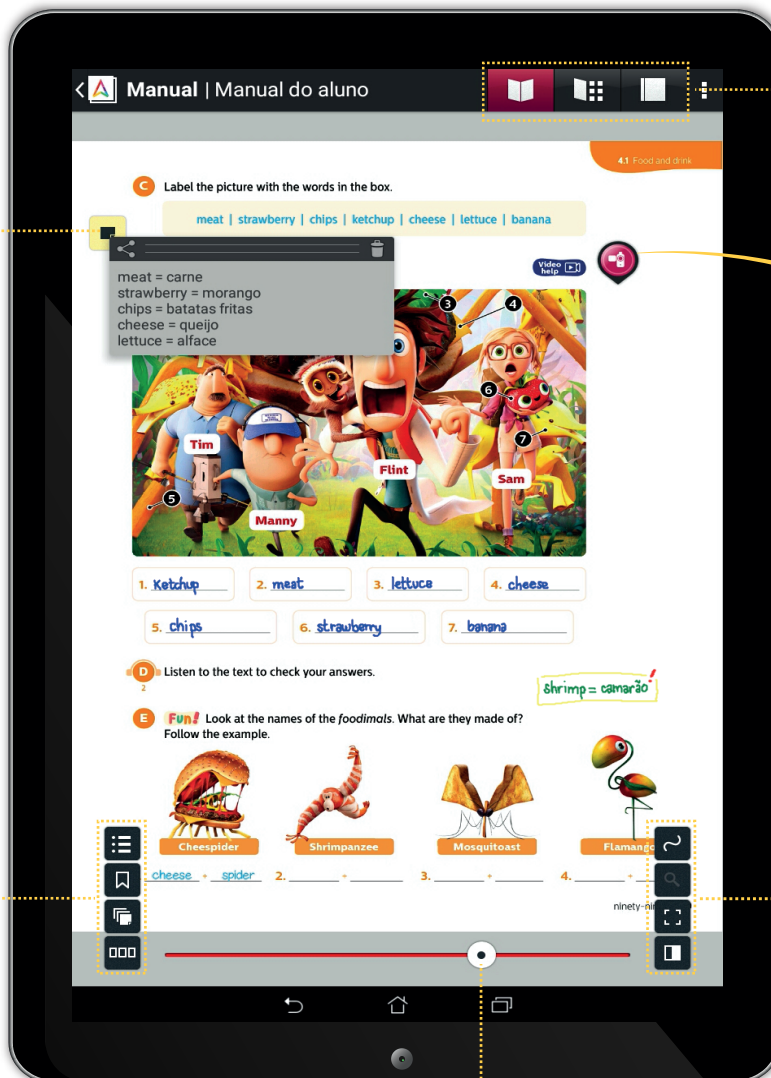


Pressione o ecrã com o dedo ou com uma *pen* e crie notas do que é importante lembrar.

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.

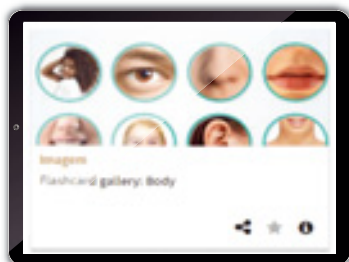
Animações e Vídeos

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



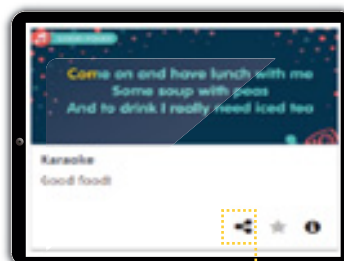
Glossários e Gramáticas

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.



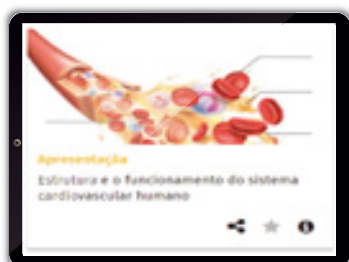
Karokes

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.

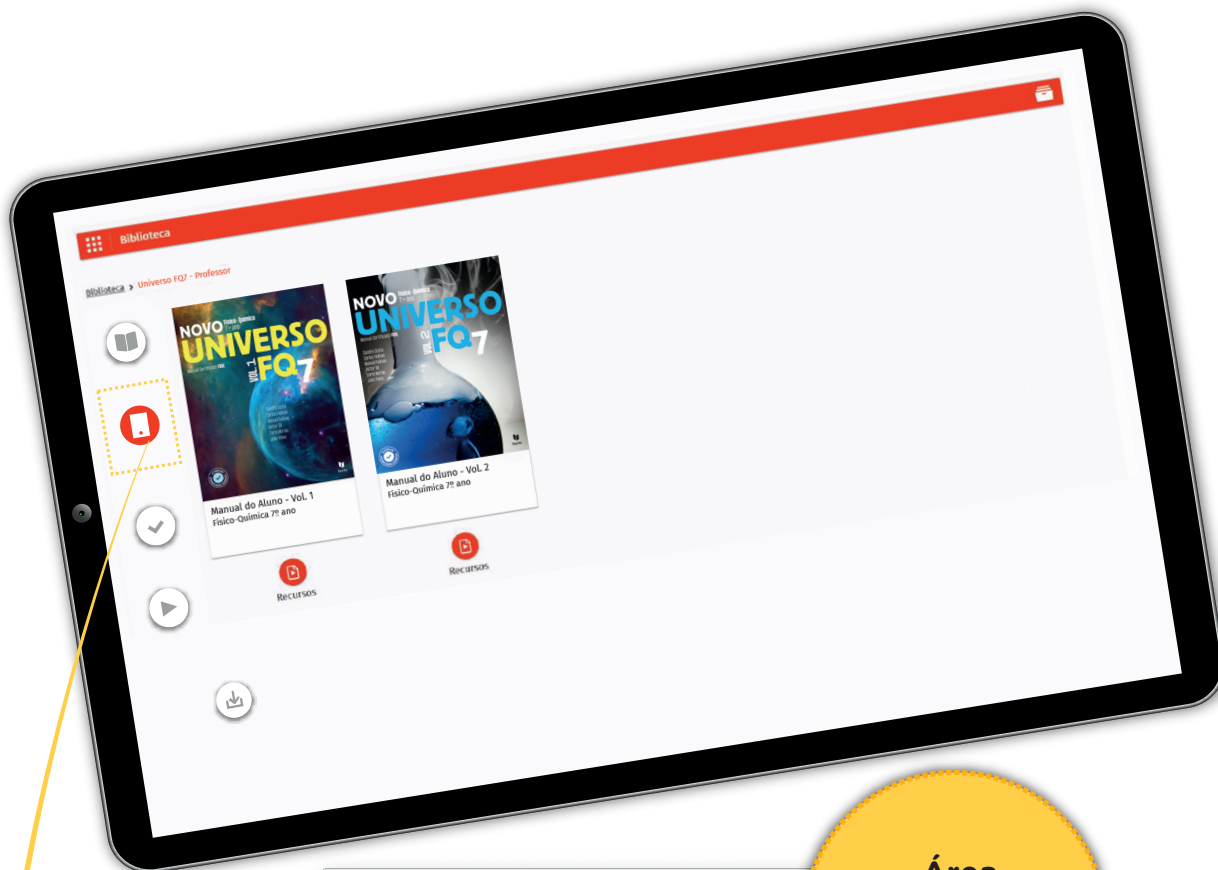


Apresentações

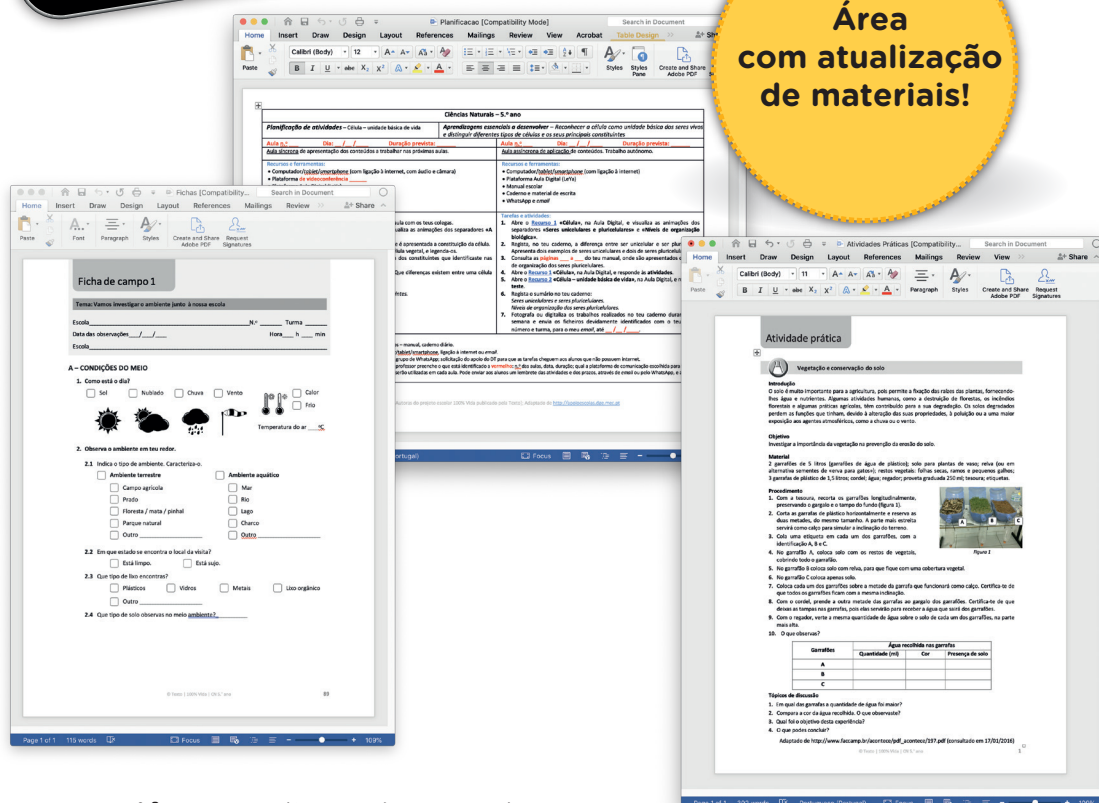
Para acompanhar a apresentação dos conteúdos ou rever a matéria dada.



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.

Filtrar por:

- Tipologia
- Ciclo de ensino
- Ano de escolaridade
- Disciplina

Filtrar por Temas Curriculares:

- Disciplina/Ano

Resultados: 30 / 378

Em destaque

Recursos:

- Atuação dos antibióticos
- Microorganismos
- D. Afonso Henriques e a luta pela independência
- Os alimocres
- Circulação pulmonar
- Ciclo cardíaco
- Sistema cardiovascular
- Ventilação pulmonar
- Circulação sistêmica
- Ouvido humano em 3D

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.

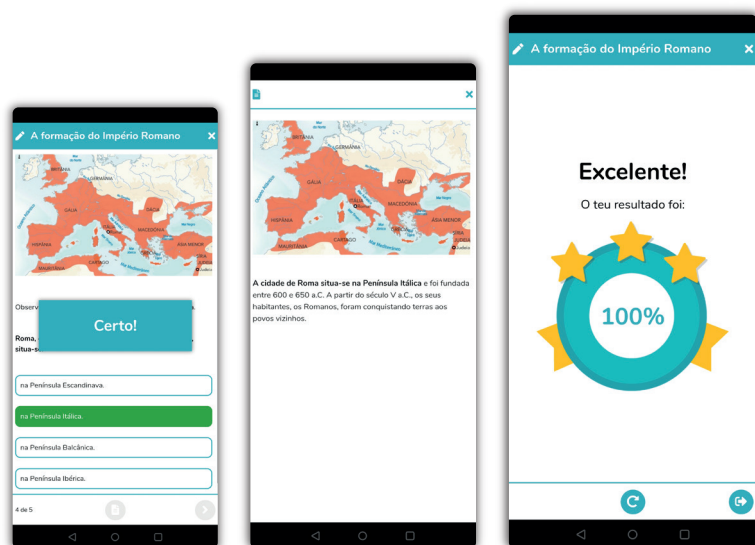
Disponível para as principais disciplinas do 5.º ao 12.º ano.



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.

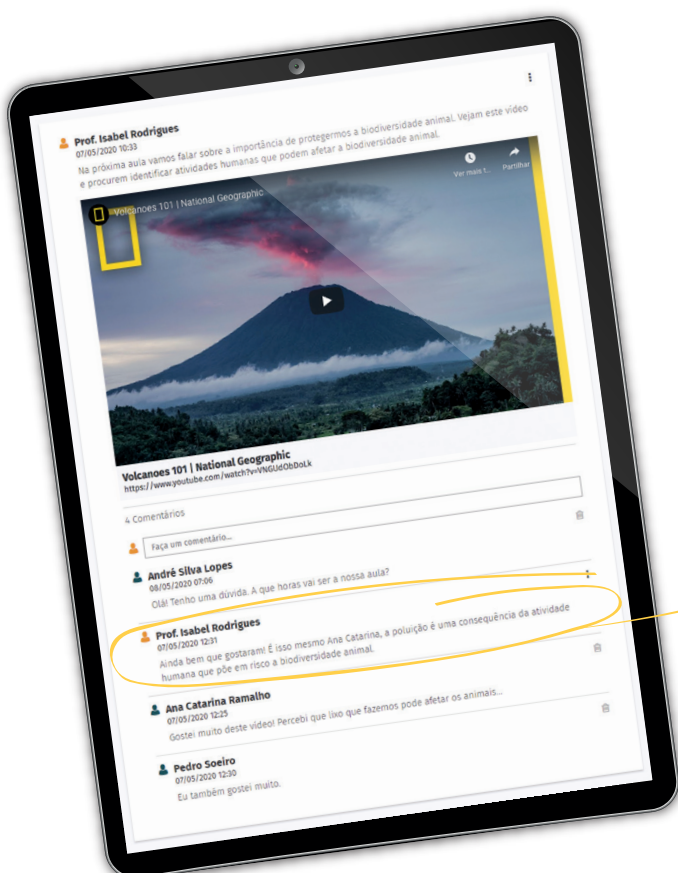
Associe alunos à sala

Por código
Os alunos podem utilizar o código abaixo para se associarem a esta sala.
myvtw

Por convite
Em alternativa, é possível convidar os alunos por e-mail.
Introduza aqui os endereços de e-mail. Caso pretenda convidar vários utilizadores, separe os endereços de e-mail por vírgulas.

Para ativar o código e aceder a esta sala, os alunos devem registar-se em <https://auladigital.leva.com> e entrar na área "As minhas Salas".

Enviar Cancelar



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.

Comentário do Professor



Prof. Isabel Rodrigues

29/05/2020 18:53

Excelente trabalho!



Prof. Isabel Rodrigues

29/05/2020 17:59

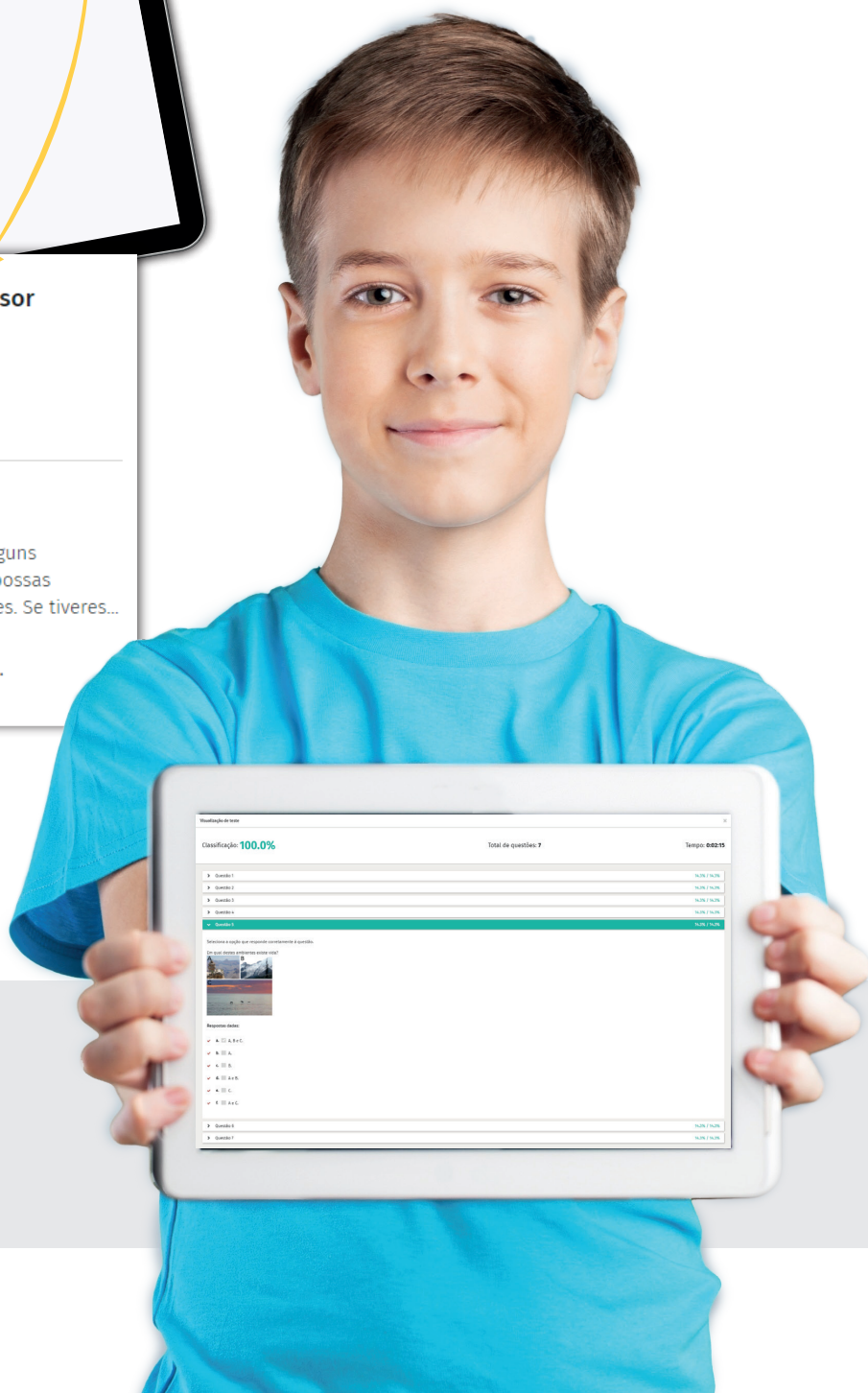
Olá Ana Catarina! Fiz alguns comentários para que possas melhorar algumas partes. Se tiveres...
+ Ver mais

o_microscopio_comen...

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.





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Listagem geral dos recursos multimédia do *What's up? 7*

- **5 Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura das unidades 0 a 4, com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática.
- **Webquest** – Exploração no tema *Webquest London Adventure*.
- **18 Animações** – Animações dos textos das rubricas *Reading* e do *Extensive Reading* – *Treasures of London*.
- **12 Vídeos** – Vídeos de apoio com a possibilidade de apresentar legendas em inglês ou português. Destaque para vídeos culturais e trailers de filmes.
- **7 Video help** – Vídeos tutoriais de apoio à rubrica *Writing* – indicações, passo a passo, de como escrever textos sobre diferentes temáticas.
- **8 Animated pictures** – Animações de imagens do manual sobre diferentes temáticas, acompanhadas pelos respetivos áudios.
- **24 Gramáticas Interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso, da forma e respetivos exemplos.
- **24 Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **12 Grammar in action** – Animações com recurso a ilustrações/imagens e áudios, onde estruturas verbais aparecem contextualizadas de forma natural em situações de diálogo.
- **14 Flashcards digitais** – Galeria de imagens de diferentes temas, com texto e áudio.
- **5 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **9 Karaoke** – 6 vídeos de canções acompanhados das letras, e 3 de diálogos, com respetivas imagens e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **12 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*.
- **19 Testes interativos** – Testes com 6 itens de resposta fechada e correção automática para revisão de cada subunidade/unidade. Os 5 testes exclusivos do professor, disponíveis no final de cada unidade, apresentam 8 itens de resposta fechada.
- **6 Kahoots** – *Quiz* com perguntas de revisão, apresentados no final de cada unidade.
- **27 Quizzes** – *Quiz* composto por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **4 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.
 - **Wheel of verbs** – Ferramenta estilo jogo (resposta única) que permite praticar a conjugação dos tempos verbais: *present simple*, *present continuous*, *past simple*, *past continuous future will* e *going to*.

Recursos multimédia disponíveis no projeto *What's up? 7*

Starter	
Apresentação de conteúdos	- Imagem The UK (United Kingdom) [Exclusivo para o professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre o Reino Unido. - Imagem The USA (United States of America) [Exclusivo para o professor] Imagem interativa com pontos clicáveis, revelando características e curiosidades sobre os Estados Unidos da América.
Aplicação/Consolidação	- Quizzes Great Britain and the United Kingdom The USA Questões de resposta automática com feedback imediato. - Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	Teste interativo The UK and the USA Teste com 6 itens de resposta fechada e correção automática.

Unit 1 – Meet me, my friends and my family 1.1 That's me!	
Apresentação de conteúdos	- Imagem The Banks family [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando os graus de parentesco entre os membros da família, com o respetivo áudio. - Imagem Digi ID QR Code para projeção de imagem de um cartão de identificação já preenchido. - Animação Hobbies Animação de imagens do manual de exploração temática acompanhadas de áudios. - Animação My European partners Animação do texto do manual. - Gramáticas Present simple – to be Present simple – have got Possessive determiners Animações explicativas dos conteúdos gramaticais.
Aplicação/Consolidação	- Kahoot Hobbies [Exclusivo para o professor] Quiz com perguntas sobre <i>Hobbies</i>. - Quiz Free time activities Questões de resposta automática com feedback imediato. - Atividades Present simple – to be Have got Possessive determiners Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Apresentação Personal pronouns and possessive determiners [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios.

Aplicação/ Consolidação (cont.)	• Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo That's me! Teste com 6 itens de resposta fechada e correção automática.

1.2 Friends

Apresentação de conteúdos	• Animação Physical description Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animação Besties Animação do texto do manual. • Gramática Possessive case Animação explicativa do conteúdo gramatical. • Animação Grammar in action – Lost Property [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke You can count on me Vídeo da canção acompanhado da letra. • Gramática Question words Animação explicativa do conteúdo gramatical. • Vídeo International Day of Friendship [Exclusivo para o professor] Vídeo cultural sobre o dia internacional da amizade.
Aplicação/ Consolidação	• Atividades Possessive case Question words Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentação Possessive case [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios.
Avaliação	• Teste interativo Friends Teste com 6 itens de resposta fechada e correção automática.

1.3 No families look alike

Apresentação de conteúdos	• Imagens Jobs Family members Galeria de imagens com legendas e áudios associados. • Animação Eh Bee family: a YouTube family Animação do texto do manual. • Gramática Present continuous Animação explicativa do conteúdo gramatical. • Animação Grammar in action – A family day out at the zoo [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto.
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Apresentação de conteúdos (cont.)	• Vídeo Mary Poppins returns Vídeo trailer do filme <i>Mary Poppins returns</i>. • Vídeo Meet the Mills Vídeo tutorial, passo a passo, de como escrever um texto descrevendo a família.
Aplicação/Consolidação	• Quizzes Family ties Present continuous Questões de resposta automática com feedback imediato. • Atividade Present continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentação Present continuous [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. • Jogo Who wants to be a What's up master? Meet me, my friends and my family Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1.
Avaliação	• Teste interativo No families look alike Teste com 6 itens de resposta fechada e correção automática. • Teste interativo No families look alike [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 2 – Good morning class!

2.1 Ready for school!

Apresentação de conteúdos	• Imagem Good morning class! [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando lugares e actividades da escola, com o respetivo áudio. • Imagens School objects and school facilities School subjects Galerias de imagens com legendas e áudios associados. • Vídeo School subjects and parts of the school Vídeo 3D estilo animação com amostragem de partes da escola e listagem das disciplinas escolares. • Animação School timetable Animação do texto do manual. • Gramáticas Prepositions of time Possessive pronouns Animações explicativas dos conteúdos gramaticais. • Karaoke Speaking karaoke: Talking about timetables Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. • Vídeo Wonder Vídeo trailer do filme <i>Wonder</i>. • Animação Grammar in action – Laura’s mobile phone [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto.
Aplicação/Consolidação	• Quizzes School facilities School objects School subjects Questões de resposta automática com feedback imediato.

Aplicação/ Consolidação (Cont.)	• Atividades Prepositions of time Possessive pronouns Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentações Possessive pronouns [Exclusivo para o professor] Daily routine [Exclusivo para o professor] Apresentações em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. • Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo Ready for school! Teste com 6 itens de resposta fechada e correção automática.

2.2 My day!

Apresentação de conteúdos	• Imagem Daily routine Galeria de imagens com legendas e áudios associados. • Animação Laura's daily routine Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animação Matias and Kayla Animação do texto do manual. • Vídeo Hawaii Vídeo cultural sobre o Hawaii. • Gramática Present simple and adverbs of frequency Animação explicativa do conteúdo gramatical. • Animação Grammar in action – On board of a cruise ship [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke I don't care Vídeo da canção acompanhado da letra. • Vídeo My days Vídeo tutorial, passo a passo, de como escrever um texto descrevendo a rotina diária.
Aplicação/ Consolidação	• Atividade Present simple and adverbs of frequency Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentação Present simple + Adverbs of frequency [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. • Kahoot Daily routine [Exclusivo para o professor] Quiz com perguntas sobre <i>Daily routine</i>. • Kahoot Present simple [Exclusivo para o professor] Quiz com perguntas sobre <i>present simple</i>. • Quizzes Daily routine Present simple Questões de resposta automática com feedback imediato.
Avaliação	• Teste interativo My day! Teste com 6 itens de resposta fechada e correção automática.

2.3 Amazing kids	
Apresentação de conteúdos	• Animação Activities outside the classroom Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animação Kids making a difference Animação do texto do manual. • Gramática Present simple and present continuous Animação explicativa do conteúdo gramatical. • Animação Grammar in action – On the phone [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke Mercy Vídeo da canção acompanhado da letra. • Vídeo Interviewing Nathan Kay Vídeo tutorial, passo a passo, de como preparar uma entrevista.
Aplicação/Consolidação	• Atividade Present simple and present continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentação Present simple and Present continuous [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. • Jogo Who wants to be a What's up master? Good morning class! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2.
Avaliação	• Teste interativo Amazing kids Teste com 6 itens de resposta fechada e correção automática. • Teste interativo Amazing kids [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 3 – All about my home 3.1 At home	
Apresentação de conteúdos	• Animação Parts of the house Animação de imagens do manual de exploração temática acompanhadas de áudios. • Imagens Rooms and parts of the house Furniture Galerias de imagens com legendas e áudios associados. • Animação The Fosters' new house Animação do texto do manual. • Gramáticas Prepositions of place There to be Present simple Animações explicativas dos conteúdos gramaticais. • Vídeo The robot that tidies up bedrooms [Exclusivo para o professor] Vídeo sobre a tecnologia de um robot que consegue apanhar objetos e arrumá-los. • Vídeo Incredibles 2 Vídeo trailer do filme <i>Incredibles 2</i>. • Vídeo My house Vídeo tutorial, passo a passo, de como escrever um texto descrevendo as partes da casa.

Aplicação/ Consolidação	- Quizzes Parts of the house Furniture Questões de resposta automática com feedback imediato. - Kahoot Furniture [Exclusivo para o professor] Quiz com perguntas sobre <i>Furniture</i>. - Atividades Prepositions of place There to be Present simple Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	Teste interativo At home Teste com 6 itens de resposta fechada e correção automática.

3.2 A house for everyone

Apresentação de conteúdos	- Animação Types of houses Animação de imagens do manual de exploração temática acompanhadas de áudios. - Imagem Types of houses Galeria de imagens com legendas e áudios associados. - Animações Luke's tiny house My travel journal Animações dos textos do manual. - Gramáticas Past simple – verb to be Past simple Regular verbs Past simple - Irregular verbs Animações explicativas dos conteúdos gramaticais. - Animações Grammar in action: Leo's party [Exclusivo para o professor] Grammar in action: Tom's tree house [Exclusivo para o professor] Animações de diálogos de exploração de itens gramaticais em contexto. - Karaoke Don't start now Vídeo da canção acompanhado da letra.
Aplicação/ Consolidação	- Apresentações Past simple verb to be + Regular verbs [Exclusivo para o professor] Past simple - Irregular verbs [Exclusivo para o professor] Apresentações em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. - Quizzes Types of houses Past simple (1) Past simple (2) Past simple (3) Questões de resposta automática com feedback imediato.

Aplicação/ Consolidação (cont.)	- Atividades Past simple – verb to be Past simple Regular verbs Past simple – Irregular verbs Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Jogo Who wants to be a What's up master? All about my home Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3.
Avaliação	- Teste interativo A house for everyone Teste com 6 itens de resposta fechada e correção automática. - Teste interativo A house for everyone [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 4 – Around town

4.1 Going around the city

Apresentação de conteúdos	- Imagem Around town [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando partes da cidade, com o respetivo áudio. - Animação Public buildings Animação de imagens do manual de exploração temática acompanhadas de áudios. - Imagem Shops Galeria de imagens com legendas e áudios associados. - Animação Students' interviews Animação do texto do manual. - Karaoke Speaking karaoke: Going to the shops Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. - Gramática Prepositions of movement Animação explicativa do conteúdo gramatical. - Animação Grammar in action: What an adventure! [Exclusivo para o professor] Animações de diálogos de exploração de itens gramaticais em contexto. - Vídeo The Secret Life of Pets 2 Vídeo trailer do filme <i>The Secret Life of Pets 2</i>.
Aplicação/ Consolidação	- Quizzes Public buildings and facilities Shops Prepositions of place and movement Questões de resposta automática com feedback imediato. - Atividade Prepositions of movement Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	Teste interativo Going around the city Teste com 6 itens de resposta fechada e correção automática.

4.2 London's calling	
Apresentação de conteúdos	• Imagem City places Galeria de imagens com legendas e áudios associados. • Animação A London postcard Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animação The Blackboard news Animação do texto do manual. • Vídeo Mummies in the British Museum Vídeo cultural sobre as múmias expostas no British Museum. • Gramáticas Past continuous Linking words: however, so, therefore Animações explicativas dos conteúdos gramaticais. • Animação Grammar in action: Andy's school trip to London [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke London Boy Vídeo da canção acompanhado da letra • Vídeo Describing a photo Vídeo tutorial, passo a passo, de como escrever um texto descrevendo uma imagem.
Aplicação/Consolidação	• Kahoot Places in a city [Exclusivo para o professor] Quiz com perguntas sobre <i>Places in a city</i>. • Atividades Past continuous Linking words: however, so, therefore Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Apresentações Past continuous [Exclusivo para o professor] Past continuous and Past simple [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. • Quizzes Past continuous Past simple and past continuous Connectors Questões de resposta automática com feedback imediato.
Avaliação	• Teste interativo London's calling Teste com 6 itens de resposta fechada e correção automática.

4.3 Getting to places	
Apresentação de conteúdos	• Imagem Means of transport Galeria de imagens com legendas e áudios associados. • Animação Junior adviser team Animação do texto do manual • Gramáticas Comparative Superlative Animações explicativas dos conteúdos gramaticais.

Apresentação de conteúdos (cont.)	- Animações Grammar in action: A cool night out with the family (Part I) [Exclusivo para o professor] Grammar in action: A cool night out with the family (Part II) [Exclusivo para o professor] Animações de diálogos de exploração de itens gramaticais em contexto. - Vídeo Describing an event Vídeo tutorial, passo a passo, de como escrever um texto descrevendo um evento. - Vídeo Teens' favourite places in the city Vídeo cultural sobre os diferentes pontos de visita em diferentes países.
Aplicação/Consolidação	- Atividades Comparative Superlative Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Jogo Who wants to be a What's up master? Around town Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 4. - Link Webquest London Adventure Webquest de factos interessantes e curiosidades sobre vários pontos históricos de Londres.
Avaliação	- Teste interativo Getting to places Teste com 6 itens de resposta fechada e correção automática. - Teste interativo Getting to places [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 5 – Having fun!

5.1 Let's get moving

Apresentação de conteúdos	- Imagem Sports Galeria de imagens com legendas e áudios associados. - Vídeo Soul surfer Vídeo trailer do filme <i>Soul surfer</i>. - Animação Broom's up: It's quidditch time! Animação do texto do manual - Gramáticas Future: will, be going to and present continuous Modal verbs Animações explicativas dos conteúdos gramaticais - Animação Grammar in action: Plans for Saturday [Exclusivo para o professor] Animações de diálogos de exploração de itens gramaticais em contexto. - Karaoke Speaking karaoke: My future in sports Vídeo de diálogo do manual, com respetivas imagens e marcação de texto.
Aplicação/Consolidação	- Apresentação Future: will, be going to and present continuous [Exclusivo para o professor] Apresentação em PowerPoint® com explicações dos conteúdos gramaticais e exercícios. - Kahoot Future: Will [Exclusivo para o professor] Quiz com perguntas sobre o futuro: will. - Quizzes Future (1) Future (2) Modal verbs Questões de resposta automática com feedback imediato.

Aplicação/ Consolidação (cont.)	- Atividades Future: will, be going to and present continuous Modal verbs Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder Wheel of verbs
Avaliação	Teste interativo Let's get moving Teste com 6 itens de resposta fechada e correção automática.

5.2 Hello summer!

Apresentação de conteúdos	- Imagens Types of holidays and the weather Summer activities Galerias de imagens com legendas e áudios associados. - Gramáticas If clauses: zero and first conditionals Indefinite pronouns Animações explicativas dos conteúdos gramaticais. - Karaoke Summer feelings Vídeo da canção acompanhado da letra. - Vídeo Describing future plans Vídeo tutorial, passo a passo, de como escrever um texto descrevendo planos futuros. - Vídeo Crazy sports Vídeo cultural sobre três desportos mais incomuns: <i>bubble football</i>, <i>dog surfing</i> e <i>unicycle hockey</i>.
Aplicação/ Consolidação	- Atividades If clauses: zero and first conditionals Indefinite pronouns Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Quizzes Conditionals Indefinite pronouns Questões de resposta automática com feedback imediato. - Jogo Who wants to be a What's up master? Having fun! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 5.
Avaliação	- Teste interativo Hello summer! Teste com 6 itens de resposta fechada e correção automática. - Teste interativo Hello summer! [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Extensive reading – Treasures of London	
Apresentação de conteúdos	• Animação Heathrow Airport Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação The British Library Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação Buckingham Palace Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação Big Ben Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado. • Animação London Eye Animação de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado.

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 PADD 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/revuufg.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 (analogicas 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.

Planning

INGLÊS
7º ANO



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Apresentam-se neste separador os Planos de Aula da Unit Starter e da Unit 1 como demonstração do conjunto completo que será disponibilizado em julho de 2021 na  auladigital

FIRST TERM

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
2	Unit Starter	– The United Kingdom/The USA/Classroom language/ Language quiz		COMPETÊNCIA INTERCULTURAL Sugestão de tópicos a serem trabalhados – Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido. – Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia.	Conhecedor/Sabedor/ Culto/informado (A, B, G, I, J) Criativo (A, C, D, J)
	Unit 1 Meet me, my friends and my family!	1.1 That's me! Reading – My European partners Listening – Sky Brown, a pro skateboarder!	Vocabulary – Personal identification – Hobbies Grammar – To be – Have got – Possessive determiners	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação escrita – Interagir de forma simples, completando formulários e textos curtos. Produção oral – Descrever imagens, locais, atividades e acontecimentos. COMPETÊNCIA INTERCULTURAL – Conhecer, com algum pormenor, o seu meio e identidade. COMPETÊNCIA ESTRATÉGICA – 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.	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) Autoavaliador (transversal às áreas)
5	1.2 Friends	Reading – Besties Listening – Song: <i>You can count on me</i> – A perfect friend Speaking – A perfect friend Culture – International Day of Friendship	Vocabulary – Physical description – Personality Grammar – Possessive case – Question words	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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 Interação escrita – Interagir de forma simples, completando formulários e textos curtos Interação oral – Entender e trocar ideias em situações quotidianas previsíveis. – Iniciar, manter ou terminar uma conversa breve.	Participativo/ Colaborador (B, C, D, E, F) Responsável/ Autônomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
				Produção oral – Falar sobre os temas explorados: situações quotidianas. COMPETÊNCIA INTERCULTURAL – Estabelecer comparações entre as suas vivências e as dos outros. – Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. COMPETÊNCIA ESTRATÉGICA – Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro. – Pedir e dar informações. – Desenvolver a empatia com o outro, de forma a adquirir atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes, de modo a realizar novas aprendizagens. – Utilizar dicionários bilingues e monolíngues (<i>online</i> e em suporte de papel).	
4	1.3 No families look alike	Reading – Eh Bee family: a YouTube family Listening – Video: <i>Mary Poppins returns</i> Writing – Describing a family	Vocabulary – Family (members, relationships, activities) – Jobs Grammar – Present continuous	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis – Iniciar, manter ou terminar uma conversa breve. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL – Comparar agregados familiares, tipos de habitação e festividades em diferentes países. COMPETÊNCIA ESTRATÉGICA – Pedir e dar informações. – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. – 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.	

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	Unit 2 Good morning class!	Reading – School timetable Listening – Video: <i>Wonder</i> Speaking – Talking about timetables	Vocabulary – School facilities – School objects – School subjects – Telling the time – School timetable Grammar – Prepositions of time – Possessive pronouns	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer – Descrever imagens, locais, atividades e acontecimentos. Produção escrita – Escrever diálogos com encadeamento lógico. COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto – Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro. 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. 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
	2.1 Ready for school!	Reading – In the snow/In the sun Listening – School events – Song: <i>I don't care!</i>	Vocabulary – Daily routine Grammar – Present simple – Adverbs of frequency	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer; Hábitos e rotinas; Eventos escolares e festividades. COMPETÊNCIA COMUNICATIVA Compreensão oral – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas.	
	2.2 My day!				

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
6		Writing – Daily routine Culture – Hawaii		Compreensão escrita – Compreender textos narrativos sobre temas abordados no domínio intercultural. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto – Responder com segurança e certeza a perguntas colocadas. 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel).	
	2.3 Amazing kids	Reading – Kids making a difference Listening – Amazing school kids – Song: <i>Mercy</i> Writing – Interview	Vocabulary – Activities outside the classroom Grammar – Phrasal verbs – Word formation – Present simple or present continuous	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Escrever diálogos com encadeamento lógico. COMPETÊNCIA ESTRATÉGICA 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
4					

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
Projects	UNIT 1 Teens around the world: Weird pets COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas; Estabelecer comparações entre as suas vivências e as dos outros. Project: A fun family situation ÁREAS TEMÁTICAS/SITUAACIONAIS: Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. 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 revelando capacidade para se colocar na posição do outro; 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; 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.				
	UNIT 2 Teens around the world: Going to school COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: Estabelecer comparações entre as suas vivências e as dos outros. Project: It's cool to be kind ÁREAS TEMÁTICAS/SITUAACIONAIS: Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. COMPETÊNCIA INTERCULTURAL – Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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: Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; 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; 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; Desenvolver e participar em projetos e atividades interdisciplinares.				
	Celebrations				
	4				
1	Got it? How did you do?				

SECOND TERM

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	Unit 3 All about my home	Reading – The Foster's new house Listening – A robot tidies up my bedroom! – Video: <i>Incredibles 2</i> Speaking – Describing a photo	Vocabulary – Parts of the house – Furniture – Household chores Grammar – Prepositions of place – <i>There to be</i> – Present simple	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção oral – Descrever imagens, locais, atividades e acontecimentos. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA ESTRATÉGICA Pensar criticamente – 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem. – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	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) Sistemizador/Organizador (A, B, C, I, J)
	3.1 At home				
6	3.2 A house for everyone	Reading – Luke's tiny house – My travel journal Listening – Song: <i>Don't start now</i> Speaking – Comparing two types of houses	Vocabulary – Types of houses – A world of houses Grammar – <i>To be</i> – Past simple – Past simple – Regular verbs (Affirmative/Negative) – Past simple – Regular verbs (Interrogative) – Past simple – Irregular verbs	ÁREAS TEMÁTICAS/SITUACIONAIS – Tipos de habitação. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção oral – Comparar tipos de habitação, eventos escolares e festividades Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas – Estabelecer comparações entre as suas vivências e as dos outros.	Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H) Autoavaliador (transversal às áreas) Participativo/Colaborador (B, C, D, E, F) Responsável/autónomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	Unit 4 Around town			COMPETÊNCIA ESTRATÉGICA Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
	4.1 Going around the city	Reading - Are you an online shopper? Listening - Going to the shops - In the city – Asking for and giving directions - Video: <i>The secret life of pets 2</i> Speaking - Going to the shops Writing - Online shopping	Vocabulary - Public buildings - Shops Grammar - Prepositions of movement	ÁREAS TEMÁTICAS/SITUACIONAIS - Serviços. COMPETÊNCIA COMUNICATIVA Compreensão oral - 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. 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, serviços.	
6	4.2 London's calling	Reading - The Blackboard news Listening - Song: <i>London boy</i> - London History Day Speaking - Describing a photo Culture - Mummies in the British Museum - High tea and afternoon tea	Vocabulary - Places to see in a city - London landmarks Grammar - Past continuous - Past continuous and past simple - Linking words: <i>however, so, therefore</i>	ÁREAS TEMÁTICAS/SITUACIONAIS - Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral - Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. Compreensão escrita - Identificar informação essencial em textos adaptados de jornais e revistas. Produção oral - Comparar tipos de habitação, eventos escolares e festividades. Produção escrita - Descrever imagens, locais, atividades e acontecimentos. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas - Estabelecer comparações entre as suas vivências e as dos outros	

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5				– Falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxônica. COMPETÊNCIA ESTRATÉGICA Relacionar conhecimentos de forma a desenvolver criatividade em contexto – Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva. – Desenvolver e participar em projetos e atividades interdisciplinares.	
	4.3 Getting to places	Reading – Dino snores – a terrific sleeper Listening – Doggy Day Out Writing – Describing an event	Vocabulary – Means of transport – Day out: places and activities Grammar – Comparative – Superlative	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas; serviços. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas – Estabelecer comparações entre as suas vivências e as dos outros. COMPETÊNCIA ESTRATÉGICA 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.	

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos	
Projects	UNIT 3 Teens around the world: Home sweet home ÁREAS TEMÁTICAS / SITUAÇIONAIS – Tipos de habitação. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas. Estabelecer comparações entre as suas vivências e as dos outros; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia. Project: Let's build a dream house ÁREAS TEMÁTICAS/SITUAÇIONAIS – Tipos de habitação. COMPETÊNCIA COMUNICATIVA – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA ESTRATÉGICA – Comunicar eficazmente em contexto: Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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; Planejar, 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: Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; 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; Relacionar conhecimentos de forma a desenvolver criatividade em contexto: Desenvolver e participar em projetos e atividades interdisciplinares.					
	UNIT 4 Teens around the world: Teens' favourite places in the city ÁREAS TEMÁTICAS/SITUAÇIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: 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; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia. Project: Webquest – London Adventure ÁREAS TEMÁTICAS/SITUAÇIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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; Planejar, 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: Participar num <i>webquest</i> 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.					
	Celebrations	Valentine's Day/Easter				
	4	Tests (Listening, Reading, Writing and Speaking)				
	1	Got it? How did you do?				

THIRD TERM

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	Unit 5 Having fun!	Reading – Brooms up: It's Quidditch time! Listening – Video: <i>Soul surfer</i> Speaking – My future in sports	Vocabulary – Sports – <i>Play / Go / Do with sports</i> Grammar – Future: <i>will</i> – Future: <i>be going to</i> – Future: present continuous – Modal verbs	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades de lazer; situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. Compreensão escrita – Identificar informação essencial em textos adaptados de jornais e revistas. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas. – Descrever imagens, locais, atividades e acontecimentos.	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)
	5.1 Let's get moving	Reading – Planning a summer holiday Listening – A city break – Song: <i>Summer feelings</i> Writing – Describing future plans Culture – River cruises	Vocabulary – Types of holidays – The weather – Holiday activities Grammar – Zero and first conditionals – Indefinite pronouns	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades de lazer; Situações quotidianas; Planos para o futuro. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Descrever planos para o futuro.	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) Autoavaliador (transversal às áreas)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
Projects	UNIT 5 Teens around the world: Crazy sports ÁREAS TEMÁTICAS/SITUAIONAIS – Atividades de lazer. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: 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; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia. Project: A class holiday				Participativo/ Colaborador (B, C, D, E, F) Responsável/ Autônomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)
4	Tests (Listening, Reading, Writing and Speaking)				
1	Got it? How did you do?				
Extensive Reading 4	Treasures of London ÁREAS TEMÁTICAS/SITUAIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural: ler pequenos textos adaptados de leitura extensiva. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas. COMPETÊNCIA ESTRATÉGICA – 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; Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem: Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.				

FIRST SEMESTER (FROM SEPTEMBER TO FEBRUARY)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
2	Unit Starter	– The United Kingdom/The USA/Classroom language/ Language quiz		COMPETÊNCIA INTERCULTURAL Sugestão de tópicos a serem trabalhados – Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido. – Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeiaia.	Conhecedor/Sabedor/ Culto/Informado (A, B, G, I, J) Criativo (A, C, D, J)
	Unit 1 Meet me, my friends and my family!	1.1 That's me! Reading – My European partners Listening – Sky Brown, a pro skateboarder!	Vocabulary – Personal identification – Hobbies Grammar – To be – Have got – Possessive determiners	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação escrita – Interagir de forma simples, completando formulários e textos curtos. Produção oral – Descrever imagens, locais, atividades e acontecimentos. COMPETÊNCIA INTERCULTURAL – Conhecer, com algum pormenor, o seu meio e identidade. COMPETÊNCIA ESTRATÉGICA – 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.	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)
5	1.2 Friends	Reading – Besties Listening – Song: <i>You can count on me</i> – A perfect friend Speaking – A perfect friend Culture – International Day of Friendship	Vocabulary – Physical description – Personality Grammar – Possessive case – Question words	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação escrita – Interagir de forma simples, completando formulários e textos curtos Interação oral – Entender e trocar ideias em situações quotidianas previsíveis. – Iniciar, manter ou terminar uma conversa breve.	Autoavaliador (transversal às áreas) Participativo/ Colaborador (B, C, D, E, F) Responsável/ Autónomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
4				Produção oral – Falar sobre os temas explorados: situações quotidianas. COMPETÊNCIA INTERCULTURAL – Estabelecer comparações entre as suas vivências e as dos outros. – Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. COMPETÊNCIA ESTRATÉGICA – Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro. – Pedir e dar informações. – Desenvolver a empatia com o outro, de forma a adquirir atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes, de modo a realizar novas aprendizagens. – Utilizar dicionários bilingues e monolíngues (online e em suporte de papel).	
	1.3 No families look alike	Reading – Eh Bee family: a YouTube family Listening – Video: <i>Mary Poppins returns</i> Writing – Describing a family	Vocabulary – Family (members, relationships, activities) – Jobs Grammar – Present continuous	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis – Iniciar, manter ou terminar uma conversa breve. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL – Comparar agregados familiares, tipos de habitação e festividades em diferentes países. COMPETÊNCIA ESTRATÉGICA – Pedir e dar informações. – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. – 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.	
	2.1 Ready for school!	Reading – School timetable	Vocabulary – School facilities – School objects – School subjects – Telling the time – School timetable	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. COMPETÊNCIA COMUNICATIVA Compreensão oral – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas.	
5	Unit 2 Good morning class!				

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
6		Listening – Video: <i>Wonder</i> Speaking – Talking about timetables	Grammar – Prepositions of time – Possessive pronouns	Compreensão escrita – Compreender textos narrativos sobre temas abordados no domínio intercultural. Interação oral – Entender e trocar ideias em situações quotidianas previsíveis. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer – Descrever imagens, locais, atividades e acontecimentos. Produção escrita – Escrever diálogos com encadeamento lógico. COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto – Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro. 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. 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
	2.2 My day!	Reading – In the snow/In the sun Listening – School events – Song: <i>I don't care!</i> Writing – Daily routine Culture – Hawaii	Vocabulary – Daily routine Grammar – Present simple – Adverbs of frequency	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer; Hábitos e rotinas; Eventos escolares e festividades. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Escrever sobre pessoas, objetos e rotinas.	

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
				COMPETÊNCIA ESTRATÉGICA Comunicar eficazmente em contexto – Responder com segurança e certeza a perguntas colocadas. 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar dicionários bilingues e monolingues (<i>online</i> e em suporte de papel).	
	2.3 Amazing kids	Reading – Kids making a difference Listening – Amazing school kids – Song: <i>Mercy</i> Writing – Interview	Vocabulary – Activities outside the classroom Grammar – Phrasal verbs – Word formation – Present simple or present continuous	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades escolares e de lazer. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Escrever diálogos com encadeamento lógico. COMPETÊNCIA ESTRATÉGICA 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
5	Unit 3 All about my home	Reading – The Foster's new house Listening – A robot tidies up my bedroom! – Video: <i>Incredibles 2</i> Speaking – Describing a photo	Vocabulary – Parts of the house – Furniture – Household chores Grammar – Prepositions of place – <i>There to be</i> – Present simple	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção oral – Descrever imagens, locais, atividades e acontecimentos. Produção escrita – Escrever sobre pessoas, objetos e rotinas.	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)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
6				COMPETÊNCIA ESTRATÉGICA Pensar criticamente – 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. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem. – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	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) Autoavaliador (transversal às áreas) Participativo/ Colaborador (B, C, D, E, F) Responsável/ autônomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)
	3.2 A house for everyone	Reading – Luke's tiny house – My travel journal Listening – Song: <i>Don't start now</i> Speaking – Comparing two types of houses	Vocabulary – Types of houses – A world of houses Grammar – <i>To be</i> – Past simple – Past simple – Regular verbs (Affirmative/Negative) – Past simple – Regular verbs (Interrogative) – Past simple – Irregular verbs	ÁREAS TEMÁTICAS/SITUACIONAIS – Tipos de habitação. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção oral – Comparar tipos de habitação, eventos escolares e festividades Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas – Estabelecer comparações entre as suas vivências e as dos outros. COMPETÊNCIA ESTRATÉGICA Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem – Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.	
Projects	UNIT 1 Teens around the world: Weird pets / Project: A fun family situation UNIT 2 Teens around the world: Going to school / Project: It's cool to be kind UNIT 3 Teens around the world: Home sweet home/ Project: Let's build a dream house				
Celebrations	Halloween/Christmas/Valentine's Day				
6	Tests (Listening, Reading, Writing and Speaking)				
3	Got it? How did you do?				

Projects	UNIT 1 Teens around the world: Weird pets COMPETÊNCIA comunicativa – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas; Estabelecer comparações entre as suas vivências e as dos outros. Project: A fun family situation ÁREAS TEMÁTICAS/SITUACIONAIS: Situações quotidianas. COMPETÊNCIA comunicativa – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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; 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.
	UNIT 2 Teens around the world: Going to school COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: Estabelecer comparações entre as suas vivências e as dos outros. Project: It's cool to be kind ÁREAS TEMÁTICAS/SITUACIONAIS: Situações quotidianas. COMPETÊNCIA comunicativa – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. COMPETÊNCIA INTERCULTURAL – Reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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; 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.
	UNIT 3 Teens around the world: Home sweet home ÁREAS TEMÁTICAS / SITUACIONAIS – Tipos de habitação. COMPETÊNCIA comunicativa – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas. Estabelecer comparações entre as suas vivências e as dos outros; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia. Project: Let's build a dream house ÁREAS TEMÁTICAS/SITUACIONAIS – Tipos de habitação. COMPETÊNCIA comunicativa – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA ESTRATÉGICA – Comunicar eficazmente em contexto: Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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 tecnologia para comunicar e aceder ao saber em contexto: Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; 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; Relacionar conhecimentos de forma a desenvolver criatividade em contexto: Desenvolver e participar em projetos e atividades interdisciplinares.
	Halloween/Christmas/Valentine's Day
Celebrations	
4	Tests (Listening, Reading, Writing and Speaking)
1	Got it? How did you do?

SECOND SEMESTER (FROM FEBRUARY TO JUNE)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	Unit 4 Around town	4.1 Going around the city	Vocabulary – Public buildings – Shops Grammar – Prepositions of movement	ÁREAS TEMÁTICAS/SITUACIONAIS – Serviços. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. 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, serviços.	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)
	4.2 London's calling	Reading – The Blackboard news Listening – Song: <i>London boy</i> – London History Day Speaking – Describing a photo Culture – Mummies in the British Museum – High tea and afternoon tea	Vocabulary – Places to see in a city – London landmarks Grammar – Past continuous – Past continuous and past simple – Linking words: <i>however, so, therefore</i>	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. Compreensão escrita – Identificar informação essencial em textos adaptados de jornais e revistas. Produção oral – Comparar tipos de habitação, eventos escolares e festividades. Produção escrita – Descrever imagens, locais, atividades e acontecimentos. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas – 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. COMPETÊNCIA ESTRATÉGICA Relacionar conhecimentos de forma a desenvolver criatividade em contexto – Desenvolver a literacia em língua inglesa, lendo diferentes tipos de textos e adaptações de leitura extensiva. – Desenvolver e participar em projetos e atividades interdisciplinares.	Sistematizador/Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H) Autoavaliador (transversal às áreas) Participativo/Colaborador (B, C, D, E, F) Responsável/Autônomo (C, D, E, F, G, I, J) Cuidador de si e do outro (B, E, F, G)

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	4.3 Getting to places	Reading – Dino snores – a terrific sleeper Listening – Doggy Day Out Writing – Describing an event	Vocabulary – Means of transport – Day out: places and activities Grammar – Comparative – Superlative	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas; serviços. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção escrita – Escrever sobre pessoas, objetos e rotinas. COMPETÊNCIA INTERCULTURAL Reconhecer realidades interculturais distintas – Estabelecer comparações entre as suas vivências e as dos outros. COMPETÊNCIA ESTRATÉGICA 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.	
	Unit 5 Having fun!	Reading – Brooms up: It's Quidditch time! Listening – Video: <i>Soul surfer</i> Speaking – My future in sports Culture – River cruises	Vocabulary – Sports – <i>Play / Go / Do</i> with sports Grammar – Future: <i>will</i> – Future: <i>be going to</i> – Future: present continuous – Modal verbs	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades de lazer; Situações quotidianas. COMPETÊNCIA COMUNICATIVA Compreensão oral – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. Compreensão escrita – Identificar informação essencial em textos adaptados de jornais e revistas. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas. Produção escrita – Descrever imagens, locais, atividades e acontecimentos. – Descrever planos para o futuro.	
5	5.1 Let's get moving				

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
5	5.2 Hello summer!	Reading – Planning a summer holiday Listening – A city break – Song: <i>Summer feelings</i> Writing – Describing future plans	Vocabulary – Types of holidays – The weather – Holiday activities Grammar – Zero and first conditionals – Indefinite pronouns	ÁREAS TEMÁTICAS/SITUAACIONAIS – Atividades de lazer; Situações quotidianas; Planos para o futuro. COMPETÊNCIA COMUNICATIVA Compreensão oral – 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. Produção oral – Falar sobre os temas explorados: atividades escolares e de lazer, situações quotidianas, serviços, planos para o futuro, hábitos e rotinas – Descrever imagens, locais, atividades e acontecimentos. Produção escrita – Descrever planos para o futuro.	
Extensive reading 4	Treasures of London				
Projects	UNIT 4 Teens around the world: Teens' favourite places in the city / Project: Webquest – London Adventure UNIT 5 Teens around the world: Crazy sports / Project: A class holiday				
Celebrations	Valentine's Day/Easter				
4	Tests (Listening, Reading, Writing and Speaking)				
1	Got it? How did you do?				

Number of lessons (45 min.)	Unit	Skills	Vocabulary and Grammar	Aprendizagens Essenciais	Perfil dos alunos
Projects	UNIT 4				
	Teens around the world: Teens’ favourite places in the city				
	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: 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; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia.				
	Project: Webquest – London Adventure				
	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Interação oral: Entender e trocar ideias em situações quotidianas previsíveis; Iniciar, manter ou terminar uma conversa breve; Produção escrita: Escrever sobre pessoas, objetos e rotinas; Escrever diálogos com encadeamento lógico. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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: Participar num <i>webquest</i> 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.				
Projects	UNIT 5				
	Teens around the world: Crazy sports				
	ÁREAS TEMÁTICAS/SITUACIONAIS – Atividades de lazer. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas: 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; Identificar alguns estados e cidades importantes nos Estados Unidos da América e alguns países da União Europeia.				
	Project: A class holiday				
	ÁREAS TEMÁTICAS/SITUACIONAIS – Planos para o futuro. COMPETÊNCIA COMUNICATIVA – 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. 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; Participar em atividades de pares e grupos, revelando capacidade para se colocar na posição do outro; 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: Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno; 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: Desenvolver e participar em projetos e atividades interdisciplinares.				
Celebrations	Easter				
4	Tests (Listening, Reading, Writing and Speaking)				
1	Got it? How did you do?				
Extensive Reading 4	Treasures of London				
	ÁREAS TEMÁTICAS/SITUACIONAIS – Situações quotidianas. COMPETÊNCIA COMUNICATIVA – Compreensão escrita: Compreender textos narrativos sobre temas abordados no domínio intercultural: ler pequenos textos adaptados de leitura extensiva. COMPETÊNCIA INTERCULTURAL – Reconhecer realidades interculturais distintas. COMPETÊNCIA ESTRATÉGICA – 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; Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem: Utilizar conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de forma simples.				

Plano de aula 1

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT: Starter

Lead in: Identifying countries, cities and states; getting to know some cultural traditions and curiosities; talking about some monuments and places of interest students might know of

Contents: The UK and Great Britain; The USA; Classroom language

Sumário	• The UK and Great Britain and the USA.		
Objetivos específicos	• Reconhecer a diferença entre Grã-Bretanha e Reino Unido e identificar a constituição do Reino Unido. • Identificar alguns estados e cidades importantes dos Estados Unidos da América. • Identificar aspetos culturais, monumentos e locais de interesse.		
Atividades	• Identificação de símbolos, figuras históricas, celebridades, figuras públicas, monumentos e locais de interesse cultural de alguns países de língua inglesa. • Exploração da imagem na Aula Digital.		
Recursos	• Manual: págs. 8 a 11 •  auladigital – CD áudio 1: faixas 2 e 3 – Quiz: Great Britain and the United Kingdom – Quiz: The USA – Teste: The UK and the USA – Imagens: The UK / The USA – Simulador: Timer – Posters: The UK / The USA		
TPC	• Workbook: placement test	Avaliação	• Observação direta

Plano de aula 2

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT: Starter

Contents: Year 5 and 6 contents

Sumário	• Classroom language. • Language quiz.		
Objetivos específicos	• Reconhecer regras de sala de aula. • Reconhecer estruturas abordadas no ciclo anterior em termos de vocabulário e gramática.		
Atividades	• <i>Classroom language</i>: para iniciar a aula, o professor poderá pedir que alguns alunos mimem gestos quotidianos de sala de aula; consolidação do vocabulário através do exercício A. • <i>School is cool</i>: promoção de atitudes positivas em relação à escola, ao respeito pelo outro e à promoção do sucesso. • <i>Language quiz</i>: realização do exercício proposto.		
Recursos	• Manual: págs. 12 e 13 •  auladigital – Projeção das soluções – Simulador: Random number generator		
TPC	• Workbook: págs. 3 a 5	Avaliação	• Observação direta

Plano de aula 3

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.1: That's me!

Contents: Personal identification / hobbies

Sumário	• Doing the exercises about the <i>Let's start</i> page. • Personal identification: filling in a "Digi ID" and completing a text. • Identifying hobbies.		
Objetivos específicos	• Rever/consolidar vocabulário relativo à identificação pessoal e relações familiares. • Preencher textos com espaços lacunares com palavras dadas. • Rever/consolidar vocabulário relativo a hobbies.		
Atividades	• Exploração das páginas <i>Let's start</i> como motivação para o trabalho a realizar na unidade. • Realização do exercício A e B de completamento de espaços com palavras dadas (pág. 16). • Realização do exercício C (pág. 16) para praticar a identificação pessoal. • Realização do exercício C de <i>Think</i> para desenvolvimento do pensamento crítico. • Visionamento da <i>Animated picture</i> para apresentação dos hobbies e realização dos exercícios propostos: A, B (possibilidade de correção do exercício com o apoio do CD áudio) e C.		
Recursos	• Manual: págs. 16 e 17 • Student's Corner: págs. 32 e 33 • Workbook: pág 6 • auladigital – CD áudio 1: faixa 4	– Imagem: Digi ID – Simulador: Recorder – Animação: Hobbies – Quiz: Free time activities – Kahoot: Hobbies	
TPC	• Workbook: exercícios A, B e C (pág. 6)	Avaliação	• Observação direta

Plano de aula 4

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.1: That's me!

Contents: Personal identification / hobbies

Sumário	• Homework correction. • Reading activity: "My European partners". • Verb <i>to be</i>: grammar presentation.		
Objetivos específicos	• Compreender textos narrativos sobre temas abordados no domínio intercultural. • Rever e consolidar o verbo <i>to be</i>.		
Atividades	• Correção do trabalho de casa. • Os alunos respondem à pergunta prévia como motivação para o texto. • Audição e leitura dos textos da página 18 com possibilidade de visionamento da animação de texto. • Realização dos exercícios de compreensão C, D e E na pág. 19 (ver sugestões da banda lateral e ficha <i>Inclusion 1</i> do <i>Teacher's File</i>). • Realização do exercício F de revisão de vocabulário de forma lúdica.		
Recursos	• Manual: págs. 18, 19 e 20 • Student's Corner: págs. 2 e 3 • Ficha <i>Inclusion 1</i> do <i>Teacher's File</i> • Workbook: pág. 7	• auladigital – CD áudio 1: faixas 5 e 6 – Animação – Gramática – Atividade	
TPC	• Workbook: exercícios A, B, C e D (pág. 7)	Avaliação	• Observação direta

Plano de aula 5

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.1: That's me!

Contents: Personal identification / hobbies

Sumário	- Homework correction. - Verb <i>have got</i>: grammar presentation.		
Objetivos específicos	Rever e consolidar o verbo <i>have got</i>.		
Atividades	- Correção do trabalho de casa. - Visionamento da <i>Grammar presentation</i> sobre o verb <i>have got</i>. - Análise da tabela gramatical na pág. 20. - Realização dos exercícios de aplicação A, B, C e D.		
Recursos	- Manual: pág. 21 - Student's Corner: págs. 2 e 3 - Workbook: págs. 7 e 8 - Let's recap: pág. 80	- auladigital - Gramática - Atividade	
TPC	Workbook: exercícios A, B, C e D (pág. 7) e Interaction (p. 8)	Avaliação	Observação direta

Plano de aula 6

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.1: That's me!

Contents: Personal identification / hobbies

Sumário	- Homework correction. - Listening activity: "Sky Brown, a pro skateboarder". - Possessive determiners: grammar presentation.		
Objetivos específicos	- Identificar o conteúdo principal do que se ouve, os intervenientes e a sequência do discurso, assim como informações específicas. - Rever e consolidar os <i>possessive determiners</i>.		
Atividades	- Correção do trabalho de casa. - Audição do texto e realização dos exercícios A e B de compreensão (pág. 22). - Atividade <i>Better together</i> (ver sugestão de produto final na banda lateral). - Visionamento da <i>Grammar presentation</i> sobre os <i>possessive determiners</i> (pág. 23). - Sistematização deste conteúdo através da análise da tabela gramatical. - Realização dos exercícios de aplicação A e B. - Realização da atividade "Fun" para aplicação dos "possessive determiners".		
Recursos	- Manual: págs. 22 e 23 - Student's Corner: págs. 4 e 5 - Ficha Inclusion 2 do Teacher's File - Workbook: págs. 7 e 8 - Let's recap: pág. 81	- auladigital - CD áudio 1: faixas 7 e 8 - Gramática - Atividade - Teste – That's me! - Apresentação	
TPC	Workbook: exercícios B, C e D (pág. 8); E e F (pág. 9)	Avaliação	Observação direta

Plano de aula 7

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.2: Friends

Contents: Physical description and personality

Sumário	- Vocabulary: physical description and personality. - Asking and answering questions about physical description and personality.		
Objetivos específicos	- Rever/consolidar vocabulário relativo à descrição física e a traços de personalidade. - Preencher frases com espaços lacunares com palavras dadas ou selecionando palavras dadas. - Identificar informações simples.		
Atividades	- Realização do exercício A, completando espaços com palavras dadas (ver as sugestões na banda lateral). - Visionamento da <i>Animated picture</i>. Audição da correção disponível. - Realização do exercício C para praticar o vocabulário introduzido (ver sugestão lateral para aprofundar a descrição física). - Realização do exercício A para introduzir alguns traços de personalidade e realização do exercício B para aplicação do vocabulário. - Realização do exercício C para consolidação do vocabulário.		
Recursos	- Manual: págs. 24 e 25 - Student's Corner: págs. 34 e 35 - Workbook: págs. 10 e 11	auladigital - CD áudio 1: faixas 9 a 12 - Animação: Physical description	
TPC	Workbook: págs. 10 e 11	Avaliação	Observação direta

Plano de aula 8

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.2: Friends

Contents: Physical description and personality

Sumário	- Homework correction. - Reading the text: "Besties". - Working with a dictionary.		
Objetivos específicos	- Compreender textos breves e simples, reconhecendo informação familiar. - Utilizar o dicionário.		
Atividades	- Exploração das fotografias (ver sugestões na banda lateral). - Visionamento do <i>Animated text</i> ou audição do texto. - Realização dos exercícios de compreensão (ver ficha <i>Inclusion 3</i> do <i>Teacher's File</i>). <i>Challenge</i>: os alunos podem pensar na pergunta em casa e partilhar as suas respostas na aula seguinte. <i>Better together</i>: espaço de reflexão sobre "A perfect friend..." (produto final: poster-resumo das ideias apresentadas).		
Recursos	- Manual: págs. 26 e 27 - Ficha Inclusion 3 do Teacher's File	auladigital - CD áudio 1: faixas 13 e 14 - Animação	
TPC	- Challenge: pág. 27 - Workbook: exercício C (pág. 11) ou Manual: exercício H (pág. 27)	Avaliação	Observação direta

Plano de aula 9

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.2: Friends

Contents: Possessive case

Sumário	- Homework correction. - Possessive case – Grammar in action e Grammar presentation.
Objetivos específicos	Rever e consolidar o <i>possessive case</i>.
Atividades	- Visualização do <i>Grammar in action</i> e/ou da <i>Grammar presentation</i>. - Realização dos exercícios de aplicação propostos (ver sugestões na banda lateral).
Recursos	- Manual: pág. 28 - Workbook: pág. 12 - Student's Corner: págs. 6 e 7 - auladigital - Gramática - Atividade - Animação - Apresentação
TPC	Workbook: pág. 12
Avaliação	Observação direta

Plano de aula 10

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.2: Friends

Contents: Friends; Question words

Sumário	- Homework correction. - Listening to a song: "You can count on me". - Question words – Grammar presentation.
Objetivos específicos	- Entender informações simples. - Rever e consolidar <i>question words</i>.
Atividades	- Audição da canção <i>You can count on me</i> e realização dos exercícios de compreensão (ver sugestões na banda lateral); atividade de karaoke. <i>Question words</i>: visualização da <i>Grammar presentation</i>, seguida da leitura da sistematização. - Realização dos exercícios de aplicação.
Recursos	- Manual: págs. 29 e 30 - Student's Corner: págs. 6 e 7 - Let's recap: pág. 83 - auladigital - CD áudio 1: faixa 15 - Karaoke: You can count on me - Gramática - Atividade
TPC	Workbook: pág. 12
Avaliação	Observação direta

Plano de aula 11

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.2: Friends

Contents: Physical description and personality

Sumário	• Homework correction. • Listening and Speaking: “A perfect friend”. • Culture: International Day of Friendship.		
Objetivos específicos	• Consolidar vocabulário. • Entender informações simples. • Produzir oralmente um texto muito simples sobre identificação pessoal, descrição física e traços de personalidade.		
Atividades	• Audição do texto-modelo e realização do exercício de compreensão (exercício A). • Preparação da produção oral: preenchimento de espaços (exercício B). • Produção oral: exercício C. • <i>Culture</i>: o Dia Internacional da Amizade pode ser trabalhado em parceria com a disciplina de Cidadania e Desenvolvimento (ver sugestões na banda lateral); os alunos, em grupo, podem pensar em atividades para celebrar a amizade na escola.		
Recursos	• Manual: pág. 31 •  auladigital – CD áudio 1: faixas 16 e 17 – Vídeo: International Day of Friendship – Teste: Friends – Simulador: Recorder		
TPC		Avaliação	• Observação direta

Plano de aula 12

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.3: No families look alike

Contents: family members and relationships; jobs

Sumário	• Reading short texts revising vocabulary about family members and family relationships. • Doing a crossword puzzle. • Answering a quiz on jobs. • Challenge activity.		
Objetivos específicos	• Rever/consolidar vocabulário relativo à família e graus de parentesco. • Expandir vocabulário relativo a graus de parentesco. • Rever/consolidar vocabulário relativo a algumas profissões.		
Atividades	• Após a leitura/audição de cada texto, exploração dos mesmos usando as perguntas na banda lateral. • Revisão do vocabulário dos membros da família através das imagens junto aos textos e do conteúdo dos mesmos. Sugestão: sublinhar o vocabulário em questão (pág. 32). • Realização do exercício B (<i>crossword</i>) para consolidar e/ou aprofundar esta área vocabular. • Realização do quiz (exercício C) para rever e consolidar vocabulário relativo a algumas profissões. • <i>Challenge</i>: realização do jogo para consolidar e aprofundar vocabulário sobre <i>jobs</i> de forma lúdica.		
Recursos	• Manual: págs. 32 e 33 • Student’s Corner: págs. 34 a 37 • Workbook: págs. 13 e 14 • Flashcards	 auladigital – CD áudio 1: faixas 18 e 19 – Imagem: Family members – Imagem: Jobs	
TPC	Workbook: págs. 13 e 14	Avaliação	• Observação direta

Plano de aula 13

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.3: No families look alike

Contents: Family members; family activities; jobs

Sumário	• Homework correction. • “Eh Bee family: a YouTube family”: Animated text. • Reading comprehension.
Objetivos específicos	• Compreender textos narrativos sobre temas abordados no domínio intercultural. • Desenvolver o pensamento crítico. • Promover atitudes de colaboração e partilha.
Atividades	• Correção do trabalho de casa. • Exploração da fotografia que acompanha o texto (pág. 34). • Exploração da animação interativa do texto para motivação e compreensão do mesmo e/ou audição e leitura do texto. • Leitura do texto seguida da realização dos exercícios de compreensão/ficha <i>Inclusion 4</i> do <i>Teacher’s File</i>. • Realização da atividade <i>Better together</i>.
Recursos	• Manual: págs. 34 e 35 • Ficha Inclusion 4 do Teacher’s File • auladigital – CD áudio 1: faixas 20 e 21 – Animação
TPC	• Workbook: interaction (pág. 14)
Avaliação	• Observação direta

Plano de aula 14

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.3: No families look alike

Contents: Present continuous

Sumário	• Homework correction. • Present continuous: Grammar presentation; Grammar in action.
Objetivos específicos	• Consolidação do <i>present continuous</i> na afirmativa, na interrogativa e na negativa. • Usar o “<i>present continuous</i>”.
Atividades	• Correção do trabalho de casa. • Visionamento da <i>Grammar presentation</i> e da <i>Grammar in action</i> para consolidação deste tempo verbal. • Análise da sistematização deste tempo verbal – quadro gramatical (pág. 36). • Realização dos exercícios de aplicação propostos – A, B, C, D e E/ficha “<i>Inclusion</i>” 5 do <i>Teacher’s File</i>.
Recursos	• Manual: págs. 36 e 37 • Student’s Corner: págs. 8 e 9 • Ficha Inclusion 5 do Teacher’s File • Extra practice: pág. 170 • Workbook: pág. 15 • auladigital – Gramática – Atividade – Animação: A day out at the zoo – Apresentação – Quiz: Present continuous
TPC	• Workbook: pág. 15
Avaliação	• Observação direta

Plano de aula 15

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

UNIT 1.3: No families look alike

Contents: Family relationships; family activities

Sumário	• Homework correction. • Watching the video: "Mary Poppins returns". • Doing a challenge.		
Objetivos específicos	• Consolidar o "<i>present continuous</i>". • Identificar o conteúdo principal do que se ouve e vê.		
Atividades	• Correção do trabalho de casa. • Realização da <i>pre-question</i> como motivação para o visionamento. • Visualização do vídeo do filme <i>Mary Poppins returns</i> e realização dos exercícios. • Realização da proposta de "<i>Challenge</i>".		
Recursos	• Manual: pág. 38 •  auladigital – CD áudio 1: faixa 22 – Vídeo: Mary Poppins returns		
TPC		Avaliação	• Observação direta

Plano de aula 16

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Meet me, my friends and my family

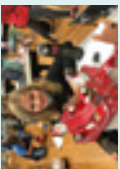
UNIT 1.3: No families look alike

Contents: Family members; family relationships; family activities; jobs

Sumário	• Written production: watching a video help; writing a text.		
Objetivos específicos	• Escrever sobre pessoas (uma família), atividades e profissões.		
Atividades	• Visionamento do <i>video help</i>. • Análise do texto-modelo. • Realização da produção escrita.		
Recursos	• Manual: pág 39 • Workbook: writing (pág. 16) •  auladigital – Vídeo: Meet the Mills		
TPC		Avaliação	• Observação direta

SUGESTÕES DE ATIVIDADES

Atividades	Dinamizadores/Recursos	Notas/Sugestões	Calendarização	Aprendizagens Essenciais
Reading Contest • Short story "Treasures of London" (incluída no Manual) 	Dinamizadores • Professores de inglês.	• Solicitar, em cada turma, a participação dos alunos que gostem de fazer leitura dramatizada. • Cada turma seleciona o melhor leitor. • O leitor escolhido de cada turma participa no concurso final. • Na sessão final, poderá haver um aluno que apresente o concurso em língua inglesa. Nota: a leitura dramatizada é feita a partir da <i>short story</i> "Treasures of London".	23 de abril <i>World Book Day</i>	Competências Comunicativas Compreensão oral e escrita; interação oral e escrita; produção oral e escrita.
Dia Europeu das línguas • <i>Tree of languages</i> 	Dinamizadores • Professores de línguas. • Professor de Educação Visual e de Educação Tecnológica. Recursos • Papel cenário, canetas de cores, lápis, cola...	• Com o apoio do professor de EV, os alunos desenham uma árvore (apenas tronco e ramos) em papel cenário. A "árvore" pode ser colocada numa parede da escola. • Distribuir uma folha de árvore em papel a cada aluno para decorar e escrever uma frase alusiva à data que se está a comemorar. Por exemplo: "I like English because..." • Colocar as folhas na árvore, enchendo-a de folhas. Nota: esta atividade pode ser interdisciplinar, pois as disciplinas de português e de outra língua viva podem participar na elaboração de frases: "Eu gosto de português porque..."; "J'aime le français parce que..."	setembro	Competência Intercultural Compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural.
Halloween • Elaboração de máscaras  • Exposição de máscaras e/ou desfile • Concurso de máscaras • Concurso "Witches Shoes" 	Dinamizadores • Professores de inglês, de Educação Visual, de Educação Tecnológica... Recursos • Sapatos velhos, cartolina, cartão, cola, purpurinas...	• Os alunos desenham, recortam, pintam e decoram máscaras usando a sua criatividade e o seu gosto. • Os alunos trabalham em grupo, decorando sapatos velhos que tenham e transformando-os em "witches shoes". • Podem ainda desenhar e criar "witches shoes" em cartolina e papel com a orientação do professor de Educação Visual. • Como inspiração/motivação, poder-se-á indicar, entre outros, os seguintes sites aos alunos: – https://www.youtube.com/watch?v=ToeC3TToUEo – https://www.youtube.com/watch?v=bULY1VCJEF4 – http://krokotak.com/2014/10/diy-the-shoes-of-the-witches/ • Preparar a exposição dos produtos realizados e um concurso para eleger o melhor ou melhores trabalhos em cada categoria.	31 de outubro	Competência Estratégica 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; pedir e dar informações; planejar, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias.

Atividades	Dinamizadores/Recursos	Notas/Sugestões	Calendarização	Aprendizagens Essenciais
Thanksgiving - Representação de cenas alusivas ao <i>Thanksgiving</i> - Organização de um desfile de <i>Thanksgiving</i> na escola  - Exposição de maquetes de carros alegóricos 	Dinamizadores - Professores de inglês. - Professores de Educação Visual, de Educação Tecnológica, de Música... Recursos - Roupa e acessórios para simular cenas dos “<i>Pilgrims</i>” do séc. XVII. - Materiais necessários para a decoração de balões, realização de maquetes...	- Os alunos escrevem pequenos <i>scripts</i> sobre os <i>Pilgrims</i> que, depois, representam para a comunidade educativa (recontar as dificuldades da viagem, descrever o seu dia a dia, descrever a primeira grande celebração...). - Poderão começar por ser mostrados alguns vídeos destes desfiles (ver YouTube) para que os alunos tenham a informação necessária para adaptarem, planearem e criarem o seu próprio desfile na escola. - Os alunos organizam-se em grupos. Cada grupo terá uma tarefa a desempenhar: uns poderão decorar balões de acordo com desenhos elaborados, outros poderão desenhar posters, outros fazer maquetes de carros alegóricos com a orientação dos professores de EV ou ET.	4.ª quinta-feira de novembro	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; planejar, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.
Christmas - Elaboração de postais natalícios  - Exposição dos postais - Concurso de postais <i>Christmas Carols</i>	Dinamizadores - Professores de inglês. - Professores de Educação Visual. - Professores de Música.	- Solicitar aos alunos que desenhem e escrevam postais de Natal com mensagens criadas por eles. - Os postais poderão ser pendurados numa árvore de Natal na escola. - Poderá ser criado um júri entre os alunos para a escolha do melhor postal. - Pesquisa e seleção de <i>Christmas Carols</i>. - Ensaio das <i>Christmas Carols</i> para cantar na escola.	Dezembro	Relacionar conhecimentos de forma a desenvolver criatividade em contexto Desenvolver e participar em projetos e atividades interdisciplinares.
Spelling Bee 	Dinamizadores Professores de inglês.	- Concurso em que os alunos soletram palavras em inglês. - Terão lugar várias eliminatórias até ficar apenas o vencedor.	Ao longo do ano	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.
Other festivities <i>Valentine's Day</i> <i>Easter</i> <i>Pancake Day</i> <i>S. Patrick's Day</i> 	Dinamizadores Professores de línguas, de Educação Visual, de Educação Tecnológica...	Para estas atividades podem ser sugeridos alguns trabalhos comuns, como elaboração de cartões, concursos, exposições, quizzes, caça ao tesouro (<i>egg hunt</i>)...	Ao longo do ano	

Worksheets

CLÁUDIA CORREIA

Worksheets

INGLÊS
7º ANO



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Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences. Use the affirmative form of the verb *to be*.

1. He _____ an excellent student.
2. I _____ from the USA.
3. Margarida _____ in year 7.
4. His parents _____ teachers at my school.
5. My email address _____ tony.lucas@gmail.com.
6. Our books _____ in our lockers.
7. My favourite hobby _____ skateboarding.

**B Make the sentences negative. Follow the example.**

- She is Spanish.

She isn't Spanish.

1. Antonio is a student at my school.

2. My friends are from New York.

3. I am twelve years old.

4. Our football team is awesome.

5. The twins are great athletes.

C Use the interrogative form of the verb *to be* to ask and answer questions. Follow the example.

- you / a teacher? Yes

Are you a teacher _____ ? Yes, *I am* _____ .

1. Ernest / a doctor? Yes

_____ ? Yes, _____ .

2. her sister / from Berlin? No

_____ ? No, _____ .

3. they / 14 years old? No

_____ ? No, _____ .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

1. He **is** / **am** an excellent student.
2. I **are** / **am** from the USA.
3. Margarida **is** / **are** in year 7.
4. His parents **are** / **is** teachers at my school.
5. My email address **is** / **am** tony.lucas@gmail.com.
6. Our books **is** / **are** in our lockers.
7. My favourite hobby **am** / **is** skateboarding.

**B Make the sentences negative. Use the words in the box.**

'm not isn't (2x) aren't (2x)

1. Antonio _____ a student at my school.
2. My friends _____ from New York.
3. I _____ twelve years old.
4. Our football team _____ awesome.
5. The twins _____ great athletes.

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

1. Ernest / a doctor / is
 _____? Yes, he is.
2. her sister / is / from Berlin
 _____? No, she isn't.
3. are / 14 years old / they
 _____? No, they aren't.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences. Use the affirmative form of the verb *have got*.

1. We _____ English classes on Mondays and Wednesdays.
2. My brother _____ a brand-new video game.
3. Theresa _____ a pet rabbit.
4. I _____ brown eyes, just like my mother.
5. You _____ a cool mobile phone.


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

1. You _____ a laptop.
2. Andrew _____ a new French teacher.
3. The Smiths _____ any children.
4. Francis and I _____ any homework today.
5. Samantha _____ emails in her inbox.

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

	a guitar	a bike	a camera
Oliver	😄	😞	😞
Alice	😞	😄	😄
the twins	😞	😄	😞

- Oliver / a guitar *Has Oliver got a guitar* ? *Yes, he has* .
1. Oliver / a camera _____ ? _____ .
 2. Alice / a bike _____ ? _____ .
 3. Alice / a guitar _____ ? _____ .
 4. the twins / a camera _____ ? _____ .
 5. the twins / a bike _____ ? _____ .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

1. We **has got** / **have got** English classes on Mondays and Wednesdays.
2. My brother **'ve got** / **'s got** a brand-new video game.
3. Theresa **'s got** / **'ve got** a pet rabbit.
4. I **has got** / **have got** brown eyes, just like my mother.
5. You **'ve got** / **'s got** a cool mobile phone.


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

1. You _____ a laptop.
2. Andrew _____ a new French teacher.
3. The Smiths _____ any children.
4. Francis and I _____ any homework today.
5. Samantha _____ emails in her inbox.

C Look at the table and complete the missing information. Follow the example.

	a guitar	a bike	a camera
Oliver	😄	😞	
Alice	😞	😄	😄
the twins	😞	😄	😞

- Oliver / a guitar Has Oliver got a guitar ? Yes, he has.
1. Oliver / a camera Has _____ ? No, _____.
 2. Alice / a bike Has _____ ? Yes, _____.
 3. Alice / a guitar Has _____ ? No, _____.
 4. the twins / a camera Have _____ ? No, _____.
 5. the twins / a bike Have _____ ? Yes, _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the photos and complete the sentences with the correct possessive determiner.



1. Hi! _____ names are Naomi and Cindy.



2. Look at Robert! _____ favourite sport is golf.



3. The Stuarts have got a new pet. _____ new pet is a Labrador.



4. This is an old house. _____ roof is green.



5. This is the history teacher. _____ name is Miss Dawes.

B Match the two columns.

You're Spanish.

1

•

•

a

Our parents are both shop assistants.

They're in year 7 and

2

•

•

b

Its colour is white.

Tom and I are siblings.

3

•

•

c

Your country is Spain.

Martha's a vet and

4

•

•

d

His job is to help people.

I've got a big house.

5

•

•

e

her brother's a vet too.

My father works at the hospital.

6

•

•

f

their teacher's name is Mrs Andrews.

C Complete the sentences with the correct possessive determiners.

- Mary is a special nanny. _____ birthday is in July.
- I read many books. _____ favourite is *Green Eggs and Ham*, by Dr Seuss.
- Toby and I love football. _____ school is close to the sports field.
- Hi! My name's Natalie and I'm French. What's _____ nationality?
- They enjoy taking photos. _____ favourite free time activity is photography.
- Simon loves English. _____ marks are excellent!
- My uncle has got a new car. _____ colour is red and it is really fast.

Name

No.

Class

Date

Mark

Teacher

A Look at the photos and circle the correct possessive determiner.



1. **Our / His** names are Naomi and Cindy.



2. **Their / His** favourite sport is golf.



3. **My / Their** new pet is a Labrador.



4. **Your / Its** roof is green.



5. **Her / Our** name is Miss Dawes.

B Match the sentences.

You're Spanish.

1

•

•

a

Our parents are both shop assistants.

They're in year 7 and

2

•

•

b

Its colour is white.

Tom and I are siblings.

3

•

•

c

Your country is Spain.

Martha's a vet and

4

•

•

d

His job is to help people.

I've got **a big house**.

5

•

•

e

her brother's a vet too.

My father works at the hospital.

6

•

•

f

their teacher's name is Mrs Andrews.

C Choose the correct possessive determiner to complete the sentences.

- Mary is a special nanny. **His / Her** birthday is in July.
- I read many books. **My / Their** favourite is *Green Eggs and Ham*, by Dr Seuss.
- Toby and I love football. **Our / Your** school is close to the sports field.
- Hi! My name's Natalie and I'm French. What's **his / your** nationality?
- They enjoy taking photos. **Their / My** favourite free time activity is photography.
- Simon loves English. **Its / His** marks are excellent!
- My uncle has got a new car. **Its / Our** colour is red and it is really fast.

Name _____

No. _____

Class _____

Date _____

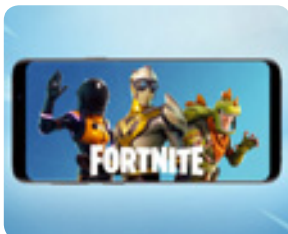
Mark _____

Teacher _____

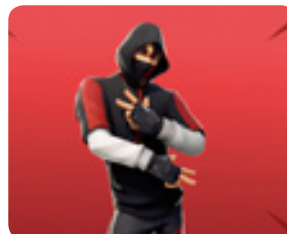
A Look at the pictures. Ask and answer questions. Follow the example.



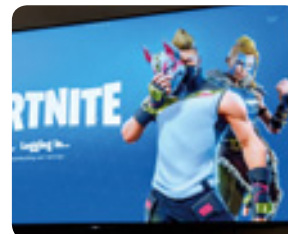
► Drift / mask



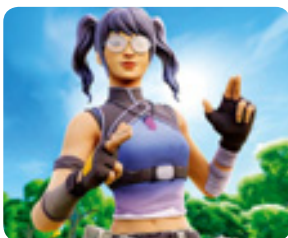
1. the boy / mobile phone



2. Ikonik / gloves



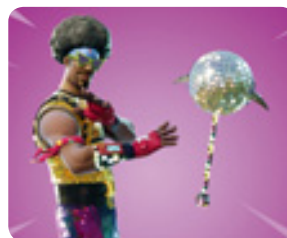
3. Tony and Luis / TV



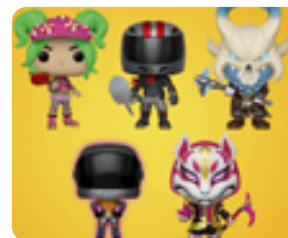
4. Crystal / glasses



5. the student / school bag



6. Funk Ops / dance



7. my best friend / pops

- *Whose mask is it* _____ ? *It's Drift's mask* _____ .
1. _____ ? _____ .
2. _____ ? _____ .
3. _____ ? _____ .
4. _____ ? _____ .
5. _____ ? _____ .
6. _____ ? _____ .
7. _____ ? _____ .

B Express possession. Follow the example.

- The game of Linda = *Linda's game* _____
1. The car of Mr Smith = _____
2. The books of my classmates = _____
3. The surfboard of the winner = _____
4. The computer games of Thomas = _____

Name _____

No. _____

Class _____

Date _____

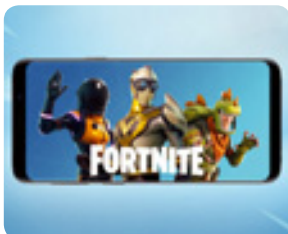
Mark _____

Teacher _____

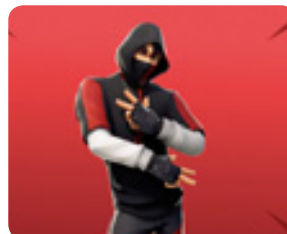
A Look at the pictures. Complete the questions and the answers. Follow the example.



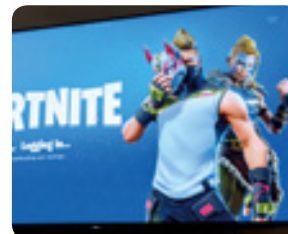
► Drift / mask



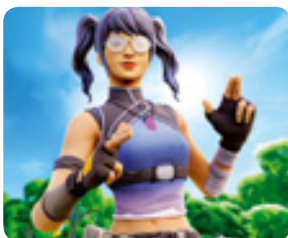
1. the boy / mobile phone



2. Ikonik / gloves



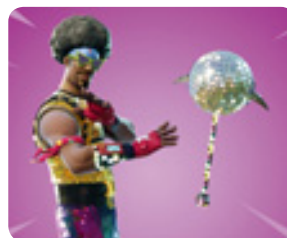
3. Tony and Luis / TV



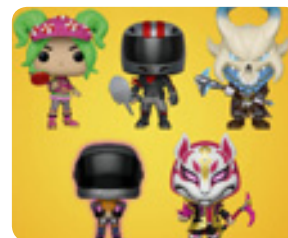
4. Crystal / glasses



5. the student / school bag



6. Funk Ops / dance



7. my best friend / pops

► Whose mask is it?

It's Drift's mask.

1. Whose _____ is it?

It's _____ mobile phone.

2. Whose _____ are they?

They're _____ gloves.

3. Whose _____ it?

It's _____ TV.

4. Whose _____ they?

They're _____ glasses.

5. Whose _____ it?

It's _____ school bag.

6. Whose _____ ?

It's _____.

7. Whose _____ ?

They're _____.

B Express possession. Follow the example.

► The game of **Linda** = Linda's game

1. The car of **Mr Smith** = _____

2. The books of **my classmates** = _____

3. The surfboard of **the winner** = _____

4. The computer games of **Thomas** = _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

- “_____ is your sister?” “She’s in her bedroom.”
a. ☐ What b. ☐ Where c. ☐ Who
- “_____ is Danny’s favourite sport?” “It’s baseball.”
a. ☐ When b. ☐ What c. ☐ How
- “_____ mobile phone is this?” “I think it’s Timothy’s.”
a. ☐ Whose b. ☐ Which c. ☐ Who
- “_____ is Travis Scott?” “He’s a famous rapper.”
a. ☐ Who b. ☐ How old c. ☐ Where
- “_____ is the new PlayStation 5?” “It’s about €500!”
a. ☐ Whose b. ☐ How much c. ☐ Why

**B Complete with the correct question word.**

- _____ is Harris? He’s 13, he’s my age.
- _____ subject do you prefer: French or English? English, definitely!
- _____ students are there in your class? There are 24.
- _____ do you listen to jazz music? Because it’s very relaxing.
- _____ is your best friend’s birthday? It’s on 5th December.

C Match the questions with the answers.

- | | | | | | |
|---------------------------------|---|---|---|---|----------------------------------|
| Where is Brenda? | 1 | • | • | a | He’s a pilot. |
| Whose pencil case is this? | 2 | • | • | b | That’s our new history teacher. |
| What is your father’s job? | 3 | • | • | c | She’s at her friend’s house. |
| Who is that man? | 4 | • | • | d | I think it’s in November. |
| How is the food in the canteen? | 5 | • | • | e | It’s Martin’s. |
| When is the Now United concert? | 6 | • | • | f | It’s delicious and very healthy. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

- “_____ is your sister?” “She’s in her bedroom.”
a. ☐ Who b. ☐ Where
- “_____ is Danny’s favourite sport?” “It’s baseball.”
a. ☐ When b. ☐ What
- “_____ mobile phone is this?” “I think it’s Timothy’s.”
a. ☐ Whose b. ☐ Which
- “_____ is Travis Scott?” “He’s a famous rapper.”
a. ☐ Who b. ☐ How old
- “_____ is the new PlayStation 5?” “It’s about €500!”
a. ☐ Why b. ☐ How much

**B Complete the questions with: *How many, When, Which, How old, Why.***

- _____ is Harris? He’s 13, he’s my age.
- _____ subject do you prefer: French or English? English, definitely!
- _____ students are there in your class? There are 24.
- _____ do you listen to jazz music? Because it’s very relaxing.
- _____ is your best friend’s birthday? It’s on 5th December.

C Match the questions with the answers.

- | | | | | | |
|--|---|---|---|---|----------------------------------|
| Where is Brenda? | 1 | • | • | a | He’s a pilot. |
| Whose pencil case is this? | 2 | • | • | b | That’s our new history teacher. |
| What is your father’s job? | 3 | • | • | c | She’s at her friend’s house. |
| Who is that man? | 4 | • | • | d | I think it’s in November. |
| How is the food in the canteen? | 5 | • | • | e | It’s Martin’s. |
| When is the Now United concert? | 6 | • | • | f | It’s delicious and very healthy. |

Name

No.

Class

Date

Mark

Teacher

- A** This is the Addams Family. Look at the table and write what they are or aren't doing. Follow the example.

	make dinner	cut roses	play chess	do magic spells
Morticia	✓			
Gomez		✓		
Wednesday				✓
Pugsley			✓	
Uncle Fester			✓	
Lurch	✓			



- Morticia / make dinner *Morticia is making dinner.*
- Gomez / cut roses _____
 - Wednesday / do magic spells _____
 - Pugsley / make dinner _____
 - Uncle Fester and Pugsley / play chess _____
 - Lurch and Gomez / do magic spells _____
 - Pugsley / cut roses _____
 - Morticia and Lurch / make dinner _____

- B** Ask and answer questions. Follow the example.

- Morticia / water the plants? No (make / soup)
Is Morticia watering the plants _____? No, she isn't. She's making soup _____.
- Wednesday / catch spiders? Yes
 _____?
 - Uncle Fester / chase the mouse? No (create / a magic potion)
 _____?
 - Lurch and Gomez / paint the attic? Yes
 _____?
 - Pugsley and Wednesday / fight? No (play a prank / on Uncle Fester)
 _____?

Name

No.

Class

Date

Mark

Teacher

- A** This is the Addams Family. Look at the table and circle the correct option. Follow the example.

	make dinner	cut roses	play chess	do magic spells
Morticia	✓			
Gomez		✓		
Wednesday				✓
Pugsley			✓	
Uncle Fester			✓	
Lurch	✓			



- Morticia **make / is making / are making** dinner.
- 1. Gomez **is cutting / isn't cutting / are cutting** roses.
- 2. Wednesday **are doing / is doing / isn't doing** magic spells.
- 3. Pugsley **isn't making / aren't making / is making** dinner.
- 4. Uncle Fester and Pugsley **is playing / are playing / aren't playing** chess.
- 5. Lurch and Gomez **aren't doing / isn't doing / are doing** magic spells.
- 6. Pugsley **is cutting / aren't cutting / isn't cutting** roses.
- 7. Morticia and Lurch **are making / aren't making / isn't making** dinner.

- B** Put the words in the correct order to form questions. Then answer the questions. Follow the example.

- Morticia / water the plants? No (make / soup)

Is Morticia watering the plants _____? No, she isn't. She's making soup

1. spiders / Wednesday / catching / is? Yes

_____? Yes, she _____.

2. Uncle Fester / is / the mouse / chasing? No (create / a magic potion)

_____? No, he _____. He _____.

3. painting / are / Lurch and Gomez / the attic? Yes

_____? Yes, they _____.

4. are / fighting / Pugsley and Wednesday? No (play a prank / on Uncle Fester)

_____? No, they _____. They _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Place the words in the table in the correct circle.

Thursday	July	the evening	24 th September	dinner
the afternoon	Mondays	lunch	Easter	New Year's Eve
school	night	half past two	the break	the summer
the weekend	the lesson	2021	Christmas day	midday

1. at

3. before /
after

2. in

4. on

B Complete the sentences with the correct preposition of time.

- Susy never studies _____ the weekend.
- Nanda's birthday is _____ 10th October.
- David has basketball practice _____ the afternoon.
- I always wash my hands _____ dinner.
- What are you doing _____ Christmas Eve?
- Vera normally brushes her teeth _____ lunch.
- He starts his new job _____ September.
- The Masked Singer* is _____ ten o'clock.
- The neighbours always dress up _____ Halloween.



Name

No.

Class

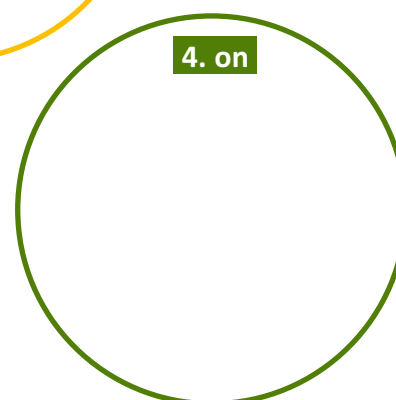
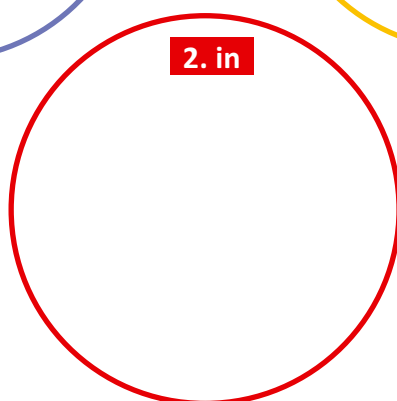
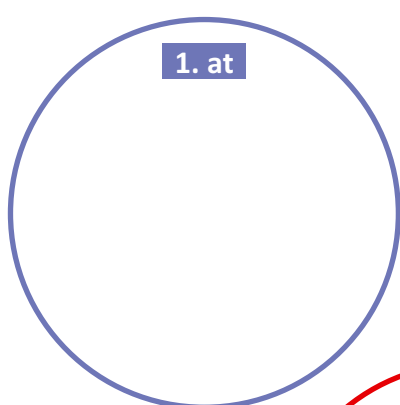
Date

Mark

Teacher

A Place the words in the table in the correct circle.

Thursday	July	the evening	24 th September	dinner
the afternoon	the lesson	lunch	Easter	New Year's Eve
2021	night	half past two	the break	the summer



B Circle the correct preposition of time.

- Susy never studies **in / on / at** the weekend.
- Nanda's birthday is **on / at / in** 10th October.
- David has basketball practice **at / in / on** the afternoon.
- I always wash my hands **in / before / at** dinner.
- What are you doing **in / at / on** Christmas Eve?
- Vera normally brushes her teeth **after / at / on** lunch.
- He starts his new job **on / in / at** September.
- The Masked Singer* is **at / on / in** ten o'clock.
- The neighbours always dress up **on / at / in** Halloween.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct possessive pronoun.**Mum:** Tina, this room is a mess! Is this T-shirt **1. yours / theirs?****Tina:** No, mum, it isn't **2. yours / mine.** That's Robert's. It's **3. hers / his.****Mum:** What about these toys? Are they **4. ours / his** too?**Tina:** No, Robert doesn't play with those toys. The blue ball is Mandy's and the red car is James's. They're **5. theirs / mine.****Mum:** And this dirty sock? Is this **6. hers / yours?****Tina:** Yes, give it to me. It's **7. mine / his.****Mum:** And what about this old book?**Tina:** You are reading it, remember? It's **8. yours / ours.****Mum:** Oh yes! Yes, it is **9. theirs / mine...** I'm taking it to the study now.**B Complete with the correct possessive pronoun.**

1. Jake has got the new PlayStation 5. It's _____.
2. My laptop isn't working. Can I borrow _____?
3. This book belongs to the twins. It's _____.
4. You can't eat that ice cream! It's _____!
5. We have got a new dog. It's _____ and it's so cute.
6. That's Jennifer's timetable. It's _____.

**C Complete the sentences with a possessive determiner or pronoun.**

1. Bernie and I normally have a picnic in _____ garden.
2. Mum! Where is _____ backpack? I can't find it!
3. This is Andrew's mobile phone. It's _____.
4. The children spend _____ free time on the playground.
5. Carol, is this my rubber or _____?
6. _____ new chemistry teacher is really cool. We like her a lot.
7. That is the students' new timetable. It's _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct possessive pronoun.**Mum:** Tina, this room is a mess! Is this T-shirt **1. yours / theirs**?**Tina:** No mum, it isn't **2. yours / mine**. That's Robert's. It's **3. hers / his**.**Mum:** What about these toys? Are they **4. ours / his too**?**Tina:** No, Robert doesn't play with those toys. The blue ball is Mandy's and the red car is James's. They're **5. theirs / mine**.**Mum:** And this dirty sock? Is this **6. hers / yours**?**Tina:** Yes, give it to me. It's **7. mine / his**.**Mum:** And what about this old book?**Tina:** You are reading it, remember? It's **8. yours / ours**.**Mum:** Oh yes! Yes, it is **9. theirs / mine**... I'm taking it to the study now.**B Complete with the correct possessive pronoun: *mine, yours, his, hers, ours, theirs*.**

- Jake has got the new PlayStation 5. It's _____.
- My laptop isn't working. Can I borrow _____?
- This book belongs to the twins. It's _____.
- You can't eat that ice cream! It's _____!
- We have got a new dog. It's _____ and it's so cute.
- That's Jennifer's timetable. It's _____.

**C Choose the correct possessive pronoun or determiner.**

- Bernie and I normally have a picnic in **our / yours** garden.
- Mum! Where is **my / mine** backpack? I can't find it!
- This is Andrew's mobile phone. It's **hers / his**.
- The children spend **her / their** free time on the playground.
- Carol, is this my rubber or **mine / yours**?
- His / Our** new chemistry teacher is really cool. We like her a lot.
- That is the students' new timetable. It's **theirs / my**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the verbs in brackets in the present simple (affirmative or negative).

Hi! I'm Mason and I **1.** _____ (**go**) to a new school near London.

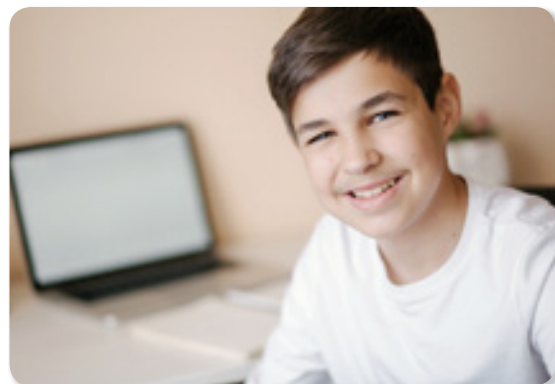
My older brother **2.** _____ (**not go**) to school. He **3.** _____ (**work**) in a hospital. He **4.** _____ (**be**) a nurse and he **5.** _____ (**like**) his job very much.

My lessons always **6.** _____ (**start**) at half past eight and they **7.** _____ (**finish**) at half past three. I **8.** _____ (**not have**) classes on Wednesday and Friday afternoon.

After my lessons, I **9.** _____ (**do**) my homework and then I **10.** _____ (**play**) Minecraft, if there **11.** _____ (**be**) time.

My little sister **12.** _____ (**not go**) to school because she **13.** _____ (**be**) only four. She **14.** _____ (**play**) in her bedroom.

After dinner, my brother and I **15.** _____ (**play**) board games and then I **16.** _____ (**go**) to bed at half past ten.

**B Ask and answer questions. Follow the example.**

► Harry / live in Switzerland? Yes Does Harry live in Switzerland ? Yes, he does .

1. you / go home for lunch? No _____ ? _____ .

2. Mrs Robinson / watch Netflix series? No _____ ? _____ .

3. your friends / like K-pop? Yes _____ ? _____ .

C Find the mistakes and rewrite the sentences correctly.

1. My mother comes sometimes to my house to help me.

_____ .

2. The bus never is late.

_____ .

3. Do you how often cook dinner?

_____ .

4. Students don't stay up late usually.

_____ .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option in the present simple (affirmative or negative).

Hi! I'm Mason and I **1. goes / go** to a new school near London.

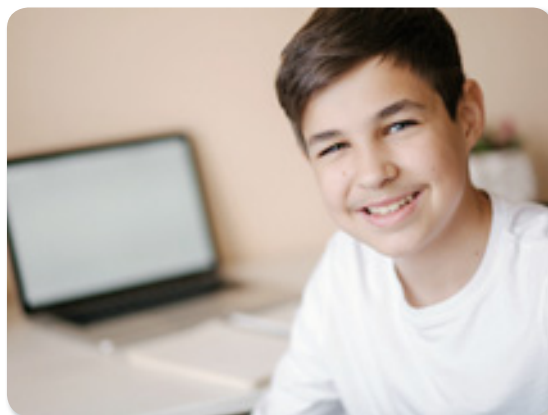
My older brother **2. doesn't go / don't go** to school. He **3. works / work** in a hospital. He **4. is / are** a nurse and he **5. likes / like** his job very much.

My lessons always **6. starts / start** at half past eight and they **7. finishes / finish** at half past three. I **8. doesn't have / don't have** classes on Wednesday and Friday afternoon.

After my lessons, I **9. does / do** my homework and then I **10. plays / play** Minecraft, if there **11. is / are** time.

My little sister **12. doesn't go / don't go** to school because she **13. is / am** only four. She **14. plays / play** in her bedroom.

After dinner, my brother and I **15. plays / play** board games and then I **16. goes / go** to bed at half past ten.

**B Put the words in the correct order to form questions. Then answer the questions.**

1. do / you / go home / for lunch?

Do _____ ? No, _____.

2. does / watch / Mrs Robinson / Netflix series?

_____ ? No, _____.

3. K-pop / like / do / your friends?

_____ ? Yes, _____.

C Insert the words in brackets in the sentences.

1. My mother comes to my house to help me. (**sometimes**)

2. The bus is late. (**never**)

3. Do you cook dinner? (**how often**)

4. Students don't stay up late. (**usually**)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

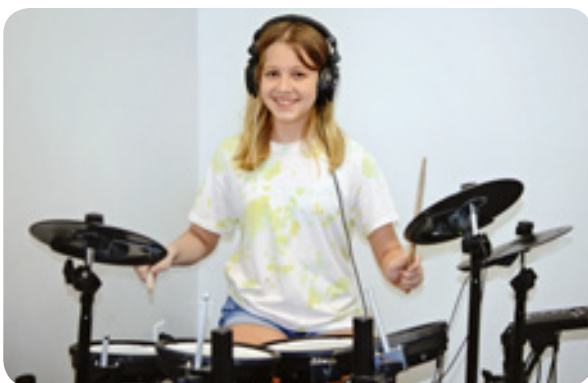
Look at the photos and make sentences using the present simple or present continuous. Follow the example.



► usually / pick up plastic
They usually pick up plastic.



1. now / read a book



2. every day / play the drums



3. sometimes / play video games



4. Listen! / sing



5. help / kitchen / at the moment

- B** Look at Jen's diary and make sentences in the present simple or present continuous. Follow the example.

Monday	(often) clean room	(now) do homework	► <i>On Mondays, Jen often cleans her room but now she is doing her homework.</i>
Tuesday	(always) study	(at the moment) watch TV	1. _____
Wednesday	(never) go to the gym	(today) go to the gym	2. _____
Friday	(rarely) go shopping	(this afternoon) buy a present	3. _____
At weekends	(usually) visit her grandparents	(tomorrow) have a birthday party	4. _____

- C** Complete the sentences with the verbs in brackets using the present simple or the present continuous.

- Wendy usually _____ (**go**) to the cinema with her friends.
- What _____ mum _____ (**do**) at the moment?
She _____ (**prepare**) dinner.
- Every morning I _____ (**brush**) my teeth after breakfast.
- You _____ (**not study**) at the weekend.
- Look Tim, that drone _____ (**fly**) over your house!
- My sister and I _____ (**volunteer**) at the Food Bank twice a year.
- Paul _____ (**not visit**) his brother this week, he _____ (**work**).
- Where _____ Angela _____ (**live**)?
She _____ (**live**) in Vancouver.
- _____ Thomas _____
(**cut**) the grass now?
No, he _____. He _____
(**paint**) the walls.



Name

No.

Class

Date

Mark

Teacher

A

Choose the correct option to complete the sentences in the present simple or in the present continuous. Follow the example.



They usually _____ plastic.

a. ☒ pick up b. ☐ are picking up



1. Now he _____ a book.

a. ☐ reads b. ☐ is reading



2. She _____ the drums every day.

a. ☐ plays b. ☐ is playing



3. They sometimes _____ video games.

a. ☐ play b. ☐ is playing



4. Listen! She _____.

a. ☐ sings b. ☐ is singing



5. We _____ in the kitchen at the moment.

a. ☐ help b. ☐ are helping

- B** Look at Jen's diary and make sentences in the present simple or present continuous. Follow the example.

Monday	(often) clean room	(now) do homework	► <i>On Mondays, Jen often cleans her room but now she is doing her homework.</i>
Tuesday	(always) study	(at the moment) watch TV	1. On Tuesdays, Jen _____, but at the moment she _____.
Wednesday	(never) go to the gym	(today) go to the gym	2. On Wednesdays, Jen _____, but today she _____.
Friday	(rarely) go shopping	(this afternoon) buy a present	3. On Fridays, Jen _____, but this afternoon she _____.
At weekends	(usually) visit her grandparents	(tomorrow) have a birthday party	4. At weekends, Jen _____, but tomorrow she _____.

- C** Circle the correct option to make sentences in the present simple or present continuous.

- Wendy usually **goes** / **is going** to the cinema with her friends.
- What **does mum do** / **is mum doing** at the moment?
She **prepares** / **is preparing** dinner.
- Every morning I **brush** / **am brushing** my teeth after breakfast.
- You **don't study** / **aren't studying** at the weekend.
- Look Tim! That drone **flies** / **is flying** over your house.
- My sister and I **volunteer** / **are volunteering** at the Food Bank twice a year.
- Paul **doesn't visit** / **isn't visiting** his brother this week, he **works** / **is working**.
- Where **does Angela live** / **is Angela living**?
She **lives** / **is living** in Vancouver.
- Does Thomas cut** / **Is Thomas cutting** the grass now?
No, he **doesn't** / **isn't**. He **paints** / **is painting** the walls.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Use the pictures to form words.

1.  +  = _____

2.  +  = _____

3.  +  = _____

4.  +  = _____

5.  +  = _____

6.  +  = _____

B Match the words with the prefixes to form new words. Then write the words.

ir 1 • • a kind _____

im 2 • • b legal _____

in 3 • • c regular _____

il 4 • • d correct _____

un 5 • • e possible _____

un 6 • • f patient _____

ir 7 • • g complete _____

in 8 • • h happy _____

in 9 • • i logical _____

il 10 • • j responsible _____

C Match the words with the suffixes to form new words. Then write the words.

accept 1 • • a ly _____

quiet 2 • • b ful _____

teach 3 • • c able _____

care 4 • • d er _____

paint 5 • • e ly _____

comfort 6 • • f ful _____

wonder 7 • • g able _____

quick 8 • • h er _____

Name

No.

Class

Date

Mark

Teacher

A Use the pictures to form words.

1.  +  = b _ _ _ _ b _ _ _

2.  +  = n _ _ _ p _ _ _

3.  +  = b _ _ _ s _ _ _

4.  +  = t _ _ _ b _ _ _

5.  +  = s _ _ g _ _ _

6.  +  = c _ _ b _ _ _

B Choose the correct prefix to form new words. Then write the words.

1. in / ir regular _____

2. im / ir possible _____

3. un / in correct _____

4. im / il legal _____

5. il / un kind _____

6. in / un happy _____

7. im / ir responsible _____

8. in / im complete _____

9. im / il patient _____

10. un / il logical _____

C Choose the correct suffix to form new words. Then write the words.

1. accept able / er _____

2. quiet ful / ly _____

3. teach er / ful _____

4. care ful / ly _____

5. paint ly / er _____

6. comfort ful / able _____

7. wonder er / ful _____

8. quick able / ly _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Look at the pictures and write the correct preposition of place. Use the words in the box. You may use them more than once.

under next to on above near in front of in



1. Jason is sitting _____ his favourite chair.
2. There's a pot plant _____ the desk.
3. The computer is _____ Jason.
4. There is a blue rug _____ the table.
5. There is a shelf _____ the desk.

6. The pot plant is _____ the stool.
7. There is an orange ball _____ the cat.
8. Jenny is sitting _____ the pot plant and the cat.
9. She is working _____ the living room.
10. There is a painting _____ the pot plant.



- B** Complete with the verb ***there to be*** in the affirmative, negative or interrogative form.

1. _____ a wardrobe in my bedroom, but _____ **(neg)** a bookcase.
2. _____ any paintings on your wall?
Yes, _____.
3. _____ **(neg)** a mirror in the hall, but _____ two in the bathroom.
4. _____ a coffee table in front of the TV?
No, _____.
5. How many rugs _____ in your house?
_____ three rugs.
6. In the attic, _____ some boxes and _____ an old bike too.
7. _____ any trees in your garden?
Yes, _____.
8. _____ a swimming pool in my grandmother's house.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the pictures and circle the correct preposition of place.

1. Jason is sitting **behind** / **on** his favourite chair.
2. There's a pot plant **opposite** / **next to** the desk.
3. The computer is **in front of** / **between** Jason.
4. There is a blue rug **on** / **under** the table.
5. There is a shelf **near** / **above** the desk.

6. The pot plant is **in** / **on** the stool.
7. There is an orange ball **next to** / **on** the cat.
8. Jenny is sitting **in** / **between** the pot plant and the cat.
9. She is working **in front of** / **in** the living room.
10. There is a painting **above** / **next to** the pot plant.

**B** Circle the correct option.

1. **There is** / **There are** a wardrobe in my bedroom, but **there isn't** / **there aren't** a bookcase.
2. **Is there** / **Are there** any paintings on your wall?
Yes, **there is** / **there are**.
3. **There isn't** / **There aren't** a mirror in the hall, but **there is** / **there are** two in the bathroom.
4. **Is there** / **Are there** a coffee table in front of the TV?
No, **there isn't** / **there aren't**.
5. How many rugs **is there** / **are there** in your house?
There is / **There are** three rugs.
6. In the attic, **there is** / **there are** some boxes and **there is** / **there are** an old bike too.
7. **Are there** / **Is there** any trees in your garden?
Yes, **there are** / **there is**.
8. **There are** / **There is** a swimming pool in my grandmother's house.

Name

No.

Class

Date

Mark

Teacher

A Read the text and complete with *was*, *were*, *wasn't*, *weren't*.

Last weekend 1. _____ a lot of fun. It 2. _____ Danny's birthday and all his friends and family 3. _____ there. The party 4. _____ at his parents' house, but they 5. _____ (not) home because they 6. _____ in London visiting some friends. Danny 7. _____ really happy to celebrate this special day with his friends. I 8. _____ excited to eat his chocolate birthday cake, but Mike and Tony 9. _____ (not), they don't like chocolate. By the end of the day, we 10. _____ outside playing football and singing. It 11. _____ a great weekend!



B Choose the correct option.

- That yellow semi-detached house _____ my first house.
a. ☐ was b. ☐ were c. ☐ weren't
- Where _____ you born?
a. ☐ wasn't b. ☐ weren't c. ☐ were
- Tom and Rose _____ happy with the colour of their walls.
a. ☐ was b. ☐ weren't c. ☐ wasn't
- _____ Ethan in your class? No, he _____.
a. ☐ Were / wasn't b. ☐ Was / were c. ☐ Was / wasn't
- My cousin and I _____ neighbours in that block of flats.
a. ☐ were b. ☐ wasn't c. ☐ was

C Ask and answer questions. Follow the example.

- Harris / at the party? Yes *Was Harris at the party* ? *Yes, he was* .
- you / at school / yesterday? No _____ ? _____ .
 - Where / mum and dad / last night? Cinema _____ ? _____ .
 - the cat / in the caravan? No _____ ? _____ .
 - When / Larry / at school? In the afternoon _____ ? _____ .
 - the penguins / in the igloo? Yes _____ ? _____ .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the text and circle the correct option.

Last weekend **1. was / were** a lot of fun. It **2. was / were** Danny's birthday and all his friends and family **3. was / were** there. The party **4. was / were** at his parents' house, but they **5. wasn't / weren't** home because they **6. was / were** in London visiting some friends. Danny **7. was / were** really happy to celebrate this special day with his friends. I **8. was / were** excited to eat his chocolate birthday cake, but Mike and Tony **9. wasn't / weren't**, they don't like chocolate. By the end of the day, we **10. was / were** outside playing football and singing. It **11. was / were** a great weekend!

**B Choose the correct option.**

- That yellow semi-detached **house** _____ my first house.
a. ☐ was b. ☐ were c. ☐ weren't
- Where _____ **you** born?
a. ☐ wasn't b. ☐ weren't c. ☐ were
- Tom and Rose** _____ happy with the colour of their walls.
a. ☐ was b. ☐ weren't c. ☐ wasn't
- _____ **Ethan** in your class? No, he _____.
a. ☐ Were / wasn't b. ☐ Was / were c. ☐ Was / wasn't
- My cousin and I** _____ neighbours in that block of flats.
a. ☐ were b. ☐ wasn't c. ☐ was

C Order the words to form questions. Then answer the questions. Follow the example.

- Harris / was / at the party? Was Harris at the party ? Yes, he was .
- you / at school / Were / yesterday? _____ ? No, _____ .
 - were / Where / mum and dad / last night? _____ ?
_____ at the cinema.
 - the cat / in the caravan / Was? _____ ? No, _____ .
 - When / Larry / was / at school? _____ ?
_____ in the afternoon.
 - Were / in the igloo / the penguins? _____ ? Yes, _____ .

unit 3.2 A house for everyone

Grammar – Past simple (regular verbs)

[A]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the verbs in the past simple in the correct column.

work	play	dance	study	live
carry	watch	plan	help	stay
invite	stop	enjoy	copy	travel

<i>-ed</i>	<i>-d</i>	double consonant <i>-ed</i>	<i>-ied</i>

B Complete the sentences using the past simple form of the verbs in brackets.

- The boys _____ (play) video games in their bedroom.
- I _____ (plan) a visit to the cottage yesterday.
- Thomas _____ (carry) the boxes to the attic.



C Write the sentences in exercise 2 in the negative form using the past simple.

- _____
- _____
- _____

D Complete the questions and answers using the past simple form of the verbs in brackets.

- _____ the students _____ (visit) the tepee? Yes, they _____.
- When _____ you _____ (stay) in the stilt house?
- _____ Grace _____ (live) in a caravan last year? No, she _____.

unit 3.2 A house for everyone

[B]

Grammar – Past simple (regular verbs)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the verbs in the past simple in the correct column. Follow the examples.

work	play	dance	study	live
carry	watch	plan	help	stay
invite	stop	enjoy	copy	travel

-ed	-d	double consonant -ed	-ied
<i>worked</i>	<i>invited</i>	<i>stopped</i>	<i>copied</i>

B Fill in the blanks with the help of the table in exercise A.

- The boys _____ **(play)** video games in their bedroom.
- I _____ **(plan)** a visit to the cottage yesterday.
- Thomas _____ **(carry)** the boxes to the attic.



C Complete the sentences from exercise B in the negative form using the past simple.

- The boys _____ video games in their bedroom.
- I _____ a visit to the cottage yesterday.
- Thomas _____ the boxes to the attic.

Remember this!

Negative: didn't + verb

D Complete the questions and answers using the past simple form of the verbs in brackets.

- _____ the students _____ **(visit)** the tepee?
Yes, they _____.
- When _____ you _____ **(stay)** in the stilt house?
- _____ Grace _____ **(live)** in a caravan last year?
No, she _____.

Remember this!

Interrogative:
did + subject + verb

unit 3.2 A house for everyone

[A]

Grammar – Past simple (irregular verbs)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the verbs in the past simple. Follow the example.

Infinitive	Past simple
go	► <i>went</i>
take	1.
write	2.
see	3.
sing	4.
drink	5.

Infinitive	Past simple
have	6.
be	7.
speak	8.
give	9.
buy	10.
sit	11.

B Complete the sentences using the past simple form of the verbs in brackets.

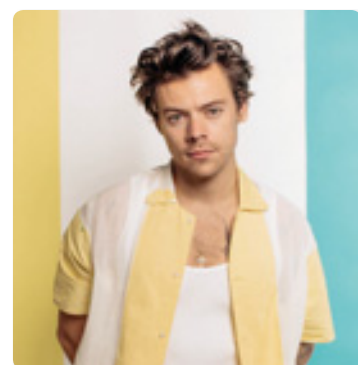
1. Kimberly _____ (**give**) her brother a present for his birthday.
2. The students _____ (**sit**) down and _____ (**write**) the date in their notebooks.
3. We _____ (**go**) on a boat trip last weekend.
4. I _____ (**see**) a castle on the way to the museum.
5. My neighbours _____ (**buy**) a semi-detached house.

C Write the sentences in the negative.

1. Martin took the bus home. _____
2. I had a shower before breakfast. _____
3. They spoke to their teacher. _____

D Complete the questions and answers using the past simple form of the verbs in brackets.

1. _____ Harry Styles _____ (**sing**) your favourite song?
No, he _____.
2. What _____ you _____ (**drink**) at lunchtime?
3. When _____ your parents _____ (**go**) to Lisbon?
4. _____ João _____ (**write**) the email?
Yes, he _____.



unit 3.2 A house for everyone

Grammar – Past simple (irregular verbs)

[B]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the verbs in the past simple. Follow the example.

Infinitive	Past simple
go	► <i>went</i>
take	1.
write	2.
see	3.
sing	4.
drink	5.

Infinitive	Past simple
have	6.
be	7.
speak	8.
give	9.
buy	10.
sit	11.

B Fill in the blanks with the help of the tables in exercise A.

- Kimberly _____ (**give**) her brother a present for his birthday.
- The students _____ (**sit**) down and _____ (**write**) the date in their notebooks.
- We _____ (**go**) on a boat trip last weekend.
- I _____ (**see**) a castle on the way to the museum.
- My neighbours _____ (**buy**) a semi-detached house.

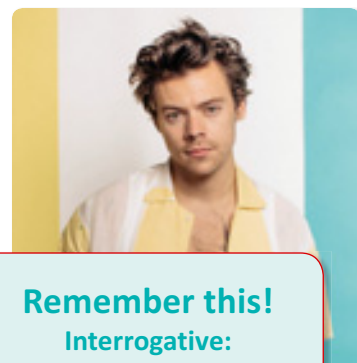
C Complete the sentences in the negative form using the past simple.

- Martin _____ (**not take**) the bus home.
- I _____ (**not have**) a shower before breakfast.
- They _____ (**not speak**) to their teacher.

Remember this!
Negative: didn't + verb

D Complete the questions and answers using the past simple form of the verbs in brackets.

- _____ Harry Styles _____ (**sing**) your favourite song?
No, he _____.
- What _____ you _____ (**drink**) at lunchtime?
- When _____ your parents _____ (**go**) to Lisbon?
- _____ João _____ (**write**) the email?
Yes, he _____.



Remember this!
Interrogative:
did + subject + verb

unit 4.1 Going around the city

Grammar – Prepositions of movement

[A]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Read the sentences and write the correct preposition of movement. Use the words in the box.

along onto over through into across towards

1. The children are running _____ the tunnel.
2. Francis walked _____ the classroom and sat down.
3. There are so many beautiful flowers _____ the river.
4. My grandfather is waiting for me _____ the street.
5. I jumped _____ the horse's back and rode all afternoon.
6. The woman walked _____ the police officer to ask for some information.
7. Look! That plane is flying _____ our heads.

- B** Look at the photos and complete the sentences with the correct preposition of movement.



1. They jumped _____ the river when they arrived.



2. The ship sailed _____ the coast.



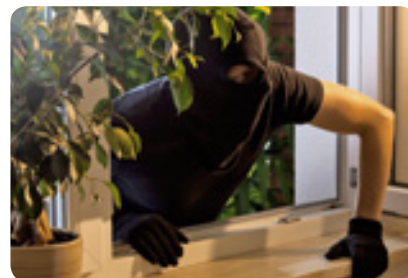
3. Tim ran _____ his father and gave him a hug.



4. The deer jumped _____ the fence.



5. The man climbed _____ the roof of the house.



6. The thief got in the house _____ the window.

Name

No.

Class

Date

Mark

Teacher

A Read the sentences and circle the correct preposition of movement.

1. The children are running **across** / **through** the tunnel.
2. Francis walked **into** / **over** the classroom and sat down.
3. There are so many beautiful flowers **along** / **towards** the river.
4. My grandfather is waiting for me **through** / **across** the street.
5. I jumped **onto** / **along** the horse's back and rode all afternoon.
6. The woman walked **towards** / **into** the police officer to ask for some information.
7. Look! That plane is flying **through** / **over** our heads.

B Look at the photos and circle the correct preposition of movement.



1. They jumped **across** / **into** the river when they arrived.



2. The ship sailed **along** / **over** the coast.



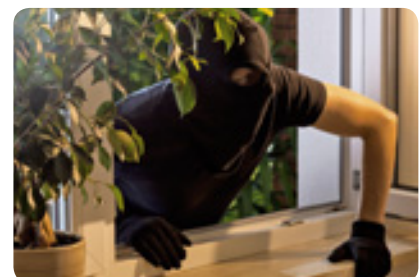
3. Tim ran **towards** / **across** his father and gave him a hug.



4. The deer jumped **through** / **over** the fence.



5. The man climbed **onto** / **across** the roof of the house.



6. The thief got in the house **over** / **through** the window.

Name

No.

Class

Date

Mark

Teacher

A What were they doing yesterday at two o'clock? Choose the correct option.

1. The children _____ selfies next to the statue.
a. ☐ were take b. ☐ was taking c. ☐ were taking
2. Amanda _____ with her friend in Amsterdam.
a. ☐ was chatting b. ☐ were chatting c. ☐ were chat
3. You _____ the Louvre Museum in Paris.
a. ☐ were visiting b. ☐ was visiting c. ☐ am visiting
4. Henry _____ to Viseu to visit his grandparents.
a. ☐ were drive b. ☐ was driving c. ☐ were driving
5. They _____ ice cream in the park.
a. ☐ is having b. ☐ was having c. ☐ were having


B Write the following sentences in the negative form.

1. Renato was playing with his dog outside.

2. The students were taking notes.

3. I was buying tickets for the theatre.

4. The girls were riding their bikes.

5. Sophie was waiting for the bus.

C Ask and answer questions. Follow the example.

- Jennifer / travel to Poland? Yes *Was Jennifer travelling to Poland? Yes, she was.*

1. your brother / buy souvenirs? No _____
2. the tourists / cross the bridge? Yes _____
3. the tiger in the zoo / sleep? Yes _____
4. you / visit the aquarium? No _____
5. Tiffany / enjoy the tour? Yes _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A What were they doing yesterday at two o'clock? Circle the correct option.

1. The children **was taking / were taking** selfies next to the statue.
2. Amanda **was chatting / were chatting** with her friend in Amsterdam.
3. You **were visiting / was visiting** the Louvre Museum in Paris.
4. Henry **was driving / were driving** to Viseu to visit his grandparents.
5. They **was having / were having** ice cream in the park.

**B Write the following sentences in the negative form.**

1. Renato **was playing** with his dog outside.

2. The students **were taking** notes.

3. I **was buying** tickets for the theatre.

4. The girls **were riding** their bikes.

5. Sophie **was waiting** for the bus.

C Order the sentences to form questions. Then answer the questions. Follow the example.

- Jennifer / travelling to Poland / was? Yes *Was Jennifer travelling to Poland? Yes, she was.*

1. buying souvenirs / was / your brother? No _____
2. the tourists / crossing the bridge / were? Yes _____
3. was / sleeping / the tiger in the zoo? Yes _____
4. you / visiting the aquarium / were? No _____
5. Tiffany / was / enjoying the tour? Yes _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

- Janet _____ photos when the boat passed under the bridge.
a. ☐ took b. ☐ was taking c. ☐ take
- When the tourists _____ to the hotel, it was raining.
a. ☐ arrived b. ☐ were c. ☐ arriving
- Greg and Andy _____ the art exhibition while we were having coffee.
a. ☐ admired b. ☐ were admiring c. ☐ admire
- The children _____ their suitcases yesterday at that time.
a. ☐ didn't pack b. ☐ weren't packing c. ☐ pack
- We _____ our flight when we heard about the tropical storm.
a. ☐ cancelled b. ☐ were cancelling c. ☐ cancel
- When Fabio _____ in Spain, he saw his best friend Rodrigo there.
a. ☐ was b. ☐ was being c. ☐ be
- Kevin _____ to Dublin last week.
a. ☐ didn't travel b. ☐ wasn't travelling c. ☐ travel
- What time _____ the museum _____ yesterday?
a. ☐ did / open b. ☐ was / opening c. ☐ does / open
- The tigers _____ when we arrived to the zoo.
a. ☐ ate b. ☐ were eating c. ☐ eat



B Fill in the gaps with the verbs in brackets. Use the past simple or past continuous.

- I _____ (get) the suitcases out of the car while my wife _____ (talk) to the receptionist.
- When Jeremy _____ (go) to Dublin, he _____ (visit) his sister.
- I _____ (buy) a fridge magnet at a souvenir shop last summer.
- It _____ (not snow) when the plane _____ (land).
- Yesterday at 7 o'clock the guards _____ (march) in front of Buckingham Palace.
- What _____ Layla _____ (do) last weekend?
- Where _____ you _____ (go) when I _____ (call) you?
- Many people _____ (watch) the penguins in the aquarium while others _____ (take) photos of the bears in the Zoo.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

1. Janet _____ photos **when** the boat passed under the bridge.
a. ☐ took b. ☐ was taking
2. **When** the tourists _____ to the hotel, it was raining.
a. ☐ arrived b. ☐ arriving
3. Greg and Andy _____ the art exhibition **while** we were having coffee.
a. ☐ admired b. ☐ were admiring
4. The children _____ their suitcases **yesterday at that time**.
a. ☐ didn't pack b. ☐ weren't packing
5. We _____ our flight **when** we heard about the tropical storm.
a. ☐ cancelled b. ☐ were cancelling
6. **When** Fabio _____ in Spain, he saw his best friend Rodrigo there.
a. ☐ was b. ☐ was being
7. Kevin _____ to Dublin **last week**.
a. ☐ didn't travel b. ☐ wasn't travelling
8. What time _____ the museum _____ **yesterday**?
a. ☐ did / open b. ☐ was / opening
9. The tigers _____ **when** we arrived to the zoo.
a. ☐ ate b. ☐ were eating



B Circle the correct option.

1. I **got / was getting** the suitcases out of the car while my wife **talked / was talking** to the receptionist.
2. When Jeremy **went / was going** to Dublin, he **visited / was visiting** his sister.
3. I **bought / was buying** a fridge magnet at a souvenir shop last summer.
4. It **didn't snow / wasn't snowing** when the plane **landed / was landing**.
5. Yesterday at 7 o'clock the guards **marched / were marching** in front of Buckingham Palace.
6. What **did Layla do / was Layla doing** last weekend?
7. Where **did you go / were you going** when I **called / was calling** you?
8. Many people **watched / were watching** the penguins in the aquarium while others **took / were taking** photos of the bears in the Zoo.

Name

No.

Class

Date

Mark

Teacher

A Match the columns to make sentences.

Grace really loves museums;

1

a

however, we decided to visit Paris this summer.

The souvenir shop is closed today,

2

b

therefore, they're going to Buckingham Palace today.

We love going to London every year;

3

c

so we went on foot to Piccadilly Circus.

My grandparents want to see the Queen;

4

d

therefore, she is visiting Madame Tussauds wax museum next week.

We were tired of waiting for the bus,

5

e

so I'm going to come back tomorrow.

B Complete the sentences with: *however*, *so*, *therefore*.

- There are many black taxis in London; _____, it's easy to get around.
- I really enjoy trying new food; _____, I didn't like the fish and chips.
- Margaret wanted to buy her sister a present, _____ she went to the gift shop.
- I wanted to go on the London Eye; _____, it was closed.
- The students didn't have tickets for the show, _____ they didn't go.
- It's a beautiful sunny day; _____, many people are going to St James's Park.



C Link the sentences using the words in brackets. Follow the example.

- It's raining again. Alexandra is taking her umbrella. (so)

It's raining again, so Alexandra is taking her umbrella.

1. Judy and Mike love London. They are going to Japan this year. (however)

2. You didn't do well on your exams. You aren't going to the *Harry Potter* show. (so)

3. Agatha wasn't feeling well. She didn't visit the History Museum. (therefore)

4. Football is our favourite sport. We didn't visit Wembley Stadium. (however)

Name

No.

Class

Date

Mark

Teacher

A Match the columns to make sentences.

Grace really loves **museums**;

1

a

however, we decided to visit Paris this summer.

The **souvenir shop** is closed today,

2

b

therefore, they're going to Buckingham Palace today.

We love going to **London** every year;

3

c

so we went on foot to Piccadilly Circus.

My grandparents want to see the **Queen**;

4

d

therefore, she is visiting Madame Tussauds wax museum next week.

We were tired of waiting for the **bus**,

5

e

so I'm going to come back tomorrow.

B Complete the sentences with: *however*, *so*, *therefore*.

- There are many black taxis in London; **therefore**, / **however**, it's easy to get around.
- I really enjoy trying new food; **however**, / **therefore**, I didn't like the fish and chips.
- Margaret wanted to buy her sister a present, **therefore** / **so** she went to the gift shop.
- I wanted to go on the London Eye; **so**, / **however**, it was closed.
- The students didn't have tickets for the show, **so** / **however** they didn't go.
- It's a beautiful sunny day; **therefore**, / **however**, many people are going to St James's Park.



C Link the sentences using the words in brackets. Follow the example.

- It's raining again. Alexandra is taking her umbrella. (**so**)

It's raining again, so Alexandra is taking her umbrella.

1. Judy and Mike love London. They are going to Japan this year. (**however**)

Judy and Mike _____

2. You didn't do well on your exams. You aren't going to the *Harry Potter* show. (**so**)

You didn't do well _____

3. Agatha wasn't feeling well. She didn't visit the History Museum. (**therefore**)

Agatha wasn't feeling _____

4. Football is our favourite sport. We didn't visit Wembley Stadium. (**however**)

Football is our _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the adjectives in brackets in the comparative form.

- Last summer was _____ (**hot**) this one.
- My neighbour's car is _____ (**old**) our car.
- Visiting the tropical garden was _____ (**expensive**) going to the zoo.
- George's history test was _____ (**easy**) mine.
- Your laptop is _____ (**good**) Larry's.
- The blue sleeping bag is _____ (**comfortable**) the red one.

B Write the adjectives in brackets in the superlative form.

- Wendy is _____ (**funny**) girl I know.
- Do you think Cristiano Ronaldo is _____ (**good**) football player in the world?
- My father was _____ (**tall**) kid in his class when he was my age.
- The park is _____ (**relaxing**) place in my town.
- What is _____ (**fast**) way to travel?
- I didn't enjoy that restaurant! It had _____ (**bad**) food ever!



C Choose the correct option.

- My sister is six years _____ me.
a. ☐ oldest than b. ☐ the oldest c. ☐ older than
- I think 2020 was one of _____ years ever.
a. ☐ the worst b. ☐ bad c. ☐ worse than
- Flying a helicopter is _____ riding a bike.
a. ☐ scarier than b. ☐ the scariest c. ☐ more scary than
- João Pedro thinks going to the beach is _____ going to a museum.
a. ☐ the most exciting b. ☐ more exciting than c. ☐ exciting
- Sleeping in the museum was _____ experience of my life.
a. ☐ cooler than b. ☐ cool c. ☐ the coolest
- I love swimming. It's _____ sport!
a. ☐ better than b. ☐ good c. ☐ the best

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the adjectives in brackets in the comparative form.

1. Last summer was _____ (**hot**) **than** this one.
2. My neighbour's car is _____ (**old**) **than** our car.
3. Visiting the tropical garden was _____ (**expensive**) **than** going to the zoo.
4. George's history test was _____ (**easy**) **than** mine.
5. Your laptop is _____ (**good**) **than** Larry's.
6. The blue sleeping bag is _____ (**comfortable**) **than** the red one.

B Write the adjectives in brackets in the superlative form.

7. Wendy is **the** _____ (**funny**) girl I know.
8. Do you think Cristiano Ronaldo is **the** _____ (**good**) football player in the world?
9. My father was **the** _____ (**tall**) kid in his class when he was my age.
10. The park is **the** _____ (**relaxing**) place in my town.
11. What is **the** _____ (**fast**) way to travel?
12. I didn't enjoy that restaurant! It had **the** _____ (**bad**) food ever!

**C Circle the correct option.**

1. My sister is six years **oldest than / older than** me.
2. I think 2020 was one of **the worst / worse than** years ever.
3. Flying a helicopter is **the scariest / scarier than** riding a bike.
4. João Pedro thinks going to the beach is **the most exciting / more exciting than** going to a museum.
5. Sleeping in the museum was **the coolest / cooler than** experience of my life.
6. I love swimming. It's **better than / the best** sport!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the words in the correct order to form sentences with *will*.

1. tomorrow / ice skates / buy / she / will / . _____
2. Fernando / a football player / be / will / . _____
3. won't / pizza / my sister / for lunch / eat / . _____
4. will / I / help / you / with the homework / I / promise / . _____
5. visit us / next year / Kris / will / ? _____
6. won't / go to / today / Molly / basketball practice / . _____
7. Brazil / next summer / will / go to / they / ? _____

B Complete the sentences with the future with *will* and the verbs in brackets.

1. I promise Stuart _____ (go) to the basketball game tomorrow.
2. I think we _____ (travel) to different planets in the future.
3. Tiffany _____ (not win) the surfing competition this year.
4. Do you think Carl _____ (come) to the party?
5. We _____ (probably / be) professional athletes when we grow up.
6. I _____ (not help) you if you don't listen to me!
7. "_____ you _____ (fix) my computer later this week?"
"Yes, I _____."
8. Hurry Matt! We _____ (be) late for the match.


C Ask and answer questions. Follow the example.

- Jody / be famous? 😊 *Will Jody be famous? Yes, she will.*
1. Nicholas / buy a sports car? 😊 _____?
 2. you / travel to another planet? 😊 _____?
 3. Gary and Tracy / have twins? 😊 _____?
 4. it / rain tomorrow? 😊 _____?
 5. Cindy / live in a palace? 😊 _____?
 6. they / move to Italy? 😊 _____?
 7. we / get married? 😊 _____?
 8. Liam / learn surfing? 😊 _____?

Name

No.

Class

Date

Mark

Teacher

A Put the words in the correct order to form sentences with *will*.

1. tomorrow / buy ice skates / She / will / . **She** _____
2. Fernando / a football player / be / will / . **Fernando** _____
3. won't / My sister / pizza for lunch / eat / . **My sister** _____
4. will / I / help you / with the homework / I promise / . **I promise** _____
5. visit us / next year / Kris / Will / ? **Will** _____
6. won't / go to / today / Molly / basketball practice / . **Molly** _____
7. Brazil / next summer / will / go to / they / ? **Will** _____

B Choose the correct option.

1. I promise Stuart **will go / go** to the basketball game tomorrow.
2. I think we **travel / will travel** to different planets in the future.
3. Tiffany **win won't / won't win** the surfing competition this year.
4. Do you think Carl **comes / will come** to the party?
5. We **will probably be / probably will be** professional athletes when we grow up.
6. I **won't help / help** you if you don't listen to me!
7. "Will you fix / You will fix my computer later this week?"
"Yes, I **won't / will**."
8. Hurry Matt! We **will are / will be** late for the match.


C Ask and answer questions. Follow the example.

- Jody / be famous? 😊 Will Jody be famous ? Yes, she will .
1. Nicholas / buy a sports car? 😊 Will _____ ? Yes, _____ .
 2. you / travel to another planet? 😊 Will _____ ? No, _____ .
 3. Gary and Tracy / have twins? 😊 Will _____ ? Yes, _____ .
 4. it / rain tomorrow? 😊 Will _____ ? Yes, _____ .
 5. Cindy / live in a palace? 😊 Will _____ ? No, _____ .
 6. they / move to Italy? 😊 _____ ? No, _____ .
 7. we / get married? 😊 _____ ? Yes, _____ .
 8. Liam / learn surfing? 😊 _____ ? No, _____ .

Name

No.

Class

Date

Mark

Teacher

A Choose the best option.

- I promise I _____ my room this weekend.
a. ☐ 'll tidy b. ☐ won't be c. ☐ tidy
- Lara _____ to your birthday party if you invite her.
a. ☐ will b. ☐ will come c. ☐ comes
- The President _____ the elections.
a. ☐ win b. ☐ won't win c. ☐ will
- _____ the students _____ online classes?
a. ☐ Won't / has b. ☐ Will / have c. ☐ have



B Look at the table and complete the sentences with the correct form of *be going to*. Follow the example.

- Crystal *is going to ride* (ride) her bike next week, but she _____ (not watch) a series.
- Her brother Blake is addicted to *Stranger Things*, so he _____ (watch) it all day on Saturday.
- What _____ (they / do) tomorrow? They _____ (try) a new sport, it's called Octopush.
- _____ (Crystal / play) Quidditch? No, she _____, because her brother is too competitive.
- On Sunday, Crystal and Blake _____ (visit) Wembley Stadium.

	Crystal	Blake
ride a bike		
watch a series		
try a new sport		
play Quidditch		
visit a stadium		

C Complete the text about Lee's busy week using the present continuous. Follow the example.

Lee *is visiting* (visit) the city of Viseu this week. On Monday he 1. _____ (catch) the bus in Coimbra at 5 o'clock. On Tuesday he 2. _____ (meet) his friend Claudia and they 3. _____ (go) to the museum. On Wednesday he 4. _____ (not visit) the Cathedral because it's closed, but on Thursday he 5. _____ (take) photos of the churches and 6. _____ (have) dinner at a typical restaurant. On Friday he 7. _____ (leave) at 9 o'clock to visit his grandmother who lives in Aveiro.

Name

No.

Class

Date

Mark

Teacher

A Choose the best option.

- I promise I _____ my room this weekend.
a. ☐ 'll tidy b. ☐ tidy
- Lara _____ to your birthday party if you invite her.
a. ☐ comes b. ☐ will come
- The President _____ the elections.
a. ☐ win b. ☐ won't win
- _____ the students _____ online classes?
a. ☐ Won't / has b. ☐ Will / have



B Look at the table and complete the sentences with the correct form of *be going to*. Follow the example.

- Crystal *is going to ride* (ride) her bike next week, but she _____ (not watch) a series.
- Her brother Blake is addicted to *Stranger Things*, so he _____ (watch) it all day on Saturday.
- What _____ (they / do) tomorrow?
They _____ (try) a new sport, it's called Octopush.
- _____ (Crystal / play) Quidditch?
No, she _____, because her brother is too competitive.
- On Sunday, Crystal and Blake _____ (visit) Wembley Stadium.

	Crystal	Blake
ride a bike		
watch a series		
try a new sport		
play Quidditch		
visit a stadium		

C Complete the text about Lee's busy week using the present continuous. Follow the example.

Lee *is visiting* (visit) the city of Viseu this week. On Monday he 1. _____ (catch) the bus in Coimbra at 5 o'clock. On Tuesday he 2. _____ (meet) his friend Claudia and they 3. _____ (go) to the museum. On Wednesday he 4. _____ (not visit) the Cathedral because it's closed, but on Thursday he 5. _____ (take) photos of the churches and 6. _____ (have) dinner at a typical restaurant. On Friday he 7. _____ (leave) at 9 o'clock to visit his grandmother who lives in Aveiro.

Name

No.

Class

Date

Mark

Teacher

A Complete with: *can, can't, must or mustn't*.

1. Rebecca _____ play tennis very well. She's the best in her class.
2. You _____ eat in the classroom.
3. If you want to get good marks you _____ study hard.
4. Gabriel _____ swim well, so he doesn't go in the swimming pool.
5. You _____ touch the cooker! It's too hot now!


B Match the columns.

- | | | | | | |
|--|---|---|---|---|---|
| May I help you | 1 | • | • | a | because there's a lot of traffic. |
| Tony isn't at home, so | 2 | • | • | b | May I go, please? |
| Don't forget to take your umbrella. | 3 | • | • | c | he might be at the library studying. |
| They may arrive home late | 4 | • | • | d | with those bags, madam? |
| It's Valerie's birthday party tonight. | 5 | • | • | e | I'm not sure, he might go to Amsterdam. |
| Where's Anthony going this summer? | 6 | • | • | f | It may rain today. |

C Write sentences using *should* and *shouldn't*. Follow the example.

- You / do more exercise *You should do more exercise*.
1. Fernanda / clean her teeth after meals. _____.
 2. They / drive so fast. _____.
 3. Students / be late for school. _____.
 4. We / help others in need. _____.

D Choose the best option.

1. You **can't / must / mustn't** wear a helmet when riding a bike.
2. Dad, **might / can / should** we go to the new football stadium this weekend?
3. I think Wendy **should / can't / mustn't** see a doctor. She isn't feeling well.
4. **Might / Should / Can** you lend me a pencil? I forgot mine.

Name

No.

Class

Date

Mark

Teacher

A Circle the correct answer.

1. Rebecca **can** / **can't** play tennis very well. She's the best in her class.
2. You **must** / **mustn't** eat in the classroom.
3. If you want to get good marks you **must** / **mustn't** study hard.
4. Gabriel **can** / **can't** swim well, so he doesn't go in the swimming pool.
5. You **must** / **mustn't** touch the cooker! It's too hot now!


B Match the columns.

May I help you	1	•	•	a	because there's a lot of traffic.
Tony isn't at home, so	2	•	•	b	May I go, please?
Don't forget to take your umbrella.	3	•	•	c	he might be at the library studying.
They may arrive home late	4	•	•	d	with those bags, madam?
It's Valerie's birthday party tonight.	5	•	•	e	I'm not sure, he might go to Amsterdam.
Where's Anthony going this summer?	6	•	•	f	It may rain today.

C Complete the sentences using *should* and *shouldn't*. Follow the example.

- You should do more exercise.
1. Fernanda _____ clean her teeth after meals.
 2. They _____ drive so fast.
 3. Students _____ be late for school.
 4. We _____ help others in need.

D Circle the best option.

1. You **can't** / **must** wear a helmet when riding a bike.
2. Dad, **can** / **should** we go to the new football stadium this weekend?
3. I think Wendy **should** / **mustn't** see a doctor. She isn't feeling well.
4. **Might** / **Can** you lend me a pencil? I forgot mine.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct answer.

1. We arrive faster if we _____ by plane.
a. ☐ travel b. ☐ travels c. ☐ travelled
2. I visit lots of attractions if I _____ time.
a. ☐ haven't b. ☐ have c. ☐ has
3. If you travel to Japan, _____ your passport.
a. ☐ doesn't forget b. ☐ don't forget c. ☐ forgets
4. If tourists have money, they _____ many souvenirs.
a. ☐ buy b. ☐ don't buy c. ☐ buys
5. If you _____ in the sun too long, you get burnt.
a. ☐ doesn't stay b. ☐ stay c. ☐ stays
6. I always feel happy if I _____ new and exciting things.
a. ☐ try b. ☐ tries c. ☐ tried



B Complete the sentences with the first conditional.

1. If Henry _____ (**go**) to London, he _____ (**spend**) a lot of money.
2. We _____ (**try**) snorkelling if we _____ (**find**) the equipment.
3. The Johnsons _____ (**book**) a cruise if it _____ (**not be**) expensive.
4. If you _____ (**not leave**) now, you _____ (**miss**) the flight.
5. If the tickets _____ (**be**) cheap, we _____ (**visit**) the museum.
6. If Carol _____ (**have**) enough money, she _____ (**travel**) to the USA.

C Complete the sentences with the verbs: visit, be, go, have, win, rain using the first conditional.

1. If you save money, you _____ on holiday.
2. She will travel a lot if she _____ the lottery.
3. If the weather _____ good, we'll go to the beach.
4. They _____ us if they have time.
5. If it _____, I'll stay home and watch a film.
6. Jacob will go waterskiing if he _____ time.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct answer.

1. We arrive faster if we **travel / travels** by plane.
2. I visit lots of attractions if I **have / has** time.
3. If you travel to Japan, **doesn't forget / don't forget** your passport.
4. If tourists have money, they **buys / buy** many souvenirs.
5. If you **stay / stays** in the sun too long, you get burnt.
6. I always feel happy if I **tries / try** new and exciting things.



B Complete the sentences with the first conditional.

1. If Henry goes to London, he _____ (**spend**) a lot of money.
2. We _____ (**try**) snorkelling if we find the equipment.
3. The Johnsons _____ (**book**) a cruise if it isn't expensive.
4. If you don't leave now you _____ (**miss**) the flight.
5. If the tickets are cheap, we _____ (**visit**) the museum.
6. If Carol _____ (**have**) enough money, she'll travel to the USA.

C Match the columns.

- | | | | | | |
|---------------------------|---|---|---|---|----------------------------------|
| If you save money, | 1 | • | • | a | I'll stay home and watch a film. |
| She will travel a lot | 2 | • | • | b | if she wins the lottery. |
| If the weather is good, | 3 | • | • | c | if they have time. |
| They will visit us | 4 | • | • | d | if he has time. |
| If it rains, | 5 | • | • | e | you will go on holiday. |
| Jacob will go waterskiing | 6 | • | • | f | we'll go to the beach. |

Name

No.

Class

Date

Mark

Teacher

A Complete the following sentences with: *someone, something, somewhere*.

1. I left my passport _____ and now I can't find it.
2. Listen! There is _____ at the door.
3. I want to try _____ new when we arrive to Paris.



B Match the columns.

We couldn't find **1** • • **a** anywhere this summer?

The museum was closed, **2** • • **b** anyone to help us with our luggage.

Are you going **3** • • **c** so we didn't have anything to do.

C Circle the correct option.

1. There was **nothing / nowhere / no one** to go because of the pandemic.
2. **No one / Nothing / Nowhere** answered the phone when we called the reception desk.
3. We missed our flight, so now there's **nobody / nowhere / nothing** we can do.

D Complete with: *somebody, somewhere, something, anybody, anywhere, anything, nobody, nowhere, nothing*.

1. London is a great city, there's always _____ to go and _____ to do.
2. We couldn't find a black taxi _____. I was so angry!
3. Jared tried to speak French, but _____ understood what he was saying.
4. Did you buy _____ at the gift shop?
No, I didn't. There was _____ I liked.
5. I need to talk to _____ about our hotel room.
6. Where are you going this weekend?
Probably _____. It's cold and rainy, so I'll stay home.
7. You mustn't tell _____ about the trip to Disneyland. It's a secret!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the following sentences with *someone, something or somewhere*.

1. I left my passport _____ and now I can't find it.
2. Listen! There is _____ at the door.
3. I want to try _____ new when we arrive to Paris.

**B Match the columns**We couldn't find **1** • • **a** **anywhere** this summer?The museum was closed, **2** • • **b** **anyone** to help us with our luggage.Are you going **3** • • **c** so we didn't have **anything** to do.**C Circle the correct option.**

1. There was **nowhere / no one** to go because of the pandemic.
2. **No one / Nothing** answered the phone when we called the reception desk.
3. We missed our flight, so now there's **nowhere / nothing** we can do.

D Choose the correct option to complete the sentences.

1. London is a great city, there's always _____ to go and _____ to do.
a. ☐ somewhere / something b. ☐ anybody / nowhere c. ☐ anything / no one
2. We couldn't find a black taxi _____. I was so angry!
a. ☐ nobody b. ☐ anywhere c. ☐ something
3. Jared tried to speak French, but _____ understood what he was saying.
a. ☐ nobody b. ☐ anything c. ☐ something
4. Did you buy _____ at the gift shop?
No, I didn't. There was _____ I liked.
a. ☐ anywhere / something b. ☐ nothing / somewhere c. ☐ anything / nothing
5. I need to talk to _____ about our hotel room.
a. ☐ anywhere b. ☐ nobody c. ☐ somebody
6. Where are you going this weekend?
Probably _____. It's cold and rainy, so I'll stay home.
a. ☐ nowhere b. ☐ something c. ☐ anywhere
7. You mustn't tell _____ about the trip to Disneyland. It's a secret!
a. ☐ anywhere b. ☐ anybody c. ☐ nothing

Name		No.	Class
Date	Mark	Teacher	

A Match the column on the left with the information on the right.

Name	1	•	•	a	24 th September 2009
Surname	2	•	•	b	Year 7
Age	3	•	•	c	650 Adams Avenue, Melbourne
Nationality	4	•	•	d	Twelve
Date of birth	5	•	•	e	+61390689961
Grade	6	•	•	f	Patrick
Address	7	•	•	g	Australian
Mobile phone number	8	•	•	h	pat.collins@gmail.com
Email address	9	•	•	i	Collins

B Complete the text about Patrick. Use the words from exercise A.

His **1.** _____ is Patrick and his **2.** _____ is Collins.
 He is **3.** _____ years old and he is **4.** _____.
 His **5.** _____ is 24th September 2009 and he is a student
 in **6.** _____.
 His **7.** _____ is 650 Adams Avenue, Melbourne. His
8. _____ is +61390689961 and his **9.** _____
 is pat.collins@gmail.com.



Name		No.	Class
Date	Mark	Teacher	

A Match the column on the left with the information on the right.

Name	1	•	•	a	24 th September 2009
Surname	2	•	•	b	Year 7
Age	3	•	•	c	650 Adams Avenue, Melbourne
Nationality	4	•	•	d	Twelve
Date of birth	5	•	•	e	+61390689961
Grade	6	•	•	f	Patrick
Address	7	•	•	g	Australian
Mobile phone number	8	•	•	h	pat.collins@gmail.com
Email address	9	•	•	i	Collins

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

- His _____ is Patrick.
- His _____ is Collins.
- He is _____ years old.
- He is _____.
- His _____ is 24th September 2009.
- He is a student in _____.
- His _____ is 650 Adams Avenue, Melbourne.
- His _____ is +61390689961.
- His _____ is pat.collins@gmail.com.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the photos. Write the names of the hobbies.



1. _____



2. _____



3. _____



4. _____



5. _____



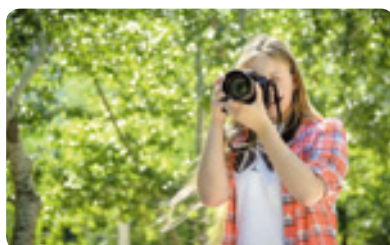
6. _____



7. _____



8. _____



9. _____



10. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the photos and choose the correct hobby.



1

- a. ☐ swimming
- b. ☐ skateboarding
- c. ☐ surfing



6

- a. ☐ watching TV
- b. ☐ playing the guitar
- c. ☐ painting



2

- a. ☐ chatting on the internet
- b. ☐ watching TV
- c. ☐ listening to music



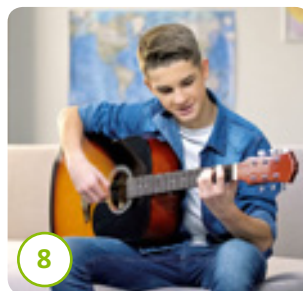
7

- a. ☐ swimming
- b. ☐ dancing
- c. ☐ chatting on the internet



3

- a. ☐ playing the guitar
- b. ☐ going to the cinema
- c. ☐ taking photos



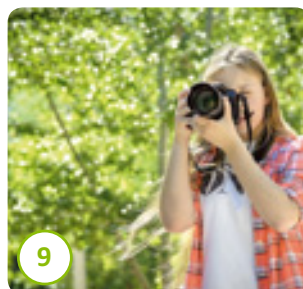
8

- a. ☐ going to the cinema
- b. ☐ surfing
- c. ☐ playing the guitar



4

- a. ☐ dancing
- b. ☐ swimming
- c. ☐ playing video games



9

- a. ☐ painting
- b. ☐ taking photos
- c. ☐ playing video games



5

- a. ☐ singing
- b. ☐ chatting on the internet
- c. ☐ skateboarding



10

- a. ☐ surfing
- b. ☐ watching TV
- c. ☐ singing

Name _____

No. _____

Class _____

Date _____

Mark _____

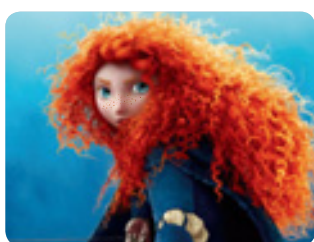
Teacher _____

- A** Find 9 words about physical description in the word search and write them down.



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

- B** Use the words from exercise A to complete the descriptions.



1. Princess Merida has got long _____ red hair. There are some _____ on her face.



2. Ned Flanders wears glasses and has got a brown _____ under his nose. He's got _____ brown hair.



3. Violet Parr is _____ and _____. She's got _____ black hair.

- C** Cross the odd one out.

1. tall / thin / fat / wavy
2. long / freckles / short / medium
3. black / frizzy / straight / wavy
4. moustache / beard / large / freckles

Name _____

No. _____

Class _____

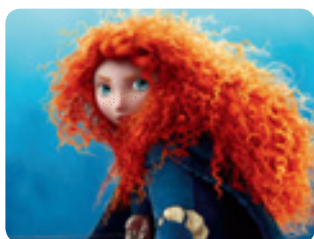
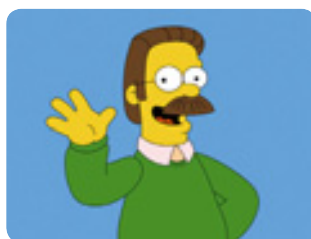
Date _____

Mark _____

Teacher _____

A Find the words in the box in the word search.

curly
moustache
thin
straight
tall
freckles
wavy
short
long

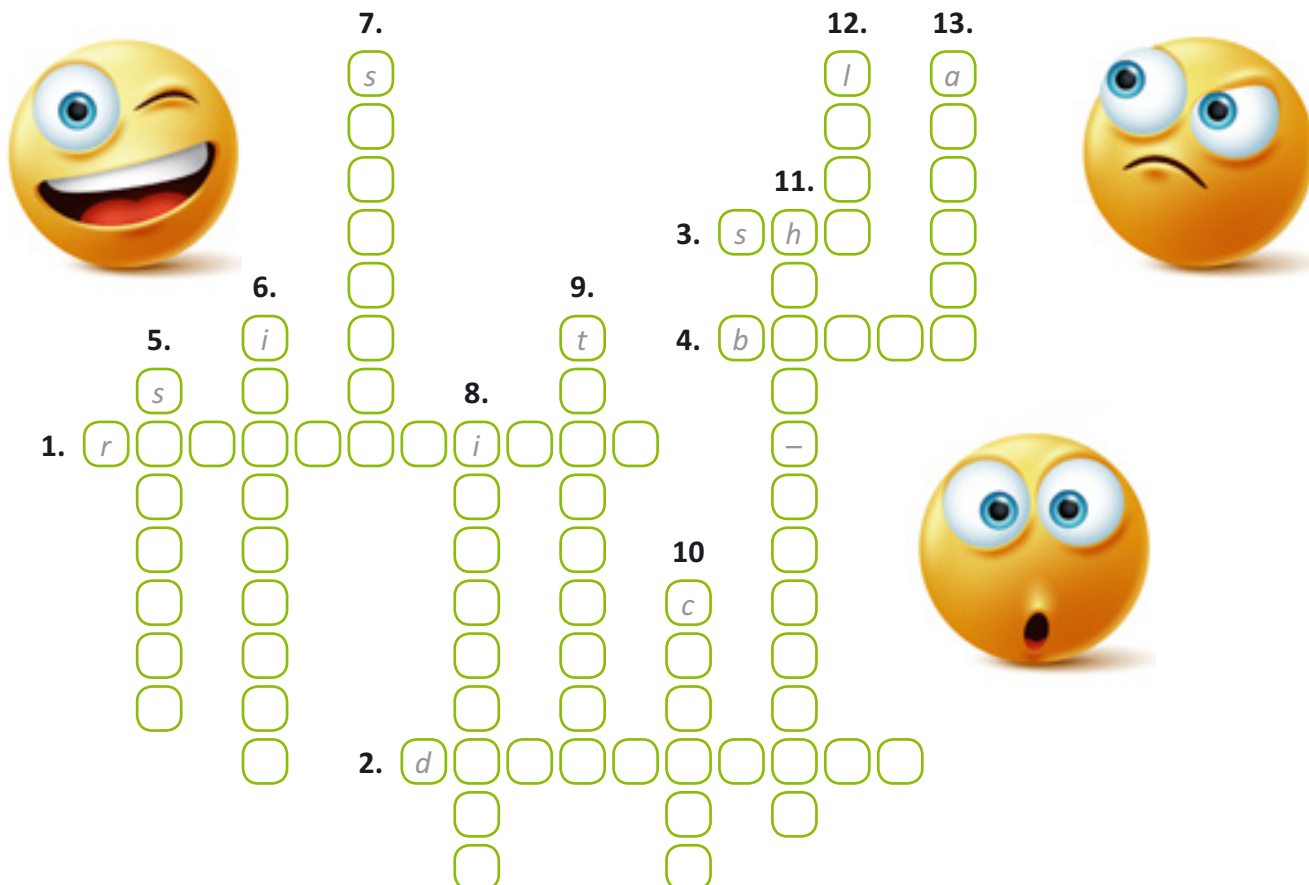
B Match the characters with their description.1. ☐2. ☐3. ☐

- a. She's tall and thin. She's got long black hair.
b. She has got long curly red hair. There are some freckles on her face.
c. He wears glasses and has got a brown moustache under his nose.
He's got short wavy brown hair.

C Cross the odd one out.

- thin / fat / wavy
- long / freckles / short
- black / frizzy / straight
- moustache / large / freckles

A



Down

5. A person who doesn't share.
6. A person who does something without thinking.
7. A person who doesn't change their attitude.
8. The opposite of patient.
9. A person who talks a lot.
10. A person who often breaks or drops things.
11. The opposite of lazy.
12. A person who wants to do nothing.
13. A person who doesn't stop and is energetic.



Name _____

No. _____

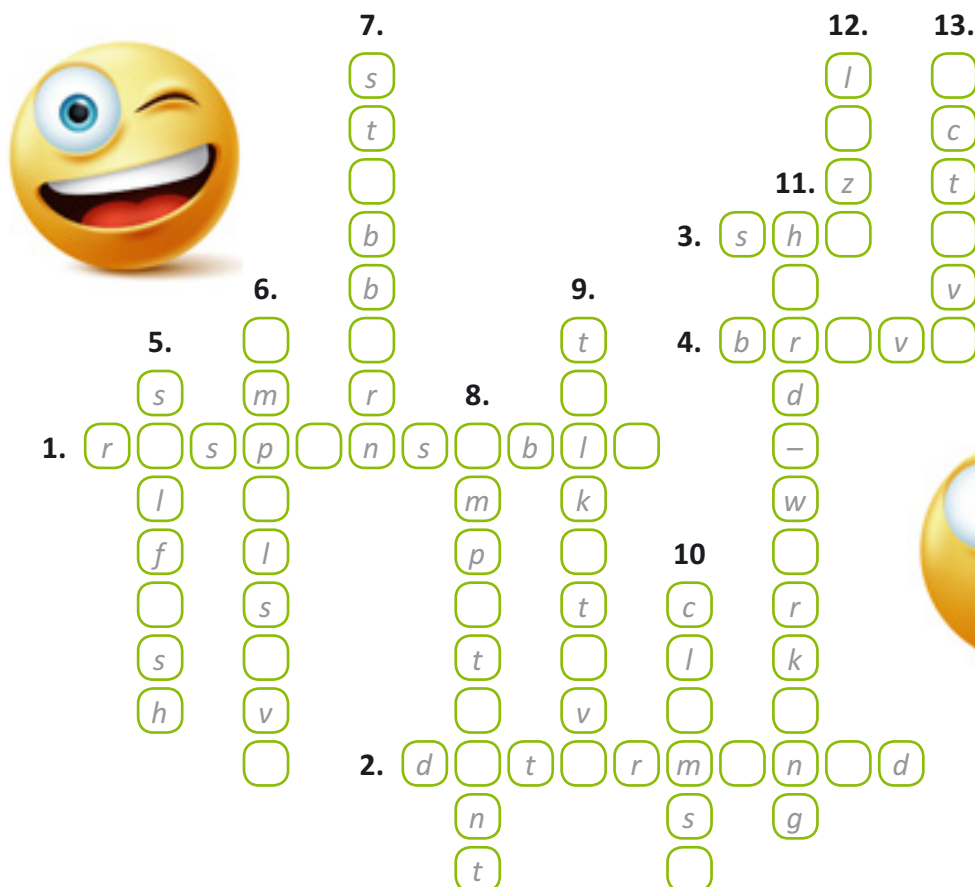
Class _____

Date _____

Mark _____

Teacher _____

A Read the clues and complete the crossword puzzle. Some letters are given to help you.



Across

1. A person who does good things and you can count on.
2. A synonym of decided.
3. A person who is nervous or timid.
4. A synonym of courageous.

Down

5. A person who doesn't share.
6. A person who does something without thinking.
7. A person who doesn't change their attitude.
8. The opposite of patient.
9. A person who talks a lot.
10. A person who often breaks or drops things.
11. The opposite of lazy.
12. A person who wants to do nothing.
13. A person who doesn't stop and is energetic.



unit **1.3 No families look alike**
Vocabulary – Family members and relationships

[A]

Name _____

No. _____

Class _____

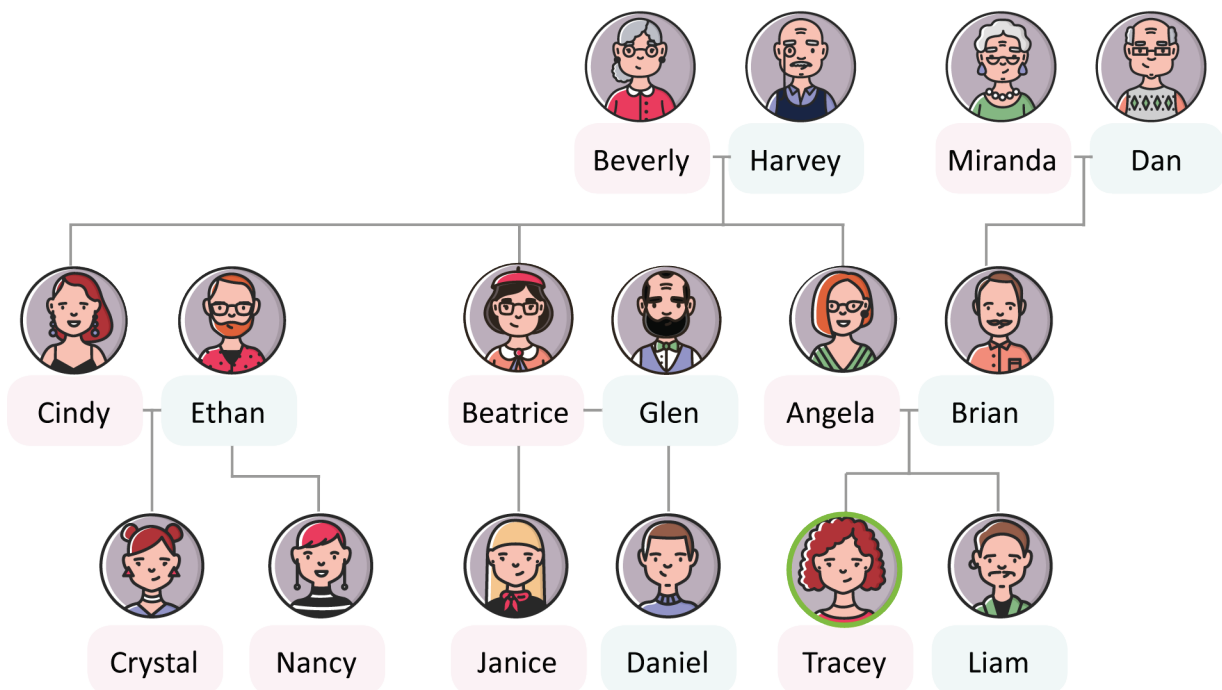
Date _____

Mark _____

Teacher _____

A Look at Tracey's family tree and complete the sentences with the words in the box.

husband stepfather stepsister wife half-sister
grandparents only child twin sisters uncle
cousins aunt adopted child



- Miranda and Dan are Tracey's _____.
- Angela and Beatrice were born on the same day. They are _____.
- Ethan is Cindy's _____.
- Liam and Crystal are _____.
- Beverly is Harvey's _____.
- Brian hasn't got any siblings. He's an _____.
- Beatrice is Janice's mother, but Glen is Janice's _____.
- Beatrice is Tracey's _____.
- Ethan is Tracey's _____.
- Janice is Daniel's _____.
- Miranda and Dan are adoptive parents and Brian is their _____.
- Crystal is Nancy's _____.

unit **1.3 No families look alike**
Vocabulary – Family members and relationships

[B]

Name _____

No. _____

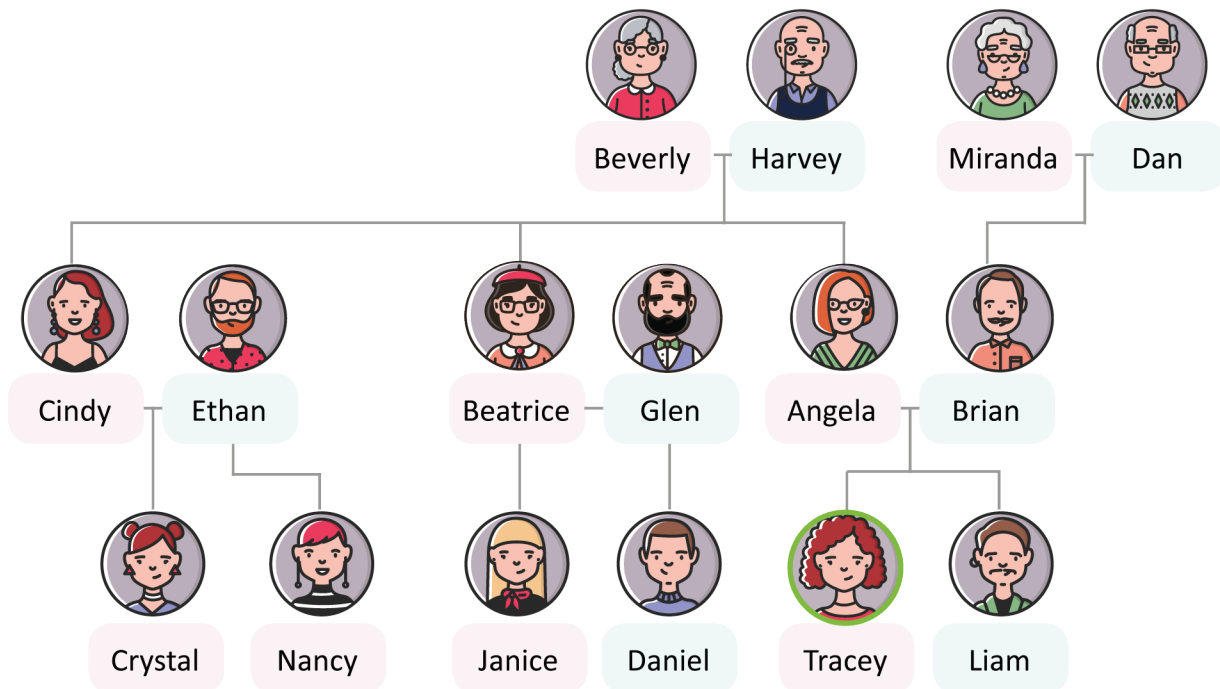
Class _____

Date _____

Mark _____

Teacher _____

A Look at Tracey's family tree and choose the correct option.



1. Miranda and Dan are Tracey's **uncles / grandparents / cousins**.
2. Angela and Beatrice were born on the same day. They are **twin sisters / twin cousins / adopted sisters**.
3. Ethan is Cindy's **wife / brother / husband**.
4. Liam and Crystal are **stepbrothers / half-brothers / cousins**.
5. Beverly is Harvey's **wife / sister / aunt**.
6. Brian hasn't got any siblings. He's an **uncle / only child / adopted child**.
7. Beatrice is Janice's mother, but Glen is Janice's **uncle / stepfather / grandfather**.
8. Beatrice is Tracey's **aunt / stepmother / half-sister**.
9. Ethan is Tracey's **father / cousin / uncle**.
10. Janice is Daniel's **stepsister / cousin / half-brother**.
11. Miranda and Dan are adoptive parents and Brian is their **twin brother / adopted child / grandson**.
12. Crystal is Nancy's **half-sister / cousin / aunt**.

unit 1.3 No families look alike

[A]

Vocabulary – Family activities and jobs

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find nine family activities in the word snake.

do sports play games cook meals read go shopping
play pranks watch films sing and dance travel

B Write the correct activity under each photo. Use the words in the word snake.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

C What do these people do at their jobs? Choose the correct option.

1. A dentist
 a. ☐ takes care of children.
 b. ☐ takes care of teeth.
 c. ☐ takes care of hands.

2. A firefighter
 a. ☐ extinguishes fires.
 b. ☐ cuts women's hair.
 c. ☐ takes care of children.

3. A vet
 a. ☐ treats sick animals.
 b. ☐ treats people.
 c. ☐ takes care of children.

4. A mechanic
 a. ☐ washes cars.
 b. ☐ cleans car windows.
 c. ☐ repairs cars.

5. A pilot
 a. ☐ drives helicopters.
 b. ☐ flies aeroplanes.
 c. ☐ cleans airports.

6. A waiter/waitress
 a. ☐ cooks meals at a restaurant.
 b. ☐ delivers food to your house.
 c. ☐ serves meals at a restaurant.

7. A teacher
 a. ☐ drives students to school.
 b. ☐ helps students to learn.
 c. ☐ works in a factory.

8. A police officer
 a. ☐ catches thieves.
 b. ☐ drives a bus.
 c. ☐ sells concert tickets.

9. A nurse
 a. ☐ helps the doctor to treat people.
 b. ☐ makes phone calls.
 c. ☐ delivers your mail.

10. A journalist
 a. ☐ sells books and magazines.
 b. ☐ writes and reports the news.
 c. ☐ designs people's houses.

11. A secretary
 a. ☐ sends emails and makes phone calls.
 b. ☐ works in a shop.
 c. ☐ takes care of sick people.

12. An actor/actress
 a. ☐ sells meat and fish.
 b. ☐ works in a theatre.
 c. ☐ gives students homework.



Name

No.

Class

Date

Mark

Teacher

A Find nine family activities in the word snake.

sports play games cook meals read shopping
 play pranks watch films sing and dance travel

B Write the correct activity under each photo. Use the words in the word snake.



1. s _____ and d _____



2. d _____ s _____



3. p _____ p _____



4. t _____



5. g _____ s _____



6. c _____ m _____



7. p _____ g _____



8. r _____



9. w _____ f _____

C What do these people do at their jobs? Match the two columns.

A dentist	1	•	•	a	repairs cars.
A firefighter	2	•	•	b	catches thieves.
A vet	3	•	•	c	flies aeroplanes.
A mechanic	4	•	•	d	works in a theatre.
A pilot	5	•	•	e	helps students to learn.
A waiter/waitress	6	•	•	f	takes care of teeth.
A teacher	7	•	•	g	writes and reports the news.
A police officer	8	•	•	h	treats sick animals.
A nurse	9	•	•	i	sends emails and makes phone calls.
A journalist	10	•	•	j	helps the doctor to treat people.
A secretary	11	•	•	k	extinguishes fires.
An actor/actress	12	•	•	l	serves meals at a restaurant.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the description and complete the words. Then match them with the pictures.

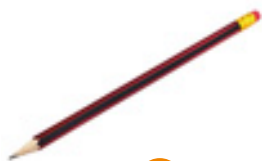
1. ☐ You can do sports and gymnastics here. _ _ _ _
2. ☐ This is where you normally have lunch. _ _ _ _ _
3. ☐ You can do experiments here. _ _ _ _
4. ☐ Go here to surf the net and check your emails. _ _ _ _ _
5. ☐ Teachers go here to relax, plan lessons or talk to each other. _ _ _ _ _
6. ☐ The room in the school where classes happen. _ _ _ _ _
7. ☐ You can go here to study and read books. _ _ _ _ _
8. ☐ You go here during breaks. _ _ _ _ _
9. ☐ Here you can get information about the school. _ _ _ _ _



- B** Look at the photos and complete the crossword with the missing letters.
Find a word related to school in the shaded boxes.



1



2

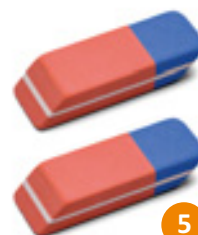
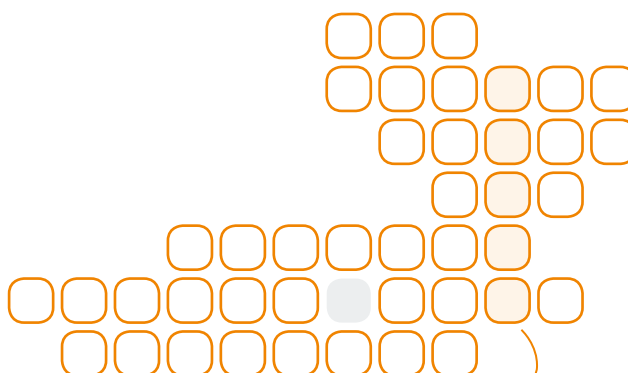


4



3

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



5

The mystery word is: _____



6



7

Name

No.

Class

Date

Mark

Teacher

A Read the description and complete the words with the missing letters.

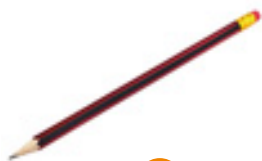
1. ☐ You can do sports and gymnastics here. *y*
2. ☐ This is where you normally have lunch. *n t* *n*
3. ☐ You can do experiments here. *l*
4. ☐ Go here to surf the net and check your emails. *m* *t* *r* *o* *m*
5. ☐ Teachers go here to relax, plan lessons or talk to each other. *s* *ff* *m*
6. ☐ The room in the school where classes happen. *l* *s s* *o* *m*
7. ☐ You can go here to study and read books. *b r* *y*
8. ☐ You go here during breaks. *p* *y* *r* *n*
9. ☐ Here you can get information about the school. *c* *l* *ff* *e*



- B** Look at the photos and complete the crossword with the missing letters.
Find a word related to school in the shaded boxes.



1



2

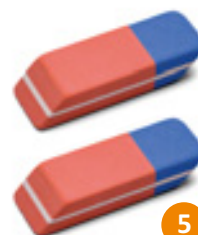
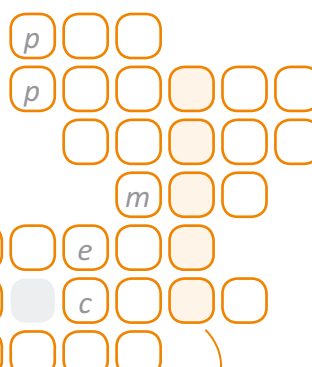


4



3

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



5

The mystery word is: _____



6



7

Name _____

No. _____

Class _____

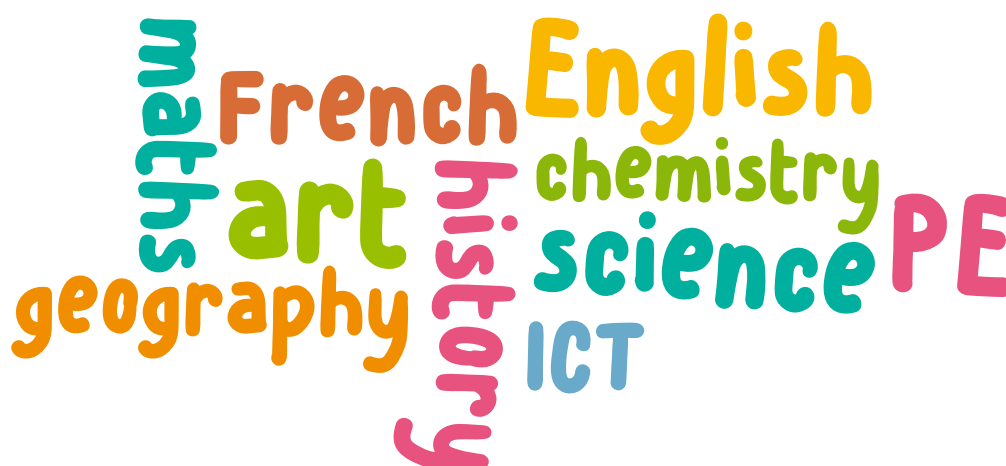
Date _____

Mark _____

Teacher _____

A

Read the sentences the teacher says and write the subject.
Use the words in the word cloud.



1. "What is $245 + 34$?" _____
2. "Mount Everest is the highest mountain in the world." _____
3. "*Bonjour, comment tu t'appelles?*" _____
4. "Look at the periodic table and find the meaning of H_2O ." _____
5. "Pass the basketball to the person on your right." _____
6. "Who was the first king of Portugal?" _____
7. "This is an experiment about volcanoes, please be careful!" _____
8. "In British English it's *chips* and in American English it's *french fries*." _____
9. "Use your paintbrush and the colour blue for the sky." _____
10. "Turn on your computers and open a Word document." _____



B Fill in the blanks to complete the time.

- 8:15 1. It's a quarter _____.
- 9:00 2. It's _____ o'clock.
- 10:45 3. It's a _____ eleven.
- 12:00 4. It's _____.
- 12:45 5. It's _____ one.
- 13:30 6. It's half _____.
- 14:15 7. It's _____.
- 15:00 8. It's _____.

**C Look at the timetable and choose the correct option.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00	English	maths		history	geography
9:00-10:45	geography				
10:45-11:15	BREAK				
11:15-12:00	ICT	French	English	art	maths
12:00-12:45	science		history		
12:45-13:30	LUNCH				
13:30-14:15	chemistry	PE	art	ICT	English
14:15-15:00			science		

- I've got _____ three times a week.
a. ☐ science b. ☐ English c. ☐ French
- I've got _____ on Mondays and Thursdays.
a. ☐ ICT b. ☐ geography c. ☐ maths
- On Tuesdays I've got _____.
a. ☐ history b. ☐ maths c. ☐ chemistry
- My favourite subject is _____. I've got it on Tuesdays after lunch.
a. ☐ ICT b. ☐ PE c. ☐ English
- On Monday and Friday morning, I've got _____.
a. ☐ science b. ☐ geography c. ☐ art



Name _____

No. _____

Class _____

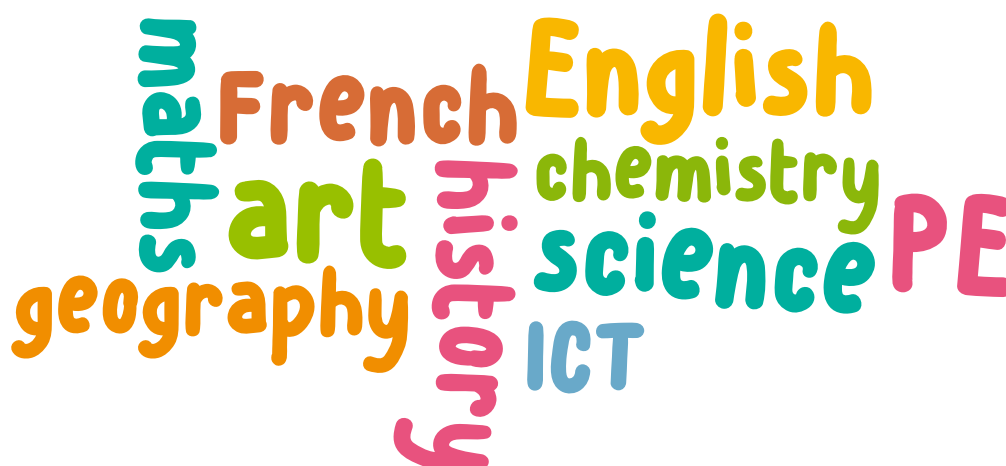
Date _____

Mark _____

Teacher _____

A

Read the sentences the teacher says and write the subject.
Use the words in the word cloud.



1. "What is $245 + 34$?" _____
2. "Mount Everest is the highest mountain in the world." _____
3. "*Bonjour, comment tu t'appelles?*" _____
4. "Look at the periodic table and find the meaning of H_2O ." _____
5. "Pass the basketball to the person on your right." _____
6. "Who was the first king of Portugal?" _____
7. "This is an experiment about volcanoes, please be careful!" _____
8. "In British English it's *chips* and in American English it's *french fries*." _____
9. "Use your paintbrush and the colour blue for the sky." _____
10. "Turn on your computers and open a Word document." _____



B Match the times.

- 8:15 **1** • • **a** It's a quarter to eleven.
- 9:00 **2** • • **b** It's a quarter past two.
- 10:45 **3** • • **c** It's a quarter past eight.
- 12:00 **4** • • **d** It's half past one.
- 12:45 **5** • • **e** It's nine o'clock.
- 13:30 **6** • • **f** It's three o'clock.
- 14:15 **7** • • **g** It's midday.
- 15:00 **8** • • **h** It's a quarter to one.

**C Look at the timetable and choose the correct option.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00	English	maths		history	geography
9:00-10:45	geography				
10:45-11:15	BREAK				
11:15-12:00	ICT	French	English	art	maths
12:00-12:45	science		history		
12:45-13:30	LUNCH				
13:30-14:15	chemistry	PE	art	ICT	English
14:15-15:00			science		

- I've got _____ three times a week.
a. ☐ science b. ☐ English
- I've got _____ on Mondays and Thursdays.
a. ☐ ICT b. ☐ geography
- On Tuesdays I've got _____.
a. ☐ history b. ☐ maths
- My favourite subject is _____. I've got it on Tuesdays after lunch.
a. ☐ ICT b. ☐ PE
- On Monday and Friday morning, I've got _____.
a. ☐ science b. ☐ geography



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the words in the box under the correct heading.

lessons	up	breakfast	lunch
a shower	to bed	your teeth	dressed
my homework	home	up	to school

1. wake	2. get	3. have	4. brush	5. do	6. go

B Use the words from exercise A to complete the sentences.

- You always _____ after meals. The dentist says it's important.
- When I finish classes, I normally _____ on foot.
- Tim and Caleb sometimes _____ in the school canteen.
- At night, I _____ at 9 p.m. because I have to wake up early the next day.
- I _____ after school so I can relax at weekends.
- When the alarm clock goes off, I _____ immediately but I only _____ 10 minutes later.
- My sister and I _____ by bus every morning.
- After breakfast, we _____. We wear a uniform at our school.
- The students _____ in the morning and sometimes in the afternoon too.
- Every morning my family and I _____. It's the most important meal of the day.
- I always _____ after my PE lessons because I run a lot.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the words in the box under the correct heading.

lessons	up	breakfast	lunch
a shower	to bed	your teeth	dressed
my homework	home	up	to school

1. wake	2. get (2x)	3. have (4x)	4. brush	5. do	6. go (3x)

B Use the words from exercise A to complete the sentences.

- You always b _____ after meals. The dentist says it's important.
- When I finish classes, I normally g _____ h _____ on foot.
- Tim and Caleb sometimes h _____ l _____ in the school canteen.
- At night, I g _____ t _____ b _____ at 9 p.m. because I have to wake up early the next day.
- I d _____ _____ h _____ after school so I can relax at weekends.
- When the alarm clock goes off, I w _____ immediately but I only g _____ 10 minutes later.
- My sister and I g _____ t _____ by bus every morning.
- After breakfast, we g _____. We wear a uniform at our school.
- The students h _____ in the morning and sometimes in the afternoon too.
- Every morning my family and I h _____ b _____. It's the most important meal of the day.
- I always h _____ a _____ after my PE lessons because I run a lot.



Name

No.

Class

Date

Mark

Teacher

A Label the photos using the activities from the box.

pick up plastic

take a cooking
course

invent things

do gardening

learn a foreign
language

join the drama club

do photography

play the violin

play chess

raise money for
charity

go rock climbing

volunteer

play volleyball

create YouTube
videos

sing in a choir

do yoga



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

Name

No.

Class

Date

Mark

Teacher

A Label the photos using the activities from the box.

pick up plastic

play volleyball

raise money for
charity

go rock climbing

volunteer

take a cooking
course

invent things

create YouTube
videos

play chess

play the violin

do photography

do gardening



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____

No. _____

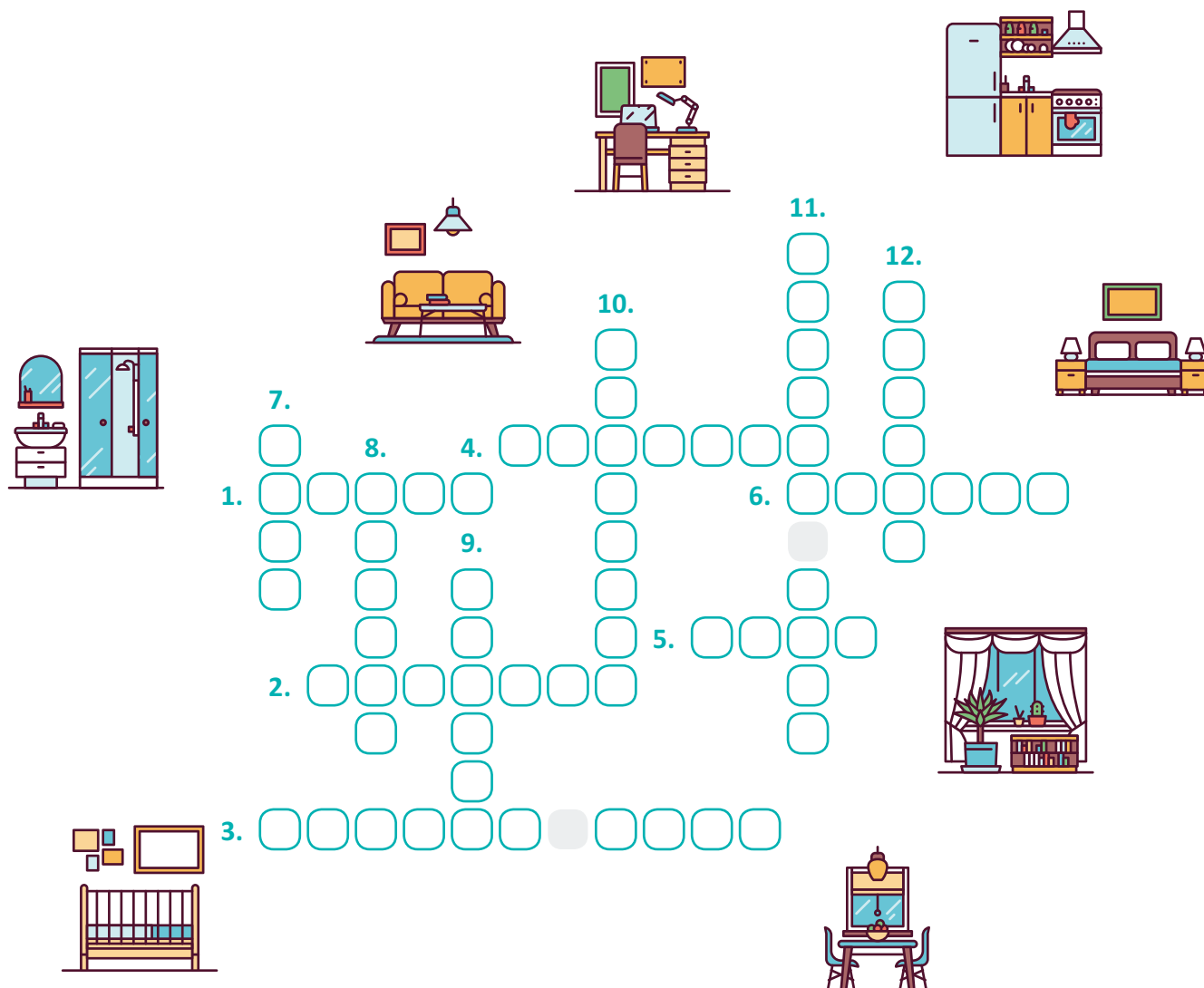
Class _____

Date _____

Mark _____

Teacher _____

A Complete the crossword below with parts of the house.



Across

1. Many people put boxes and old things here.
2. The room where you sleep in.
3. A place to relax on the sofa and watch TV.
4. You cook your meals here.
5. This is what covers the house.
6. You can park your car inside this place.

Down

7. The space inside the front entrance of a house.
8. A bathroom with no bath or shower.
9. You can plant flowers here.
10. You can have a shower here.
11. A room where you can have meals with your family.
12. You go up and down these to get to different floors.

Name _____

No. _____

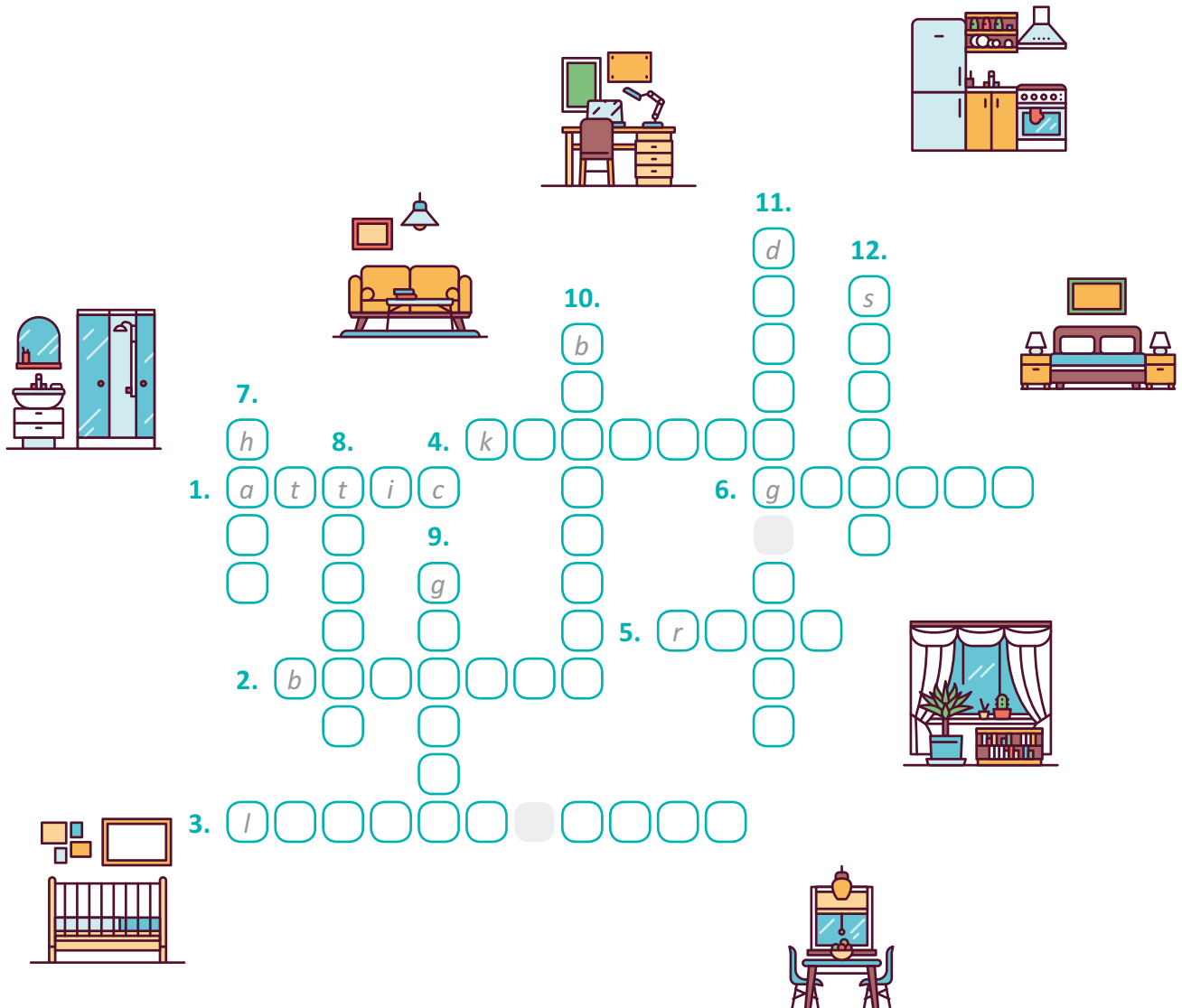
Class _____

Date _____

Mark _____

Teacher _____

A Complete the crossword below with parts of the house.



Across

1. Many people put boxes and old things here.
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10. You can have a shower here.
11. A room where you can have meals with your family.
12. You go up and down these to get to different floors.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find the words in the box in the word search.

fridge sink coffee table armchair cooker painting toilet
oven bedside table wardrobe bath rug mirror washbasin

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



B Choose the best option.

- My sister has got all of her *Harry Potter* books in the _____.
a. ☐ wardrobe b. ☐ bookcase c. ☐ washbasin
- Don't touch the _____! I'm baking a cake, so it's still hot.
a. ☐ oven b. ☐ bath c. ☐ coffee table
- I put my dress in the _____, but now I can't find it anywhere!
a. ☐ armchair b. ☐ mirror c. ☐ wardrobe
- That's a famous _____ by Pablo Picasso. It's my favourite!
a. ☐ rug b. ☐ painting c. ☐ chest of drawers
- The alarm clock is on my _____. I set it every night.
a. ☐ bedside table b. ☐ rug c. ☐ armchair



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find the words in the box in the word search.

fridge sink coffee table armchair cooker painting toilet
oven bedside table wardrobe bath rug mirror washbasin

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



B Choose the best option.

1. My sister has got all of her *Harry Potter* books in the **wardrobe / bookcase**.
2. Don't touch the **oven / coffee table**. I'm baking a cake, so it's still hot.
3. I put my dress in the **wardrobe / armchair**, but now I can't find it anywhere!
4. That's a famous **chest of drawers / painting** by Pablo Picasso. It's my favourite!
5. The alarm clock is on my **bedside table / rug**. I set it every night.



Name

No.

Class

Date

Mark

Teacher

- A** Read the definitions and write the correct type of house. Use the words in the word cloud. There are two extra words.

tepee
 block of flats
 cottage hut
 stilt terraced houses
 caravan detached house
 semi-detached houses
 tent
 tiny house

1. A row of similar houses joined together. _____
2. A small house usually in the countryside and surrounded by trees. _____
3. It is used when you go camping. _____
4. A house that is not joined to any other house. _____
5. A building with many flats on several floors. _____
6. A round tent of American Indians usually made from animal skin. _____
7. A vehicle used for living and travelling. _____
8. A building that has two houses side by side separated by a wall. _____
9. A small house with one or two rooms made of natural materials like wood or grass.

10. A house built on stilts above the surface of water. _____

Name

No.

Class

Date

Mark

Teacher

A Read the definitions and choose the correct option.

1. A row of similar houses joined together.
a. ☐ cottage b. ☐ terraced houses c. ☐ tiny house
2. A small house usually in the countryside and surrounded by trees.
a. ☐ igloo b. ☐ cottage c. ☐ stilt
3. It is used when you go camping.
a. ☐ semi-detached house b. ☐ block of flats c. ☐ tent
4. A house that is not joined to any other house.
a. ☐ detached house b. ☐ terraced house c. ☐ block of flats
5. A building with many flats on several floors.
a. ☐ block of flats b. ☐ tiny house c. ☐ stilt
6. A round tent of American Indians usually made from animal skin.
a. ☐ cottage b. ☐ detached house c. ☐ tepee
7. A vehicle used for living and travelling.
a. ☐ tiny house b. ☐ caravan c. ☐ semi-detached house
8. A building that has two houses side by side separated by a wall.
a. ☐ semi-detached houses b. ☐ tent c. ☐ tepee
9. A small house with one or two rooms made of natural materials like wood or grass.
a. ☐ terraced house b. ☐ caravan c. ☐ hut
10. A house built on stilts above the surface of water.
a. ☐ cottage b. ☐ block of flats c. ☐ stilt



unit 4.1 Going around the city

[A]

Vocabulary – Public buildings and shops

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the photos and write the name of the public buildings.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____

B Read the sentences and write the name of the shop.

1. Last week, Kayden didn't feel well, so his mother bought some medicine. _____
2. Tania bought a new dress to take to the party. _____
3. Dad always buys his weekly newspaper to read at the weekend. _____
4. I love the smell of fresh bread in the morning. _____
5. Do you prefer these black boots or the brown ones? _____
6. We need to get more dog food for Snoopy. _____
7. I got the new BTS K-pop CD for my birthday. _____
8. Can I have some chicken, sausages and 100 grams of ham, please? _____
9. I bought the new *Harry Potter* book this week. It's awesome! _____
10. Mum, I need some new trainers and shorts for my PE class. _____

Name

No.

Class

Date

Mark

Teacher

A Look at the photos and label them with the words in the box.



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



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



11. _____ 12. _____ 13. _____

train station park theatre
hotel post office cafe
church library airport
Town Hall restaurant
fire station museum

B Read the sentences and write the name of the shop. The first letter is given.

1. Last week, Kayden didn't feel well, so his mother bought some medicine. c _____
2. Tania bought a new dress to take to the party. c _____ s _____
3. Dad always buys his weekly newspaper to read at the weekend. n _____
4. I love the smell of fresh bread in the morning. b _____
5. Do you prefer these black boots or the brown ones? s _____ s _____
6. We need to get more dog food for Snoopy. p _____ s _____
7. I got the new BTS K-pop CD for my birthday. m _____ s _____
8. Can I have some chicken, sausages and 100 grams of ham, please? b _____
9. I bought the new *Harry Potter* book this week. It's awesome! b _____
10. Mum, I need some new trainers and shorts for my PE class. s _____ s _____

Name _____

No. _____

Class _____

Date _____

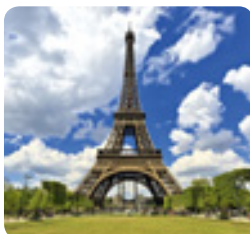
Mark _____

Teacher _____

A Label the photos. The first letter is already there to help you.



1. a _____



2. m _____



3. s _____



4. p _____



5. p _____



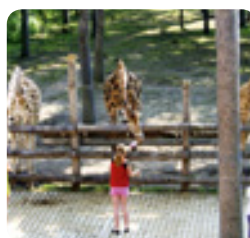
6. b _____



7. b _____



8. m _____



9. z _____

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

1. It was such a beautiful day, so we decided to have a picnic in the _____.
2. Molly and Greg enjoyed a relaxing _____ through Paris down the River Seine.
3. My neighbours went to the Bronx _____ when they were in New York. Their son loves animals, especially lions.
4. Lisbon has a magnificent _____ with over 450 species of fish, including a large Oceanic Sunfish.
5. Last summer Margarida didn't visit Buckingham _____, but she saw Big Ben and the Houses of Parliament.
6. We crossed a _____ to get from Porto to Vila Nova de Gaia. The view was spectacular.
7. Did you visit Madame Tussaud's Wax _____? There were wax figures of famous people like Cristiano Ronaldo.
8. I travelled to Italy last year and bought many gifts at the local _____.
9. The Statue of Liberty is a famous _____ that tourists visit when they travel to New York City.

Name _____

No. _____

Class _____

Date _____

Mark _____

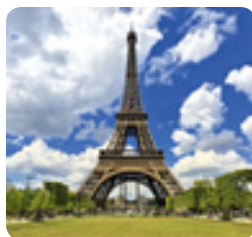
Teacher _____

A Label the photos. The first letter is already there to help you.

bridge souvenir shop museum boat ride
park aquarium zoo monument palace



1. a



2. m



3. s



4. p



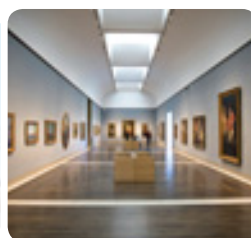
5. p



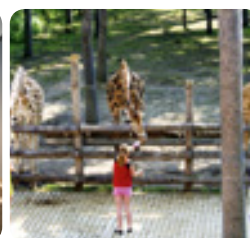
6. b



7. b



8. m



9. z

B Choose the correct option.

- It was such a beautiful day, so we decided to have a picnic in the **monument / park**.
- Molly and Greg enjoyed a relaxing **boat ride / bridge** through Paris down the River Seine.
- My neighbours went to the Bronx **Bridge / Zoo** when they were in New York. Their son loves animals, especially lions.
- Lisbon has a magnificent **aquarium / museum** with over 450 species of fish, including a large Oceanic Sunfish.
- Last summer Margarida didn't visit Buckingham **Monument / Palace**, but she saw Big Ben and the Houses of Parliament.
- We crossed a souvenir **shop / bridge** to get from Porto to Vila Nova de Gaia. The view was spectacular.
- Did you visit Madame Tussaud's Wax **museum / park**? There were wax figures of famous people like Cristiano Ronaldo.
- I travelled to Italy last year and bought many gifts at the local **boat ride / souvenir shop**.
- The Statue of Liberty is a famous **palace / monument** that tourists visit when they travel to New York City.

unit 4.3 Getting to places

[A]

Vocabulary – Means of transport / Places and activities

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 8 means of transport in the word search.

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



B Write the activities under the correct column.

1. beach	2. tropical garden	3. zoo	4. park

- learn about exotic plants and flowers
- have a family picnic
- see wild animals
- swim in the sea
- visit an indoor rainforest
- run in the sand
- relax on the grass and under the trees
- feed some of the animals

Name

No.

Class

Date

Mark

Teacher

A Find the 8 means of transport in the box in the word search.

car motorbike plane underground
train ship fire engine helicopter

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



B Write the activities under the correct column.

1. beach	2. tropical garden	3. zoo	4. park
•	•	•	•
•	•	•	•

- learn about exotic plants and flowers
- have a family picnic
- see wild animals
- swim in the sea
- visit an indoor rainforest
- run in the sand
- relax on the grass and under the trees
- feed some of the animals

Name _____

No. _____

Class _____

Date _____

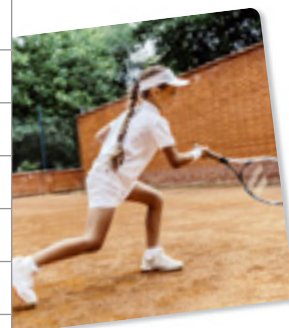
Mark _____

Teacher _____

A Find 12 sports in the word search.



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



B Write the sports from the word search under the correct column.

1. play	2. go	3. do

C Write the missing vowels (a, e, i, o, u) of the sports equipment.



1. t __ nn __ s r __ ck __ t

2. s __ rfb __ rd

3. g __ lf cl __ bs

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 12 sports in the word search.



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

judo
football
basketball
rugby
volleyball
tennis
swimming
badminton
skiing
gymnastics
golf
ice skating

B Write the sports from the word search under the correct column.

1. play	2. go	3. do



C Match the photo with the correct sports equipment.



1

• •

a

golf clubs



2

• •

b

tennis racket



3

• •

c

surfboard



Name

No.

Class

Date

Mark

Teacher

A Read the definitions and complete the table with types of holidays.

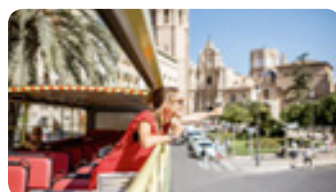
1.										
2.										
3.										
4.										
5.										

1. A short holiday spent in the city.
2. To sail on a large ship and visit several different places.
3. A period of time where you experience living and working on a farm.
4. Holidays for doing new and exciting things like rock climbing.
5. Holidays to relax, sunbathe and enjoy the sea.

B Label the following photos with holiday activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C Match the symbols about weather on the left with the words on the right.



1

•

a

rainy



2

•

b

sunny



3

•

c

windy



4

•

d

cloudy



5

•

e

hot



6

•

f

snowy

No.

Name

Teacher

Teacher

A

1.

c						b				
---	--	--	--	--	--	---	--	--	--	--
2.

c						
---	--	--	--	--	--	--
3.

f									
---	--	--	--	--	--	--	--	--	--
4.

a																		
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
5.

b							h							
---	--	--	--	--	--	--	---	--	--	--	--	--	--	--

1. A short holiday spent in the city.
2. To sail on a large ship and visit several different places.
3. A period of time where you experience living and working on a farm.
4. Holidays for doing new and exciting things like rock climbing.
5. Holidays to relax, sunbathe and enjoy the sea.



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

- waterskiing
- city tours
- sunbathing
- visit places of interest
- snorkelling
- visit museums

**b**

C



d

snowy

Name

No.

Class

Date

Mark

Teacher

Read the texts about Jordan and Azmina.

New in the neighbourhood

5

Hi! I'm Jordan Carson but my friends call me Jordy. I was born in Florida in the USA, but now I live in Brisbane, Australia with my parents and my twin brother Jacob. Our birthday is on 27th August and we're thirteen. We are both students in year 7 at St Patrick's Elementary School. I live in a nice house in 54 Carrington Road, Brisbane, Australia. My mobile phone number is 856 735 937 and my email address is jordy.carson@hotmail.com.

10

I sometimes watch football matches with my friends. They are football fans and it's my favourite sport. In my free time I enjoy playing the drums, skateboarding in the park and chatting online with friends. It's very different from America, but I really like it here.



15

Hello! My name's Azmina Safar and I'm from India. I'm sixteen years old and my birthday is on 7th February.

20

I live with my family in a small flat in the south of London in England. My address is 33 Leigham Court Road.

25

I haven't got any brothers or sisters but I've got many friends, including my best friends Alison and Nicole. We do everything together! We go to St Martin-in-the-Fields High School for Girls and we're in year 10. We aren't in the same class but we meet in the playground during the breaks. At weekends, they normally send me a text message to go for a walk in the park or go to the shopping centre.

- A** Fill in the School ID Card with information about Jordan.

ST PATRICK'S ELEMENTARY SCHOOL

Name: _____ Age: _____

Address: _____

Mobile phone number: _____

Email address: _____

Year: _____




- B** The following sentences are incorrect. Cross out the mistake and write the correct word. Follow the example.

- Jordan's friends call him ~~Jack~~. Jordy
1. Jordan was born in Kentucky, in the USA. _____
 2. He has got a twin sister. _____
 3. His birthday is in September. _____
 4. He lives in a flat. _____
 5. He goes snowboarding in the park. _____

- C** Answer the questions about Azmina.

1. Where is Azmina from?

2. How old is she?

3. When is her birthday?

4. What is her address?

5. Has she got any brothers or sisters?

6. Who are Alison and Nicole?

7. What year are they in?

Name

No.

Class

Date

Mark

Teacher

Read the texts about Jordan and Azmina.

New in the neighbourhood

Hi! I'm Jordan Carson but my friends call me Jordy. I was born in Florida in the USA, but now I live in Brisbane, Australia with my parents and my twin brother Jacob. Our birthday is on 27th August and we're thirteen. We are both students in year 7 at St Patrick's Elementary School. I live in a nice house in 54 Carrington Road, Brisbane, Australia. My mobile phone number is 856 735 937 and my email address is jordy.carson@hotmail.com. I sometimes watch football matches with my friends. They are football fans and it's my favourite sport. In my free time I enjoy playing the drums, skateboarding in the park and chatting online with friends. It's very different from America, but I really like it here.



Hello! My name's Azmina Safar and I'm from India. I'm sixteen years old and my birthday is on 7th February.

I live with my family in a small flat in the south of London in England. My address is 33 Leigham Court Road.

I haven't got any brothers or sisters but I've got many friends, including my best friends Alison and Nicole. We do everything together!

We go to St Martin-in-the-Fields High School for Girls and we're in year 10. We aren't in the same class but we meet in the playground during the breaks.

At weekends, they normally send me a text message to go for a walk in the park or go to the shopping centre.

A Fill in the School ID Card with information about Jordan.

ST PATRICK'S ELEMENTARY SCHOOL

Name: _____ Age: _____

Address: _____

Mobile phone number: _____

Email address: _____

Year: _____




B Correct the following sentences. Follow the example.

- Jordan's friends call him **Jack**. Jordy
1. Jordan was born in **Kentucky** in the USA. _____
 2. He has got a twin **sister**. _____
 3. His birthday is in **September**. _____
 4. He lives in a **flat**. _____
 5. He goes **snowboarding** in the park. _____

C Complete the answers with information from the text.

1. Where is Azmina from?
She's from _____
2. How old is she?
She's _____
3. When is her birthday?
Her birthday is _____
4. What is her address?
Her address is _____
5. Has she got any brothers or sisters?
No, _____
6. Who are Alison and Nicole?
Alison and Nicole are _____
7. What year are they in?
They're in _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Michelle Obama

This is Michelle Obama! She's an American lawyer and writer. Her birthday is on 17th January.

Her husband is Barack Obama and they live in a spectacular house near Washington D.C., in the USA.

5 But no, it's not the White House!

Mrs Obama is tall and thin. She's got wavy black hair and dark brown eyes. She is a very active and intelligent woman. She's also very sociable and enjoys being around people, especially her family.

10 Her husband, Barack Obama, is tall and thin. He's got dark skin and short grey hair. He's hard-working and determined but can sometimes be stubborn. He's good at making chili and loves collecting comics.

15 They've got two daughters, Malia and Natasha Obama. Malia is a student at Harvard University. She is extremely tall. She's got long brown hair and brown eyes. Natasha, or Sasha, looks a lot like her sister, but they have got different personalities.

20 Malia is shy and Sasha is very outgoing. Their mother says they have one thing in common: their intelligence and independence.

In her free time, Michelle Obama enjoys gardening, cooking, playing the piano, doing exercise and playing tennis against her husband.



A Complete the table in note form with information from the text.

	a. Physical description	b. Personality traits
1. Michelle Obama		
2. Barack Obama		
3. Malia		

B Match the beginnings with the correct endings.

- | | | | | | |
|-------------------------|---|---|---|---|---|
| Michelle Obama was | 1 | • | • | a | very outgoing. |
| Barack Obama | 2 | • | • | b | playing tennis. |
| Sasha is | 3 | • | • | c | intelligent and independent. |
| The girls are both very | 4 | • | • | d | born in the USA. |
| The Obamas like | 5 | • | • | e | loves cooking chili and collecting comic books. |

C Answer the questions about Michelle Obama.

1. What is her job?

2. When is her birthday?

3. Where is her house?

4. Is she married?

5. What are her free time activities?

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Michelle Obama

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Her husband is Barack Obama and they live in a spectacular house near Washington D.C., in the USA.

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20 Malia is shy and Sasha is very outgoing. Their mother says they have one thing in common: their intelligence and independence.

In her free time, Michelle Obama enjoys gardening, cooking, playing the piano, doing exercise and playing tennis against her husband.



A Complete the table in note form with information from the text.

	a. Physical description	b. Personality traits
1. Michelle Obama		
2. Barack Obama		
3. Malia		

B Complete the sentences with: *Michelle, Barack, The Obamas, Malia, Sasha* (x2).

- _____ Obama was born in the USA.
- _____ Obama loves cooking chili and collecting comic books.
- _____ is very outgoing.
- _____ and _____ are both very intelligent and independent.
- _____ like playing tennis.

C Answer the questions about Michelle Obama.

- What is her job?

She is _____

- When is her birthday?

Her birthday is _____

- Where is her house?

Her house is _____

- Is she married?

Yes, _____

- What are her free time activities?

Her free time activities are _____



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.***Modern Family***

Modern Family is a very funny American television show that shares the lives of three different types of families. Let's learn a bit about one of them: the Dunphy family.

- 5 Claire and Phil Dunphy are the parents and they are husband and wife. They have completely different personalities. Claire is a very determined and responsible person. Her husband, Phil, is a very funny person, but terrified of clowns. His favourite hobby is doing magic
- 10 tricks. Phil's job is to sell houses.



- Claire and Phil have got three children: Haley, Alex and Luke. Haley is the oldest sister. She's pretty, medium-height and always worried about her hair and makeup. Her favourite free time activity is shopping. Alex is the most intelligent person in the family. She's got long black hair and she wears glasses. She loves reading books at home or even
- 15 on holiday. Then there's Luke, who is very clumsy and loves playing pranks on the family. He's not very intelligent, so he sometimes asks his cousin Manny to help him with his homework. Luke and his father love playing video games, watching TV and playing sports together.

Phill and his kids are fans of technology. The family has great moments together.

- The children also love spending time with their granddad, Jay, and his dog Stella. He has got
- 20 a swimming pool in his garden and they all like having fun there.

Today is Sunday and they are all having a great time in Jay's garden. The children are swimming, Jay and Phil are grilling hamburgers and Claire is reading a magazine.



A Find out who...

1. doesn't like clowns. _____
2. likes technology a lot. _____
3. has got a pet. _____
4. thinks hair and makeup are important. _____
5. helps Luke do his homework. _____
6. enjoys magic. _____

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

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. Phil and Claire have got two sons. | ☐ | ☐ | _____ |
| 2. Haley is a tall girl. | ☐ | ☐ | _____ |
| 3. In her free time, Haley loves shopping. | ☐ | ☐ | _____ |
| 4. Alex and Luke have got a special relationship. | ☐ | ☐ | _____ |
| 5. The children haven't got a swimming pool. | ☐ | ☐ | _____ |

C Answer the questions about the text.

1. What is *Modern Family*?

2. What is Claire like?

3. Is Alex an only child?

4. Who is Manny?

5. What do Phil and his son like doing together?

6. Are they having fun in Jay's garden?

7. What is Claire doing in Jay's garden?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.***Modern Family***

Modern Family is a very funny American television show that shares the lives of three different types of families. Let's learn a bit about one of them: the Dunphy family.

- 5 Claire and Phil Dunphy are the parents and they are husband and wife. They have completely different personalities. Claire is a very determined and responsible person. Her husband, Phil, is a very funny person, but terrified of clowns. His favourite hobby is doing magic
- 10 tricks. Phil's job is to sell houses.



- Claire and Phil have got three children: Haley, Alex and Luke. Haley is the oldest sister. She's pretty, medium-height and always worried about her hair and makeup. Her favourite free time activity is shopping. Alex is the most intelligent person in the family. She's got long black hair and she wears glasses. She loves reading books at home or even
- 15 on holiday. Then there's Luke, who is very clumsy and loves playing pranks on the family. He's not very intelligent, so he sometimes asks his cousin Manny to help him with his homework. Luke and his father love playing video games, watching TV and playing sports together.

Phill and his kids are fans of technology. The family has great moments together.

- The children also love spending time with their granddad, Jay, and his dog Stella. He has got
- 20 a swimming pool in his garden and they all like having fun there.

Today is Sunday and they are all having a great time in Jay's garden. The children are swimming, Jay and Phil are grilling hamburgers and Claire is reading a magazine.



A Choose a name from the box and write it in the blanks. Find out who...

Manny Phil (x2) Haley Jay Phil and his kids

1. doesn't like clowns. _____
2. likes technology a lot. _____
3. has got a pet. _____
4. thinks hair and makeup are important. _____
5. helps Luke do his homework. _____
6. enjoys magic. _____

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Phil and Claire have got two sons. | ☐ | ☐ |
| 2. Haley is a tall girl. | ☐ | ☐ |
| 3. In her free time, Haley loves shopping. | ☐ | ☐ |
| 4. Alex and Luke have got a special relationship. | ☐ | ☐ |
| 5. The children haven't got a swimming pool. | ☐ | ☐ |

C Answer the questions about the text.

1. What is *Modern Family*?

Modern Family is _____

2. What is Claire like?

Claire is _____

3. Is Alex an only child?

No, _____

4. Who is Manny?

Manny is _____

5. What do Phil and his son like doing together?

They like _____

6. Are they having fun in Jay's garden?

Yes, _____

7. What is Claire doing in Jay's garden?

Claire is _____

Name

No.

Class

Date

Mark

Teacher

Read the interview.**My school rocks!**

Edward: Hi, Kimberly. Thank you for this interview for the school newspaper called *My School Rocks*.

Kimberly: Thank you Edward.

5 **Edward:** Let's get started. First question: what's a typical school day for you?

Kimberly: Well, lessons start at half past eight and finish at about three o'clock. We have a 15-minute break in the morning and at midday

10 I go to the school canteen for lunch.

Edward: And what do you do during the breaks?

Kimberly: I usually hang out with my friends

in the playground and I have a snack. But when it's raining, I sometimes go to the computer

15 room and surf the net.

Edward: Is the playground your favourite place in school?

Kimberly: Actually, no... I am very interested in doing experiments, so my favourite place is the lab.

Edward: Really? So, is chemistry your favourite subject?

20 **Kimberly:** Well, I enjoy chemistry because we do different experiments with chemicals, but my favourite subject is science. I really like it because of Miss Maddox, she's our science teacher. She explains everything so well and makes learning fun.

Edward: What's your favourite school day?

25 **Kimberly:** It's probably Tuesday because I have science on Tuesdays and I have no lessons in the afternoon, so I can relax, do some homework and watch TV.

Edward: Well Kimberly, thank you for the interview.

Kimberly: Thanks! This was a lot of fun.

**A****Complete the table in note form using the information from the interview.**

Girl's name	1.
School newspaper name	2.
Time lessons start	3.
Time lessons finish	4.
Favourite subject	5.
Favourite school day	6.

B Complete the sentences.

1. Kimberly is participating in an _____.
2. She has a _____ in the morning.
3. She has lunch in _____.
4. When it's raining, she _____.
5. Kimberly can relax on _____.

C Match the columns. There are two extra options.

Kimberly has lunch	1	•	•	a	hangs out with her friends.
During the breaks she	2	•	•	b	watches TV.
She likes chemistry because	3	•	•	c	her teacher makes learning fun.
Her favourite subject is science because	4	•	•	d	at midday.
On Tuesday afternoons she also	5	•	•	e	she can do experiments.
			•	f	at half past eight.
			•	g	in the lab.



Name

No.

Class

Date

Mark

Teacher

Read the interview.

My school rocks!

Edward: Hi, Kimberly. Thank you for this interview for the school newspaper called My School Rocks.

Kimberly: Thank you Edward.

5 **Edward:** Let's get started. First question: what's a typical school day for you?

Kimberly: Well, lessons start at half past eight and finish at about three o'clock. We have a 15-minute break in the morning and at midday
10 I go to the school canteen for lunch.

Edward: And what do you do during the breaks?

Kimberly: I usually hang out with my friends in the playground and I have a snack. But when it's raining, I sometimes go to the computer
15 room and surf the net.

Edward: Is the playground your favourite place in school?

Kimberly: Actually, no... I am very interested in doing experiments, so my favourite place is the lab.

Edward: Really? So, is chemistry your favourite subject?

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Edward: Well Kimberly, thank you for the interview.

Kimberly: Thanks! This was a lot of fun.



A

Complete the table in note form using the underlined words in the text.

Girl's name	1.
School newspaper name	2.
Time lessons start	3.
Time lessons finish	4.
Favourite subject	5.
Favourite school day	6.

B Complete the sentences with words from the interview.

1. Kimberly is participating in an _____ for the school _____.
2. She has a _____ break in the morning.
3. She has lunch in the _____.
4. When it's raining, she sometimes goes to the _____ and surfs the _____.
5. Kimberly can relax on _____.

C Match the beginnings with the correct endings.

Kimberly has lunch	1	•	•	a	hangs out with her friends.
During the breaks she	2	•	•	b	watches TV.
She likes chemistry because	3	•	•	c	her teacher makes learning fun.
Her favourite subject is science because	4	•	•	d	at midday.
On Tuesday afternoons she also	5	•	•	e	she can do experiments.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.**The daily life of a successful YouTuber**

This is @samsheffer, a celebrity YouTube star. He was born on June 19, 1990 in the USA and lives in New York City. He has a passion for technology, music and trainers. But what does a day in his life as a YouTuber look like? Let's find out.

Sam usually wakes up at a quarter to eight and goes for a run when the weather is good.
 5 After that, he goes back to his flat, has a shower and gets dressed. Then he has breakfast: four eggs and tomatoes.

After breakfast, he rides his boosted board¹ to the studio and starts work at around nine o'clock. In the morning he checks his emails, answers text messages
 10 and drinks his daily coffee. He makes and edits videos for his YouTube channel. It sometimes takes 6 to 7 hours to do it. He also visits his brother twice a week to talk about work.

After work, at about half past six, he goes to the
 15 gym and does some more exercise. Then he goes home and he has a quick shower. After that he has dinner. He rarely eats fried food² and he always eats fruit after his meals.

After dinner, when he's not too tired, he usually
 20 reads a book or listens to an audiobook to relax before going to bed.

Sam works many long hours but that's okay because he really likes video games, cameras, computers, and the internet. It's his passion!



¹ boosted board: skate eléctrico

² fried food: fritos

A**Order Sam's routine (1-8) according to the text.**

- ☐ Then Sam checks his emails and answers text messages.
- ☐ He has eggs and tomatoes for breakfast.
- ☐ He listens to an audiobook before going to sleep.
- ☐ He wakes up at a quarter to eight.
- ☐ At half past six he goes to the gym.
- ☐ He starts work at about nine o'clock.
- ☐ After his run, he has a shower and gets dressed.
- ☐ He likes to eat fruit at dinner.

B Are the following statements True (T) or False (F)? Justify your answer by quoting from the text.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Sam is a famous TikTok celebrity. | ☐ | ☐ |
| 2. Sam really loves music, technology and trainers. | ☐ | ☐ |
| 3. He normally drives to work after breakfast. | ☐ | ☐ |
| 4. It takes a long time to film and edit videos. | ☐ | ☐ |

C Answer the questions about the text.

1. Where does Sam live?

2. What time does he usually wake up?

3. How many times does he visit his brother?

4. What does he do after dinner?

5. Why does he work so many hours?



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.**The daily life of a successful YouTuber**

This is @samsheffer, a celebrity YouTube star. He was born on June 19, 1990 in the USA and lives in New York City. He has a passion for technology, music and trainers. But what does a day in his life as a YouTuber look like? Let's find out.

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After dinner, when he's not too tired, he usually
 20 reads a book or listens to an audiobook to relax before going to bed.

Sam works many long hours but that's okay because he really likes video games, cameras, computers, and the internet. It's his passion!



¹ boosted board: skate eléctrico

² fried food: fritos

A**Order Sam's routine (1-8) according to the text. Follow the example.**

- ☐ Then Sam checks his emails and answers text messages.
- ☐ He has eggs and tomatoes for breakfast.
- ☐ He listens to an audiobook before going to sleep.
- ☒ 1 He wakes up at a quarter to eight.
- ☐ At half past six he goes to the gym.
- ☐ He starts work at about nine o'clock.
- ☐ After his run, he has a shower and gets dressed.
- ☐ He likes to eat fruit at dinner.

B Are the following statements True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Sam is a famous TikTok celebrity. | ☐ | ☐ |
| 2. Sam really loves music, technology and trainers. | ☐ | ☐ |
| 3. He normally drives to work after breakfast. | ☐ | ☐ |
| 4. It takes a long time to film and edit videos. | ☐ | ☐ |

C Answer the questions about the text.

1. Where does Sam live?

He lives in _____

2. What time does he usually wake up?

He wakes up _____

3. How many times does he visit his brother?

He visits _____*a week.*

4. What does he do after dinner?

After dinner he _____

5. Why does he work so many hours?

He works many hours because _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Boat life

Sam and Evan, 14 and 12 years old, live with their parents on a boat called *Fat Susan*. It is a fantastic way of life but the routines are very different to living in a house.

5 Cooking, for example, is sometimes difficult because the kitchen is very small and they don't have a freezer. They have got a fridge but it is really small, so they can only have a few things there at a time.

The brothers sleep in the same bedroom. It is small and full of stuff¹, so it's difficult to move around.

10 Evan says they have a shower on the boat but they don't use it because they prefer jumping off the boat and having *salt water showers*².

15 Living on a boat is difficult but the boys agree that it is the most amazing experience of their lives. They visit lots of new countries, meet new people and talk to other children who live on boats. There is always something to do and learn. They also go snorkelling, swimming with dolphins or scuba diving.

Where are they now? At the moment this adventurous family is sailing the blue waters of the French Polynesia. They are exploring the world and posting videos and photos of their journey on their Instagram page.

"Living on a boat is hard but it's amazing", says Evan.



¹ stuff: coisas

² *salt water showers*: duches de água salgada

www.growingapair.co.uk (abridged and adapted)

A

Find opposites for these words in the 1st and 2nd paragraphs.

1. terrible _____

2. the same _____

3. easy _____

4. big _____

B Complete the sentences according to the text.

1. The boys and their parents _____
_____.
2. The routines on a boat are _____.
3. It's very difficult to go into Evan's room because _____
_____.
4. The boys don't use the shower on the boat because _____
_____.
5. It's an amazing experience because they _____
_____.
6. Right now Evan and his family are _____.

C Answer the questions about the text.

1. How old are Sam and Evan?

2. What's the name of the boat?

3. What can sometimes be difficult? Why?

4. Do the boys have different bedrooms?

5. What water activities do they do?

6. Where is the family now?

7. Does Evan enjoy living on a boat? Justify your answer with a sentence from the text.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Boat life

Sam and Evan, 14 and 12 years old, live with their parents on a boat called *Fat Susan*. It is a fantastic way of life but the routines are very different to living in a house.

5 Cooking, for example, is sometimes difficult because the kitchen is very small and they don't have a freezer. They have got a fridge but it is really small, so they can only have a few things there at a time.

The brothers sleep in the same bedroom. It is small and full of stuff¹, so it's difficult to move around.

10 Evan says they have a shower on the boat but they don't use it because they prefer jumping off the boat and having *salt water showers*².

15 Living on a boat is difficult but the boys agree that it is the most amazing experience of their lives. They visit lots of new countries, meet new people and talk to other children who live on boats. There is always something to do and learn. They also go snorkelling, swimming with dolphins or scuba diving.

20 Where are they now? At the moment this adventurous family is sailing the blue waters of the French Polynesia. They are exploring the world and posting videos and photos of their journey on their Instagram page.

"Living on a boat is hard but it's amazing", says Evan.



¹ stuff: coisas

² *salt water showers*: duches de água salgada

www.growingapair.co.uk (abridged and adapted)

A

Find opposites for these words in the 1st and 2nd paragraphs.

1. terrible – *fa* _____ *c*

2. the same – *d* _____ *f* _____ *t*

3. easy – _____ *ff* _____

4. big – _____ *ll*

B Match the beginnings with the correct endings.

- | | | | | | |
|--|---|---|---|---|--|
| The boys and their parents | 1 | • | • | a | very different to living in a house. |
| The routines on a boat are | 2 | • | • | b | sailing the blue waters of the French Polynesia. |
| It's very difficult to go into Evan's room because | 3 | • | • | c | visit lots of new countries, meet new people and talk to other children who live on boats. |
| The boys don't use the shower on the boat because | 4 | • | • | d | live on a boat. |
| It's an amazing experience because they | 5 | • | • | e | it is full of stuff. |
| Right now Evan and his family are | 6 | • | • | f | they prefer jumping off the boat and having <i>salt water showers</i> . |

C Answer the questions about the text.

1. How old are Sam and Evan?

Sam and Evan

2. What's the name of the boat?

The name

3. What can sometimes be difficult? Why?

is sometimes difficult because

4. Do the boys have different bedrooms?

No,

5. What water activities do they do?

They

6. Where is the family now?

They are

7. Does Evan enjoy living on a boat? Justify your answer with a sentence from the text.

Yes, he does.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the texts about properties for sale.**A flat by the sea**

This amazing flat is on the second floor of a block of flats. It is in Lagos, a seaside city in Portugal.

There is a hall, three bedrooms with wardrobes and two bathrooms.

- 5 One of the bedrooms has got a large balcony. You can have your breakfast there when the weather is sunny.

- 10 There is a living room and a dining room with a beautiful sea view. There is a modern kitchen with a breakfast area.

There is a big park near the flat. Children can have a lot of fun there and people can relax or walk their dogs.

- 15 The flat is near the sea, so you don't need a car because you can walk to the beach.

**Traditional house**

This house is on a quiet road in the countryside in the Algarve. If you like playing golf, it's the perfect house for you because there is a golf course nearby¹.

- 5 Downstairs there is a kitchen with modern appliances, a bathroom, a spacious living room with two armchairs, a comfortable sofa, a coffee table and a fireplace. There is also a large dining room between the kitchen and the living room.

- 10 Upstairs there are two bedrooms and two bathrooms. The master bedroom has got a very large window.

The attic is a very cosy room in the house. Families with children can have a great time together in the attic playing boardgames or watching TV.

- 15 Of course, outside, there is a beautiful swimming pool, a garden with fruit trees and a garage.



¹ nearby: perto de

A According to the texts, which property...

1. is near a golf course? _____
2. is in the countryside? _____
3. has got a dining room with a sea view? _____
4. is in a calm place? _____
5. has got a balcony? _____

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

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. The flat in Lagos has got two floors. | ☐ | ☐ | _____ |
| 2. There are two bedrooms and three bathrooms in the flat. | ☐ | ☐ | _____ |
| 3. There is a garage to park your car in the traditional house. | ☐ | ☐ | _____ |
| 4. There's an old kitchen in the traditional house. | ☐ | ☐ | _____ |

C Answer the questions about the texts.

1. Is the flat in the countryside? Explain.

2. Where can you have breakfast when the sun is shining?

3. What furniture is there in the living room of the traditional house?

4. How many bedrooms are there in the traditional house?

5. Does the traditional house have a swimming pool?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the texts about properties for sale.

A flat by the sea

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There is a hall, three bedrooms with wardrobes and two bathrooms.

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There is a big park near the flat. Children can have a lot of fun there and people can relax or walk their dogs.

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Traditional house

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The attic is a very cosy room in the house. Families with children can have a great time together in the attic playing boardgames or watching TV.

- 15 Of course, outside, there is a beautiful swimming pool, a garden with fruit trees and a garage.



¹ nearby: perto de

A Choose the correct option. According to the texts, which property...

- | | | |
|---|-------------------------------|--|
| 1. is near a golf course? | a. ☐ flat | b. ☐ traditional house |
| 2. is in the countryside? | a. ☐ flat | b. ☐ traditional house |
| 3. has got a dining room with a sea view? | a. ☐ flat | b. ☐ traditional house |
| 4. is in a calm place? | a. ☐ flat | b. ☐ traditional house |
| 5. has got a balcony? | a. ☐ flat | b. ☐ traditional house |

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

- | | T | F |
|---|-----------------------|-----------------------|
| 1. The flat in Lagos has got two floors. | ☐ | ☐ |
| 2. There are two bedrooms and three bathrooms in the flat. | ☐ | ☐ |
| 3. There is a garage to park your car in the traditional house. | ☐ | ☐ |
| 4. There's an old kitchen in the traditional house. | ☐ | ☐ |

C Answer the questions about the texts.

1. Is the flat in the countryside? Explain.

No, .It

2. Where can you have breakfast when the sun is shining?

You can

3. What furniture is there in the living room of the traditional house?

In the living room

4. How many bedrooms are there in the traditional house?

There are

5. Does the traditional house have a swimming pool?

Yes,

Name

No.

Class

Date

Mark

Teacher

Read the email from Scott to his cousin Karen.

Tepee weekend fun!

From: scottroberts@gmail.com

To: karenwebster99@hotmail.com

Subject: Tepee weekend fun!

Hi Karen!

How are you? I can't wait to tell you about my weekend!

It all started when our history teacher, Mrs Maddock, organised a school trip to an old village where Indian tribes lived many years ago. It was incredible! I took lots of amazing photos to show you.

We arrived on Saturday morning and the tour guide explained the history of that land. He said the tribes did everything there: they hunted¹ animals to eat, washed their clothes in rivers, grew different fruit trees and vegetables, and slept in these amazing tents called *tepees*.

At lunchtime, we sat in a circle on a large picnic blanket because there were no tables or chairs.

In the afternoon, we went to the garden and picked vegetables for dinner. We also learned how to make a bow and arrow² with simple materials. It's really easy.

Then, at night, we used candles and lanterns because there was no electricity.

Mrs Maddock divided us into small groups of five and we slept in a real tepee. They were big, conical, and made of real animal skin. The tour guide said that tepees were warm in winter and cool in summer.

The next day, Mrs Maddock prepared a special treasure hunt. We had to find the seven Indian items on a list as quickly as possible. It was a big challenge, but guess what? My team won! We received a fantastic prize: a trip for our families to spend a weekend here. So what do you say? Do you want to come and see this with your own eyes? I hope so.

Write back soon,
Scott



¹ to hunt: caçar

² bow and arrow: arco e flecha

A Find synonyms for these words in the text (lines 4 to 15).

1. described _____
2. awesome _____
3. very big _____
4. separated _____

B Are the following sentences True (T) or False (F)? Justify your answers by quoting from the email.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Scott's science teacher planned a visit to the Native American museum. | ☐ | ☐ |
| <hr/> | | |
| 2. They sat on a blanket because there weren't any chairs. | ☐ | ☐ |
| <hr/> | | |
| 3. Inside the tepees, it was warm in summer. | ☐ | ☐ |
| <hr/> | | |
| 4. They had to get six vegetables to win the treasure hunt. | ☐ | ☐ |
| <hr/> | | |
| 5. The prize was a bow and arrow. | ☐ | ☐ |
| <hr/> | | |

C Answer the questions about the email.

1. Who did Scott send the email to?
_____.
2. Where did he spend his weekend?
_____.
3. What did the tribes do there?

_____.
4. What did the students do in the afternoon?

_____.
5. Describe the tepees.
_____.
6. Did Scott's team win the treasure hunt?
_____.

Name

No.

Class

Date

Mark

Teacher

Read the email from Scott to his cousin Karen.

Tepee weekend fun!

From: scottroberts@gmail.com

To: karenwebster99@hotmail.com

Subject: Tepee weekend fun!

Hi Karen!

How are you? I can't wait to tell you about my weekend!

It all started when our history teacher, Mrs Maddock, organised a school trip to an old village where Indian tribes lived many years ago. It was incredible! I took lots of amazing photos to show you.

We arrived on Saturday morning and the tour guide explained the history of that land. He said the tribes did everything there: they hunted¹ animals to eat, washed their clothes in rivers, grew different fruit trees and vegetables, and slept in these amazing tents called *tepees*.

At lunchtime, we sat in a circle on a large picnic blanket because there were no tables or chairs.

In the afternoon, we went to the garden and picked vegetables for dinner. We also learned how to make a bow and arrow² with simple materials. It's really easy.

Then, at night, we used candles and lanterns because there was no electricity.

Mrs Maddock divided us into small groups of five and we slept in a real tepee. They were big, conical, and made of real animal skin. The tour guide said that tepees were warm in winter and cool in summer.

The next day, Mrs Maddock prepared a special treasure hunt. We had to find the seven Indian items on a list as quickly as possible. It was a big challenge, but guess what? My team won! We received a fantastic prize: a trip for our families to spend a weekend here. So what do you say? Do you want to come and see this with your own eyes? I hope so.

Write back soon,
Scott



¹ to hunt: caçar

² bow and arrow: arco e flecha

A Match the words on the left with their synonyms on the right.

described	1	•	•	a	amazing (line 8)
awesome	2	•	•	b	divided (line 15)
very big	3	•	•	c	explained (line 6)
separated	4	•	•	d	large (line 10)

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

	T	F
1. Scott's science teacher planned a visit to the Native American museum.	☐	☐
2. They sat on a blanket because there weren't any chairs.	☐	☐
3. Inside the tepees, it was warm in summer.	☐	☐
4. They had to get six vegetables to win the treasure hunt.	☐	☐
5. The prize was a bow and arrow.	☐	☐

C Answer the questions about the email.

1. Who did Scott send the email to?

He sent

2. Where did he spend his weekend?

He spent

3. What did the tribes do there?

The tribes *to eat,* *in rivers,*

4. What did the students do in the afternoon?

In the afternoon they

5. Describe the tepees.

The tepees were

6. Did Scott's team win the treasure hunt?

Yes,

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the dialogue between Lara and a shop assistant.

Going shopping

Shop Assistant: Hello, welcome to Levi's! What can I do for you?

Lara: Hi, I'm looking for a T-shirt.

Shop Assistant: OK, follow me. This is our collection of T-shirts. What size are you?

Lara: Oh, it isn't for me. It's for my sister. Her birthday is next weekend.

Shop Assistant: That sounds nice. And what's her size?

Lara: She's a size small.

Shop Assistant: Here are the T-shirts of the new collection. They're £19. But these blue ones are only £11.

Lara: Oh, I really think she will like the blue T-shirt. She's a Chelsea fan. Can I try it on to see how it fits? We're the same size.

Shop Assistant: Of course, the changing rooms are on your left.

Some minutes later...

Shop Assistant: How does it fit?

Lara: It fits perfectly. I'll take it.

Shop Assistant: Great! I'm sure your sister will like it very much. Is that everything then?

Lara: Hmm... I'll take two blue T-shirts because they aren't expensive.

Shop Assistant: Right. Your total is £22.

Lara: OK, here you are.

Shop Assistant: Thank you. Here are your T-shirts and the receipt is in the bag. Have a nice day!

Lara: Thanks, you too.



A Order the sentences (1-6) according to the dialogue.

- ☐ Lara tries on the T-shirt.
- ☐ The shop assistant asks what her sister's size is.
- ☐ The shop assistant gives Lara her bag and receipt.
- ☐ Lara walks into the clothes shop.
- ☐ The shop assistant says the total price.
- ☐ The shop assistant tells Lara the prices of the different T-shirts.

B Complete the following sentences with information from the dialogue.

1. Lara is looking for _____.
2. The T-shirts from the new collection cost _____ and the blue ones cost _____.
3. Lara tries the T-shirt on in the _____.
4. Lara decides to _____ because they aren't expensive.
5. The shop assistant puts _____ in the bag.

C Answers the questions about the dialogue.

1. Where did Lara go?

2. When is her sister's birthday?

3. What size are Lara and her sister?

4. How much were the T-shirts on sale?

5. Did Lara try on the T-shirt?

6. How many T-shirts did Lara buy?

7. Where did the shop assistant put the receipt?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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Going shopping

Shop Assistant: Hello, welcome to Levi's! What can I do for you?

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Some minutes later...

Shop Assistant: How does it fit?

Lara: It fits perfectly. I'll take it.

Shop Assistant: Great! I'm sure your sister will like it very much. Is that everything then?

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Shop Assistant: Right. Your total is £22.

Lara: OK, here you are.

Shop Assistant: Thank you. Here are your T-shirts and the receipt is in the bag. Have a nice day!

Lara: Thanks, you too.



A Order the sentences (1-6) according to the dialogue.

- ☐ Lara tries on the T-shirt.
- ☐ The shop assistant asks what her sister's size is.
- ☐ The shop assistant gives Lara her bag and receipt.
- ☐ Lara walks into the clothes shop.
- ☐ The shop assistant says the total price.
- ☐ The shop assistant tells Lara the prices of the different T-shirts.

B Choose the best option to complete the following sentences.

1. Lara is looking for a **pair of jeans / a birthday present / a shirt**.
2. The T-shirts from the new collection cost **£11 / £19 / £22** and the blue ones cost **£22 / £19 / £11**.
3. Lara tries the T-shirt on **in the changing room / the right of the shop / at home**.
4. Lara decides to **buy a blue dress / take two T-shirts / buy some socks** because they aren't expensive.
5. The shop assistant puts the T-shirts and **the receipt / a birthday cake / the money** in the bag.

C Answers the questions about the dialogue.

1. Where did Lara go?

She went _____

2. When is her sister's birthday?

Her sister's _____

3. What size are Lara and her sister?

They are _____

4. How much were the T-shirts on sale?

They were _____

5. Did Lara try on the T-shirt?

Yes, _____

6. How many T-shirts did Lara buy?

She bought _____

7. Where did the shop assistant put the receipt?

She put _____

Name

No.

Class

Date

Mark

Teacher

Read Pedro's diary page.

London fun!

Dear Diary,

This week was fantastic! I spent it with my aunt Rose and cousin Beth in London. They live in a flat in Brixton near the city centre. We visited so many different places! The only thing I didn't really like was the weather, it was rainy and cold most of the time. Good thing I took my boots and my umbrella!

On Monday we visited the Tower of London. It is a big castle and that's where they keep the Crown Jewels; however, we didn't go inside because there was a long queue¹ to get in. That afternoon we went to Westminster Abbey. Prince William and Kate Middleton got married there. After that we went home and had some delicious fish and chips. It's a typical dish in the UK.

The next day was really sunny, so it was the perfect opportunity to go for a boat ride on the river Thames. My aunt and I were looking at some famous monuments while Beth was taking photos. Did you know that the London Eye takes 30 minutes to do a full turn?

On Wednesday we took photos near Big Ben and the Houses of Parliament. We saw a cool exhibition in the Tate Modern Museum.

On Thursday aunt Rose wasn't feeling too well, so Beth took me to see the famous Madame Tussauds wax² museum. There are so many famous people there, even Cristiano Ronaldo!

On Friday, my last day in London, we went to Buckingham Palace to see the Changing of the Guard ceremony. After that, aunt Rose and Beth drove me to the airport and I got on a plane to Porto.

¹ queue: fila² wax: cera

A What did Pedro do/visit? Complete the table in note form.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

B Find the synonyms for these words in paragraphs 2 and 3.

1. large _____
2. get in _____
3. tasty _____
4. well-known _____

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Pedro spent a week with his sister in London. | ☐ | ☐ |
| 2. It was usually raining and cold during his stay. | ☐ | ☐ |
| 3. Prince William got married in Westminster Abbey. | ☐ | ☐ |
| 4. It takes about an hour for the London Eye to do a full turn. | ☐ | ☐ |
| 5. Aunt Rose took Pedro to the wax museum. | ☐ | ☐ |

D Answer the following questions

1. Who did Pedro stay with in London?

2. Why didn't they enter the Tower of London?

3. What were aunt Rose and Beth doing during the boat ride?

4. How did Pedro go back home?

Name

No.

Class

Date

Mark

Teacher

Read Pedro's diary page.

London fun!

Dear Diary,

This week was fantastic! I spent it with my aunt Rose and cousin Beth in London. They live in a flat in Brixton near the city centre. We visited so many different places! The only thing I didn't really like was the weather, it was rainy and cold most of the time. Good thing I took my boots and my umbrella!

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On Friday, my last day in London, we went to Buckingham Palace to see the Changing of the Guard ceremony. After that, aunt Rose and Beth drove me to the airport and I got on a plane to Porto.

¹ queue: fila² wax: cera

A What did Pedro do / visit? Complete the table in note form.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

B Match the columns to find synonyms.

large	1	•	•	a	go inside
get in	2	•	•	b	famous
tasty	3	•	•	c	big
well-known	4	•	•	d	delicious

C Are the following statements True (T) or False (F)?

- Pedro spent a week with his sister in London.
- It was usually raining and cold during his stay.
- Prince William got married in Westminster Abbey.
- It takes about an hour for the London Eye to do a full turn.
- Aunt Rose took Pedro to the wax museum.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Answer the following questions.

- Who did Pedro stay with in London?

Pedro stayed

- Why didn't they enter the Tower of London?

They didn't enter

- What were aunt Rose and Beth doing during the boat ride?

Aunt Rose and Beth

- How did Pedro go back home?

Pedro went back

Name

No.

Class

Date

Mark

Teacher

Read this email.

Weekend fun

From: oliviamarkus@gmail.com

To: kika.harris@gmail.com

Subject: Weekend fun

Hi, Kika!

I'm writing this email because I have to tell you, my best friend, about my cool Saturday last weekend. I spent the most amazing day out with my family at the Godstone Farm. My parents told my sister and I that we were going to have a fantastic day and they were right.

It was great!

We arrived there early in the morning. First, we got on a minibus and went on a farm tour to visit it because it is so big. We saw all the animals that live there. They are so many. Incredible! We met cows, pigs, rabbits, horses, chickens, donkeys, chinchillas, snakes, sheep, ducks and others. We stopped for 10 minutes to feed¹ the ducks in the pond². Next, we saw some farm workers milking³ the cows and we also played with some cute rabbits. After that we went on another tour, called the Dino Tour. The dinosaurs looked so real! My sister loves stories about dinosaurs and she's a dinosaur fan, but she was more scared than I was. Well, she's younger than me. That's why.

At lunchtime we stopped at Wiglet's Cafe and ate some delicious food. We stayed there for some time. My parents wanted to relax, so my sister and I went for a short walk. Then we spent the afternoon having fun. There was a big tent and we played different games inside it. On the farm they also had many rides and an adventure playground. We had a blast! I can't wait to take you there when you come to visit.

How about you? What did you do this weekend?

Bye,
Olivia

¹ feed: dar de comer

² pond: lago

³ milking: a ordenhar



gbuw.h.co.uk (abridged and adapted; accessed in January 2021)

A Complete the table with information from the text.

1. When Olivia had a day out	2. Where it was	3. Who Olivia went with	4. What the day was like

B Match the underlined words in the text with their opposites.

- | | |
|--------------------|-------------------|
| 1. late _____ | 4. boring _____ |
| 2. imaginary _____ | 5. long _____ |
| 3. first _____ | 6. horrible _____ |

C Are the following statements True (T) or False (F)? Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Olivia and Kika are sisters.
_____ | ☐ | ☐ |
| 2. Olivia's day out was quite normal.
_____ | ☐ | ☐ |
| 3. Her sister was afraid of the dinosaurs.
_____ | ☐ | ☐ |
| 4. Olivia and her sister gave food to the rabbits.
_____ | ☐ | ☐ |
| 5. Olivia is older than her sister.
_____ | ☐ | ☐ |

D Answer the following questions.

- How did Olivia visit the farm?

- Why did Olivia and her family stop for some minutes?

- What was special about the dinosaurs?

- Did Olivia and her family have lunch in a restaurant?

- Why did they stay some time at the cafe?

- What activities did Olivia and her sister do in the afternoon?

Name

No.

Class

Date

Mark

Teacher

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From: oliviamarkus@gmail.com

To: kika.harris@gmail.com

Subject: Weekend fun

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It was great!

We arrived there early in the morning. First, we got on a minibus and went on a farm tour to visit it because it is so big. We saw all the animals that live there. They are so many. Incredible! We met cows, pigs, rabbits, horses, chickens, donkeys, chinchillas, snakes, sheep, ducks and others. We stopped for 10 minutes to feed¹ the ducks in the pond². Next, we saw some farm workers milking³ the cows and we also played with some cute rabbits. After that we went on another tour, called the Dino Tour. The dinosaurs looked so real! My sister loves stories about dinosaurs and she's a dinosaur fan, but she was more scared than I was. Well, she's younger than me. That's why.

At lunchtime we stopped at Wiglet's Cafe and ate some delicious food. We stayed there for some time. My parents wanted to relax, so my sister and I went for a short walk. Then we spent the afternoon having fun. There was a big tent and we played different games inside it. On the farm they also had many rides and an adventure playground. We had a blast! I can't wait to take you there when you come to visit.

How about you? What did you do this weekend?

Bye,
Olivia

¹ feed: dar de comer

² pond: lago

³ milking: a ordenhar



gbuw.h.co.uk (abridged and adapted; accessed in January 2021)

A Complete the table with information from the box.

her family Godstone Farm amazing last Saturday

1. When Olivia had a day out	2. Where it was	3. Who Olivia went with	4. What the day was like

B Match the words from the text with the opposites: *last, real, early, delicious, amazing, short*.

- | | |
|--------------------|-------------------|
| 1. late _____ | 4. boring _____ |
| 2. imaginary _____ | 5. long _____ |
| 3. first _____ | 6. horrible _____ |

C Are the following statements True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Olivia and Kika are sisters. | ☐ | ☐ |
| 2. Olivia's day out was quite normal. | ☐ | ☐ |
| 3. Her sister was afraid of the dinosaurs. | ☐ | ☐ |
| 4. Olivia and her sister gave food to the rabbits. | ☐ | ☐ |
| 5. Olivia is older than her sister. | ☐ | ☐ |

D Answer the following questions.

1. How did Olivia visit the farm?

Olivia _____ *the farm*

2. Why did Olivia and her family stop for some minutes?

They _____ *for some minutes to*

3. What was special about the dinosaurs?

They _____

4. Did Olivia and her family have lunch in a restaurant?

_____, *they* _____. *They* _____

5. Why did they stay some time at the cafe?

They _____ *some time at the cafe because*

6. What activities did Olivia and her sister do in the afternoon?

In the afternoon, they _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text about an unusual sport.

Octopush

Octopush is an underwater hockey sport. Some swimmers invented it in the 1950s. This fast and energetic sport is now played all around the world. In fact, there are several Octopush events and international competitions that happen during the year.

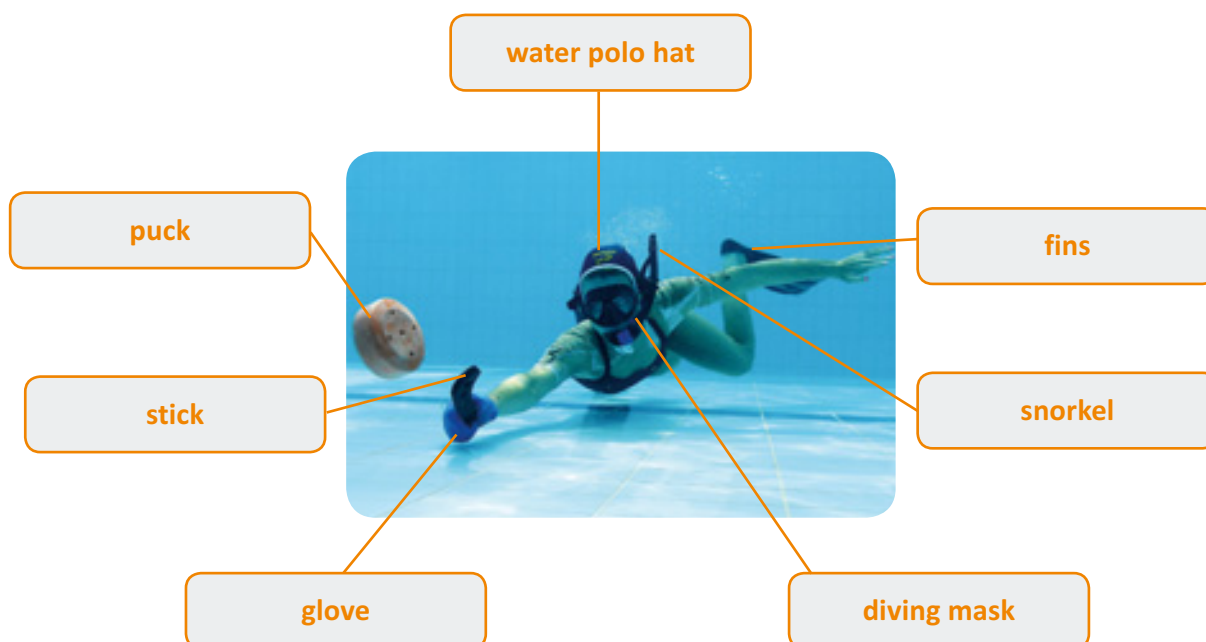
But how do you play Octopush? Well, players must wear a diving mask, a snorkel, fins, special gloves and a water polo hat. The players use a stick to push a puck into the opposing team's goal. In all other sports, participants can breathe when they play, but in underwater hockey the players must breathe through their snorkels on the top of the water before they dive down. This is why the sport is so challenging, because it's really important to decide when to dive.

There are ten people in a team of Octopush, but only six can be in the water at one time. Players need to work quickly because they are in the water and then they tag their teammate for fast substitutions. That's what makes this game so much fun! So, if you're a good swimmer, just grab a mask and a snorkel and try this amazing sport. Many doctors believe that swimming is good for your health and helps with back problems¹. Some swimmers say that normal swimming can be boring; therefore, underwater hockey is an excellent opportunity to try something different.

If you're interested in finding out more about this sport, or if you want to find an Octopush club near you, just contact the British Octopush Association or visit their website at www.gbuwh.co.uk for more information.

<https://www.gbuwh.co.uk>, abridged and adapted (accessed in January 2021)

¹ back problems: problemas nas costas



A What does each paragraph talk about? Read the sentences and choose the correct paragraph (1, 2, 3 or 4).

- | | |
|---|-----------------|
| 1. The number of players needed to play Octopush. | Paragraph _____ |
| 2. Contact for more information. | Paragraph _____ |
| 3. When this sport was invented. | Paragraph _____ |
| 4. The equipment needed to play Octopush. | Paragraph _____ |

B Find the opposites of these words in paragraphs 1 and 2.

1. slow _____
2. few _____
3. pull _____
4. at the bottom _____

C Decide if the following sentences are True (T) or False (F). Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Octopush was invented in the 1960s. | ☐ | ☐ |
| 2. There are competitions all around the world. | ☐ | ☐ |
| 3. Only five people can be in the water at the same time. | ☐ | ☐ |
| 4. Swimming helps people who suffer from back problems. | ☐ | ☐ |

D Answer the following questions about the text.

1. What is Octopush?

2. What equipment do you need to play this sport?

3. Is Octopush good for your health? Justify with a sentence from the text.

4. Where can you find more information about this sport?

Name

No.

Class

Date

Mark

Teacher

Read the text about an unusual sport.

Octopush

Octopush is an underwater hockey sport. Some swimmers invented it in the 1950s. This fast and energetic sport is now played all around the world. In fact, there are several Octopush events and international competitions that happen during the year.

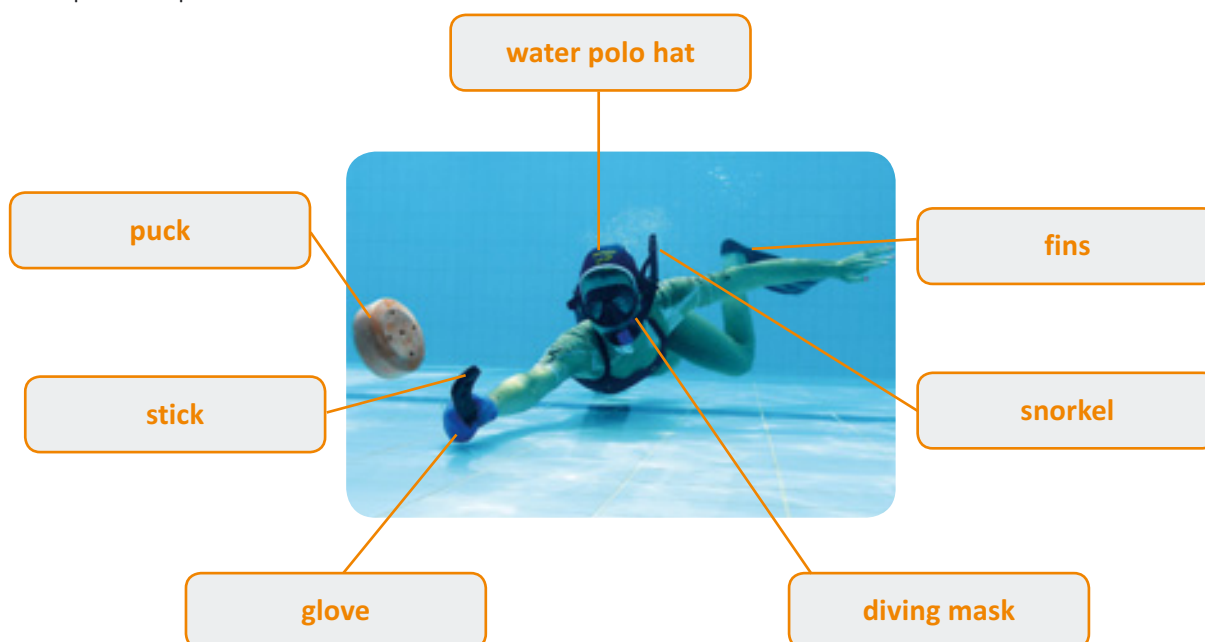
But how do you play Octopush? Well, players must wear a diving mask, a snorkel, fins, special gloves and a water polo hat. The players use a stick to push a puck into the opposing team's goal. In all other sports, participants can breathe when they play, but in underwater hockey the players must breathe through their snorkels on the top of the water before they dive down. This is why the sport is so challenging, because it's really important to decide when to dive.

There are ten people in a team of Octopush, but only six can be in the water at one time. Players need to work quickly because they are in the water and then they tag their teammate for fast substitutions. That's what makes this game so much fun! So, if you're a good swimmer, just grab a mask and a snorkel and try this amazing sport. Many doctors believe that swimming is good for your health and helps with back problems¹. Some swimmers say that normal swimming can be boring; therefore, underwater hockey is an excellent opportunity to try something different.

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<https://www.gbuwh.co.uk>, abridged and adapted (accessed in January 2021)

¹ back problems: problemas nas costas



A What does each paragraph talk about? Match each sentence with the correct paragraph.

The number of players needed to play Octopush.	1	•	•	a	Paragraph 1
Contact for more information.	2	•	•	b	Paragraph 2
When this sport was invented.	3	•	•	c	Paragraph 3
The equipment needed to play Octopush.	4	•	•	d	Paragraph 4

B Match the words with their opposites.

slow	a	•	•	1	push
few	b	•	•	2	on the top
pull	c	•	•	3	fast
at the bottom	d	•	•	4	several

**C Decide if the following sentences are True (T) or False (F).**

- Octopush was invented in the 1960s.
- There are competitions all around the world.
- Only five people can be in the water at the same time.
- Swimming helps people who suffer from back problems.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

D Answer the following questions about the text.

- What is Octopush?

Octopush is _____

- What equipment do you need to play this sport?

You need _____

to play this sport.

- Is Octopush good for your health? Justify with a sentence from the text.

Yes, _____

- Where can you find more information about this sport?

You can find more information _____

Name

No.

Class

Date

Mark

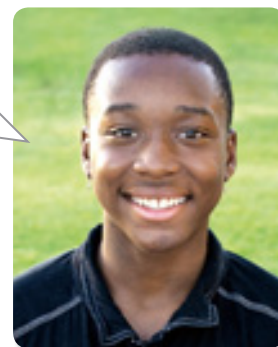
Teacher

Read what three students think their future dream holiday will be like.

My dream holiday

My dream holiday will be a farm stay. I'm crazy about animals and I'll probably be a vet when I grow up. So I imagine myself waking up early and having fresh milk for breakfast, and doing farming activities all day. I'll participate in nature walks and take care of the animals on the farm. If my family comes with me, I'm sure they will love it too. My younger brother Salvador is also keen on animals, so he'll help feed the sheep and milk the goats; however, he won't probably feed the pigs because he's afraid of them. This farm stay will be very relaxing for everyone.

Bruno, 14

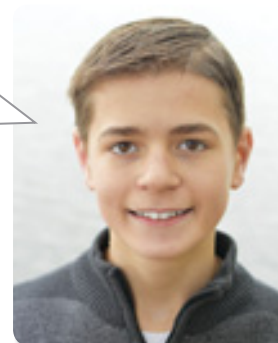


A future dream holiday? That's easy, an adventure holiday! Maybe a safari holiday in Zanzibar or snorkelling in the Maldives. Anything that involves adventure and trying exciting things is for me. I'll travel to exotic places in the world, just me and my backpack. I will visit many different countries if I have enough money. I imagine myself kayaking in Croatia, riding a camel in the Sahara desert in Egypt and waterskiing in Australia. If I have the opportunity, I will go anywhere and try anything!

Leonor, 13

My friends and I have the same future dream holiday: a beach holiday in Thailand. We want to visit the different islands¹ and take amazing photos of the sunsets². It's always hot and sunny there; however, if it rains, we'll find something to do because we have fun when we're together. Also, we'll go on a boat ride to the Phi Phi islands. There we will go snorkelling and see the colourful fish in the clear blue waters. We'll try the local food and spend most of our days sunbathing. We won't visit museums or take city tours, we'll do absolutely nothing and enjoy the nice weather in this tropical country.

Pedro, 13



¹ islands: ilhas

² sunset: pôr do sol

A Match the words from the text with their synonym. Two are not necessary.

crazy about (line 1)	1	•	•	a	sufficient
feed (line 7)	2	•	•	b	from a particular region
enough (line 16)	3	•	•	c	fascinated with
clear (line 27)	4	•	•	d	transparent
local (line 27)	5	•	•	e	give food to
			•	f	enormous
			•	g	for more time

B Complete the sentences with information from the text.

1. Bruno will probably _____ when he grows up.
2. His younger brother _____ because he's afraid of them.
3. Leonor believes anything _____ is for her.
4. Pedro will go on a _____ with his _____.
5. They will _____ food, but they won't _____ tours.

C Quote from the text sentences that are similar to these.

1. My family will enjoy it if they decide to join me.

2. I'll go to places and try things if I get the chance.

3. Our desire is to go to many islands and take pictures of the sun going down.

D Answer the following questions about the text.

1. What does Bruno see himself doing every day?

2. Which countries will Leonor visit?

3. What will Pedro and his friends do in the Phi Phi islands?

Name

No.

Class

Date

Mark

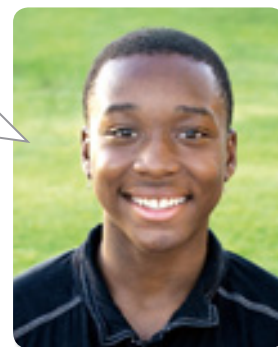
Teacher

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My dream holiday

My dream holiday will be a farm stay. I'm crazy about animals and I'll probably be a vet when I grow up. So I imagine myself waking up early and having fresh milk for breakfast, and doing farming activities all day. I'll participate in nature walks and take care of the animals on the farm. If my family comes with me, I'm sure they will love it too. My younger brother Salvador is also keen on animals, so he'll help feed the sheep and milk the goats; however, he won't probably feed the pigs because he's afraid of them. This farm stay will be very relaxing for everyone.

Bruno, 14

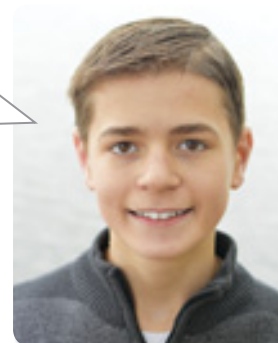


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Pedro, 13



¹ islands: ilhas

² sunset: pôr do sol

A Match the words from the text with their synonym.

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feed (line 7)	2	•	•	b	from a particular region
enough (line 16)	3	•	•	c	fascinated with
clear (line 27)	4	•	•	d	transparent
local (line 27)	5	•	•	e	give food to

B Complete the sentences with information from the text.

- Bruno will probably _____ when he grows up.
- His younger brother _____ the _____ because he's afraid of them.
- Leonor believes anything _____ is for her.
- Pedro will go on a _____ in Thailand with his _____.
- They will _____ food, but they won't _____ the _____ tours.

C Quote from the text sentences that are similar to these.

- My family will enjoy it if they decide to join me. (Bruno)

- I'll go to places and try things if I get the chance. (Leonor)

- Our desire is to go to many islands and take pictures of the sun going down. (Pedro)

D Answer the following questions about the text.

- What does Bruno see himself doing every day?

*Bruno imagines himself _____ for breakfast
and _____ all day.*

- Which countries will Leonor visit?

Leonor will visit _____ and _____

- What will Pedro and his friends do in the Phi Phi islands?

*They will go _____
_____ in the Phi Phi Islands.*

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A
Listen to the text about Darci Lynne. Are the sentences True (T) or False (F)?

Ⓢ CD4 Tracks 18 • 19

1. Darci is Spanish.
2. Her birthday is on 12th October.
3. She's got three brothers.
4. In her free time she plays the piano.
5. For Darci, school isn't important.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B
Listen again and complete the answers for these questions. Ⓢ CD4 Tracks 18 • 19

1. What is Darci Lynne's nationality?

She's

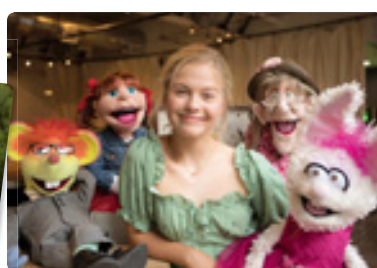
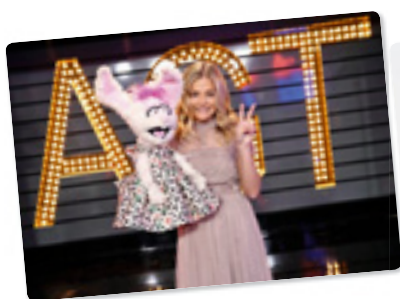
2. Who is Binks?

Binks is her

3. What is her hobby?

Her hobby is

4. What is important for Darci?

It's important to be


Name

No.

Class

Date

Mark

Teacher

A Listen to the text about Darci Lynne. Are the sentences True (T) or False (F)?

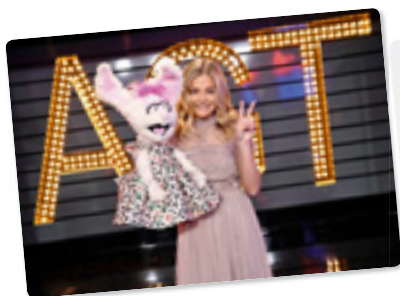
CD 4 Tracks 18 • 19

1. Darci is **Spanish**.
2. Her birthday is on **12th October**.
3. She's got **three brothers**.
4. In her free time she **plays the piano**.
5. For Darci, **school isn't important**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Listen again and choose the correct option. CD 4 Tracks 18 • 19

1. What is Darci Lynne's nationality?
 - a. ☐ Spanish
 - b. ☐ American
 - c. ☐ Canadian
2. Binks is her
 - a. ☐ dog.
 - b. ☐ brother.
 - c. ☐ cat.
3. What is her hobby?
 - a. ☐ doing gymnastics
 - b. ☐ playing with her dog
 - c. ☐ watching TV
4. For Darci, it is important to be
 - a. ☐ a famous girl.
 - b. ☐ a good student.
 - c. ☐ on tour.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to Carol and Thomas talking about their best friends and complete the table.

CD4 Tracks 20 • 21

	Best friend's name	What he/she looks like	What he/she is like
1. Carol	a. _____	b. short and _____ c. _____ brown hair d. _____ eyes	e. _____ ▶ <i>active</i> f. _____
2. Thomas	a. _____	b. very _____ c. _____ black hair d. _____ eyes	e. _____ ▶ <i>impulsive</i> f. _____

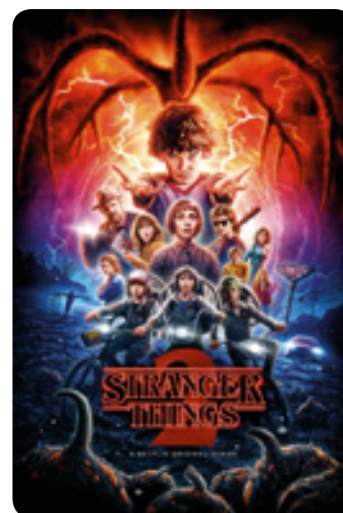
B Listen to Carol again and tick (✓) the correct sentences. Then cross (X) the wrong ones.

CD4 Tracks 20 • 21

- ☐ Carol's best friend is her cousin.
- ☐ Her best friend is eleven years old.
- ☐ Carol's got blue eyes too.
- ☐ They play tennis and board games at the weekend.
- ☐ Her best friend doesn't like doing the housework.

C Listen to Thomas again and complete the sentences. CD4 Tracks 20 • 21

- Thomas and his best friend love playing _____ and watching _____ on Netflix.
- His best friend is part of the _____ team.
- His best friend studies hard for _____.
- On _____ they watch *Stranger Things*.
- Thomas likes watching many episodes but also thinks it's important to _____.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to Carol and Thomas talking about their best friends and complete the table.

CD4 Tracks 20 • 21

	Best friend's name	What he/she looks like	What he/she is like
1. Carol	a. <u>L</u> _ _ _ _	b. short and _ _ _ _ c. _ _ _ _ _ _ _ _ brown hair d. _ _ _ _ eyes	e. <u>i</u> _ _ _ _ _ _ _ _ ▶ <u>a c t i v e</u> f. <u>i</u> _ _ _ _
2. Thomas	a. <u>W</u> _ _ _ _ _ _ _	b. very _ _ _ _ c. _ _ _ _ _ black hair d. _ _ _ _ _ eyes	e. <u>r</u> _ _ _ _ _ _ _ _ ▶ <u>i m p u l s i v e</u> f. <u>i</u> _ _ _ _ _ _ _

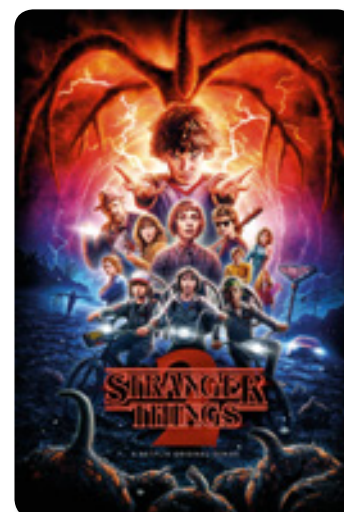
B Listen to Carol again and tick (✓) the correct sentences. Then cross (X) the wrong ones.

CD4 Tracks 20 • 21

- ☐ Carol's best friend is her **cousin**.
- ☐ Her best friend is **eleven** years old.
- ☐ Carol's got **blue** eyes too.
- ☐ They play **tennis and board games** at the weekend.
- ☐ Her best friend **doesn't like doing the housework**.

C Listen to Thomas again and choose the correct option. CD4 Tracks 20 • 21

- Thomas and his best friend love playing **Fortnite / Minecraft** and watching **videos / series** on Netflix.
- His best friend is part of the **volleyball / basketball** team.
- His best friend studies hard for **tests / exams**.
- On **Sundays / Saturdays** they watch *Stranger Things*.
- Thomas likes watching many episodes but also thinks it's important to **eat / sleep**.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Listen to the song and fill in the gaps. Use the words from the box.** © CD 4 Track 22

family

young

sisters

people

friends

together

mind

days

brothers

Family

I know water that's thicker than blood.

That's deeper than love with my **1.** _____

People come and some people go

And some **2.** _____ ride to the endWhen I am blind, in my **3.** _____

I swear they be my rescue, my lifeline

I don't know what I'd do if I, if I'd survive

My **4.** _____ and my **5.** _____,
in my life, yeah

I know some people, they would die for me

We run **6.** _____, they're my family

When I get up, they gon' be high with me

I'll say forever my family

My family

I'll say forever my **7.** _____

My family

I'll say forever my family



Stolen dreams took our, our childish

8. _____

Still ain't nothin' changed, now we're grown

We're still **9.** _____, still got our

mindless ways

And our timeless phase, kickin' stones

The Chainsmokers and Kygo (accessed in January 2021)

Name

No.

Class

Date

Mark

Teacher

A**Listen to the song and choose the correct word.** CD4 Track 22**Family**

I know water that's thicker than blood.
 That's deeper than love with my **1. friends / fans**
 People come and some people go
 And some **2. apple / people** ride to the end

When I am blind, in my **3. eye / mind**
 I swear they be my rescue, my lifeline
 I don't know what I'd do if I, if I'd survive
 My **4. brothers / cousins**
 and my **5. scissors / sisters**,
 in my life, yeah

I know some people, they would die for me
 We run **6. two cats / together**,
 they're my family
 When I get up, they gon' be high with me
 I'll say forever my family

My family
 I'll say forever my **7. family / funny**

My family
 I'll say forever my family



Stolen dreams took our, our childish
8. days / hours

Still ain't nothin' changed, now we're grown
 We're still **9. awesome / young**, still got our
 mindless ways

And our timeless phase, kickin' stones

The Chainsmokers and Kygo (accessed in January 2021)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

**Part 1. Listen to a girl, Alicia, talking about her school.
Mark the following sentences True (T) or False (F).**

CD 4 Tracks 23 • 24

1. Alicia goes to an international school in Madrid.
2. Her school is not old.
3. There are twenty-two classrooms in her school.
4. There is a big collection of books in the library.
5. She hangs out with her friends in the playground.
6. They always have lunch in the school canteen.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen to part 1 again and complete the sentences. CD 4 Tracks 23 • 24

1. Her name is Alicia and she is a student in year _____.
2. The school has got almost 400 _____.
3. In her class there are _____ students.
4. They do all types of crazy _____ in the science labs.
5. There are three _____ the students can use to chat with friends.

C

**Part 2. Listen to Alicia talking about her school day.
Fill in the blanks with the missing information.**

CD 4 Tracks 25 • 26

1. Her lessons start at _____.
2. She has a break for _____.
3. At _____ the students have lunch.
4. After lunch students return to their _____.
5. She doesn't like _____ and _____.
6. _____ and _____ are her favourite subjects.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1. Listen to a girl, Alicia, talking about her school. Mark the following sentences True (T) or False (F).

CD4 Tracks 23 • 24

1. Alicia goes to an international school **in Madrid**.
2. Her school **is not old**.
3. There are **twenty-two** classrooms in her school.
4. There is a **big collection of books** in the library.
5. She **hangs out with her friends** in the playground.
6. They **always have lunch in the school canteen**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen to part 1 again and complete the sentences with the words in the box.

CD4 Tracks 23 • 24

students computer rooms experiments seven eighteen

1. Her name is Alicia and she is a student in year _____.
2. The school has got almost 400 _____.
3. In her class there are _____ students.
4. They do all types of crazy _____ in the science labs.
5. There are three _____ the students can use to chat with friends.

C

Part 2. Listen to Alicia talking about her school day. Match the sentences.

CD4 Tracks 25 • 26

- | | | | | | |
|-------------------|---|---|---|---|--|
| Her lessons start | 1 | • | • | a | the students have lunch. |
| She has a break | 2 | • | • | b | history and maths. |
| At 12:45 | 3 | • | • | c | the students return to their classrooms. |
| After lunch | 4 | • | • | d | at 8:15. |
| She doesn't like | 5 | • | • | e | are her favourite subjects. |
| ICT and art | 6 | • | • | f | for 20 minutes. |



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1. Listen to Matilde. Cross out the wrong information and write the correct word(s) in the space. Follow the example. Ⓢ CD4 Tracks 27 • 28

▶ Matilde lives in Lillburn, ~~Ireland~~ New Zealand

1. She's a student in year six. _____

2. Lillburn is a big town in the south of New Zealand. _____

3. She has online classes at school. _____

4. She always has classes in the afternoon. _____

B

Part 2. Now listen to Matilde talk about her daily routine and order the sentences (1-5).

Ⓢ CD4 Tracks 29 • 30

- ☐ Matilde turns on her computer.
- ☐ Matilde has lunch with her family.
- ☐ Matilde has breakfast with her sister.
- ☐ Matilde studies and does her homework.
- ☐ Matilde gets up at 7 o'clock.



C

Listen to Matilde's routine again and decide if the sentences are True (T) or False (F).

Ⓢ CD4 Tracks 29 • 30

- 1. Matilde gets dressed before she has breakfast.
- 2. Her classes start at half past eight.
- 3. Matilde only has lunch with her older sister.
- 4. Matilde always studies for 60 minutes every day.
- 5. She usually reads and rides her bike in her free time.
- 6. Matilde thinks living in Lillburn is always boring.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name

No.

Class

Date

Mark

Teacher

- A** Part 1. Listen to Matilde. Cross out the wrong information and write the correct word(s) in the space. Follow the example. © CD4 Tracks 27 • 28

- Matilde lives in Lillburn, ~~Ireland~~ New Zealand
1. She’s a student in year **six**. _____
 2. Lillburn is a **big** town in the south of New Zealand. _____
 3. She has online classes **at school**. _____
 4. She **always** has classes in the afternoon. _____

- B** Part 2. Now listen to Matilde talk about her daily routine and order the sentences (1-5). © CD4 Tracks 29 • 30

- ☐ Matilde turns on her computer.
☐ Matilde has lunch with her family.
☐ Matilde has breakfast with her sister.
☐ Matilde studies and does her homework.
☒ 1 Matilde gets up at 7 o’clock.



- C** Listen to Matilde’s routine again and decide if the sentences are True (T) or False (F). © CD4 Tracks 29 • 30

1. Matilde **gets dressed before** she has breakfast.
2. Her classes start at **half past eight**.
3. Matilde only has lunch **with her older sister**.
4. Matilde always **studies for 60 minutes** every day.
5. She usually **reads and rides her bike** in her free time.
6. Matilde thinks living in Lillburn is **always boring**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☒
☐	☐



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____


Listen to the song and fill in the blanks with the words in the box. Ⓢ CD4 Track 31

something cold don't believe do special are running don't take
try 're running bad 'm waiting hear feeling seasons time

Circles

We couldn't turn around
'Til we were upside down
I'll be the **1.** _____ guy now
But no, I ain't too proud
I couldn't be there
Even when I **2.** _____
You **3.** _____ it
We **4.** _____ this every time
Seasons change and our love went **5.** _____
Feed the flame 'cause we can't let go
Run away, but we **6.** _____ in circles
Run away, run away
I dare you to do **7.** _____
I **8.** _____ on you again
So I **9.** _____ the blame
Run away, but we **10.** _____ in circles
Run away, run away, run away

Let go
I got a feeling that it's **11.** _____ to let go
I said so
I knew that this was doomed from the get-go
You thought that it was **12.** _____, special
But it was just the thought though, the thought though
And I still **13.** _____ the echoes (the echoes)
I got a **14.** _____ that it's time to let go
Let it go
15. _____ change and our love...



KIDZ BOP, Circles (abridged; accessed in January 2021)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



Listen to the song and choose the correct option. CD 4 Track 31

Circles

We couldn't turn around
 'Til we were upside down
 I'll be the **1. bad / sad** guy now
 But no, I ain't too proud
 I couldn't be there
 Even when I **2. fly / try**
 You **3. don't live / don't believe** it
 We do this every time
 Seasons change and our love went **4. cold / gold**
 Feed the flame 'cause we can't let go
 Run away, but we're running in circles
 Run away, run away
 I dare you to do **5. something / one thing**
 I **6. I'm hating / I'm waiting** on you again
 So I don't take the blame
 Run away, but we're running in circles
 Run away, run away, run away

Let go
 I got a feeling that it's **7. me / time** to let go
 I said so
 I knew that this was doomed from the get-go
 You thought that it was **8. special / pressure**, special
 But it was just the thought though, the thought though
 And I still **9. hear / have** the echoes (the echoes)
 I got a **10. watch / feeling** that it's time to let go
 Let it go
11. Lessons / Seasons change and our love...



KIDZ BOP, Circles (abridged; accessed in January 2021)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao vídeo na  **auladigital**

A Watch the video of Crystal's house and complete the sentences.

1. Crystal's _____ is called Bianca.
2. Crystal's dad is in the _____ baking a pizza.
3. They collect magnets when they travel and put them on the _____.
4. The dog usually does her tricks in the _____.
5. Upstairs there is a playroom, _____ bedrooms and _____ bathrooms.
6. Outside there's a blue car in front of the _____.



B Watch the video again and decide if the sentences are True (T) or False (F).
Correct the false ones.

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. There is a piano in the living room. | ☐ | ☐ | _____ |
| 2. There's a kitchen and a bathroom downstairs. | ☐ | ☐ | _____ |
| 3. There's a photo of Crystal and her sister on the wall in the playroom. | ☐ | ☐ | _____ |
| 4. Crystal's got a snow globe on her little desk. | ☐ | ☐ | _____ |
| 5. There isn't a TV in her parents' room. | ☐ | ☐ | _____ |
| 6. There's a washbasin, a bath and a toilet in Crystal's bathroom. | ☐ | ☐ | _____ |



Name _____

No. _____

Class _____

Date _____

Mark _____

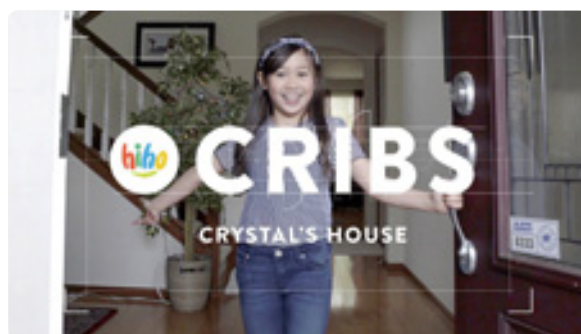
Teacher _____

Aceda ao vídeo na  auladigital

A Watch the video of Crystal's house and complete the sentences with the words in the box.

fridge garage dog three kitchen living room two

- Crystal's _____ is called Bianca.
- Crystal's dad is in the _____ baking a pizza.
- They collect magnets when they travel and put them on the _____.
- The dog usually does her tricks in the _____.
- Upstairs there is a playroom, _____ bedrooms and _____ bathrooms.
- Outside there's a blue car in front of the _____.



B Watch the video again and decide if the sentences are True (T) or False (F).

- There is a piano in the living room.
- There's a kitchen and a bathroom downstairs.
- There's a photo of Crystal and her sister on the wall in the playroom.
- Crystal's got a snow globe on her little desk.
- There isn't a TV in her parents' room.
- There's a washbasin, a bath and a toilet in Crystal's bathroom.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to three short conversations and decide what type of house they are talking about. Choose an option from the box. There are three extra options. © CD 4 Tracks 32 • 33

detached house	castle	cottage
terraced house	block of flats	caravan

1. Speaker 1 _____
2. Speaker 2 _____
3. Speaker 3 _____



B

Listen to a dialogue between a real estate agent and Wendy. Read the sentences and cross out the wrong information. Write the correct word(s) in the blanks. © CD 4 Tracks 34 • 35

1. Wendy is looking for a new car. _____
2. She doesn't want to live around so much pollution and people. _____
3. The real estate agent suggests a hut by the forest. _____
4. Wendy doesn't enjoy talking to people. _____
5. The semi-detached house is very big and the neighbours are rude. _____
6. The caravan can take Wendy to other villages. _____



Name

No.

Class

Date

Mark

Teacher

A

Listen to three short conversations and decide what type of house they are talking about. Match the speaker with the correct house. © CD 4 Tracks 32 • 33

Speaker 1 1 • • a terraced house

Speaker 2 2 • • b block of flats

Speaker 3 3 • • c detached house



B

Listen to a dialogue between a real estate agent and Wendy. Read the sentences and correct the word(s) in bold. Write the correct word(s) in the blanks. © CD 4 Tracks 34 • 35

1. Wendy is looking for a new **car**. house
2. She doesn't want to live around so much **pollution** and **people**. _____
3. The real estate agent suggests a **hut** by the forest. _____
4. Wendy **doesn't enjoy** talking to people. _____
5. The semi-detached house is very big and the neighbours are **rude**. _____
6. The caravan can take Wendy to other **villages**. _____
7. She **isn't interested** in this last option. _____



Name

No.

Class

Date

Mark

Teacher

A

Part 1. Listen to the dialogues and decide where each speaker wants to go.

CD 4 Tracks 36 • 37

1. Speaker 1 _____

2. Speaker 2 _____

B

Listen to part 2 and fill in the gaps with the missing word(s). CD 4 Tracks 38 • 39

Dialogue 1

Tourist: 1. Excuse me, _____ the way to the post office?

Local: 2. Yes. You _____ King Street and take the _____ turning on the left. The post office is opposite the Town Hall.

Tourist: 3. Sorry, the third turning on the _____?

Local: No, the second.

Dialogue 2

Tourist: 1. _____ officer, how can I get to Maggie's Place, the new restaurant?

Police officer: 2. Oh, I know that restaurant very well. Go _____ on North Road, then _____ on your right. The restaurant is next to the History Museum.

Dialogue 3

Tourist: 1. Excuse me, is there a bus station near here?

Local: 2. Hmm, well the _____ isn't far. Go along this street and turn left....

Tourist: 3. Oh well, not the train station. I _____ to the bus station. My bus leaves in an hour.

Local: 4. _____, go along this _____ and take the second turning on your _____. The bus station is between the stadium and the _____.


Name

No.

Class

Date

Mark

Teacher

A Part 1. Listen to the dialogues and decide where each speaker wants to go. There is an extra option. CD 4 Tracks 36 • 37

- Speaker 1 1 • • a theatre
- Speaker 2 2 • • b bank
- c bookshop



B Listen to part 2 and fill in the gaps with the expressions in the boxes. CD 4 Tracks 38 • 39

Dialogue 1

Tourist: 1. Excuse me, _____ the way to the post office?

Local: 2. Yes. You _____ King Street and take the _____ turning on the left. The post office is opposite the Town Hall.

Tourist: 3. Sorry, the third turning on the _____?

Local: No, the second.

go along
can you tell me
left
second

Dialogue 2

Tourist: 1. _____ officer, how can I get to Maggie's Place, the new restaurant?

Police officer: 2. Oh, I know that restaurant very well. Go _____ on North Road, then _____ on your right. The restaurant is next to the History Museum.

take the first turning
straight
excuse me

Dialogue 3

Tourist: 1. Excuse me, is there a bus station near here?

Local: 2. Hmm, well the _____ isn't far. Go along this street and turn left...

Tourist: 3. Oh well, not the train station. I _____ to the bus station. My bus leaves in an hour.

Local: 4. _____, go along this _____ and take the second turning on your _____. The bus station is between the stadium and the _____.

right
sorry
train station
need to get
street
park

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 of the song “Take me back to London”, by Ed Sheeran, and put the lyrics in the box in the correct place. Write the letters only. Ⓢ CD 4 Track 40

- a. But that's my fault b. But I'm heading back to London town right now
c. Because nobody thinks I write rhymes d. never get off your high horse

It's that time

Big Mike and Teddy are on grime

I wanna try new things, they just want me to sing

1. _____

And now I'm back in the bits with my guy

Give me a packet of crisps with my pint

I hit my friends up, go straight to the pub

'Cause I haven't been home in time, yes, I

2. _____ (oh)

Grossed half a billi' on the Divide Tour (oh)

Yes, I ain't kidding, what would I lie for? (Oh)

But now I'm back on the track with Big Michael (whoa)

He said, “Teddy, 3. _____

And never let 'em take your crown”

I've been away for a while, travelled a billion miles

4. _____



Ed Sheeran (feat. Stormzy), Take me back to London (abridged; accessed in January 2021)

B Now listen to the rest of the song and cross out the wrong words. Follow the example.

Ⓢ CD 4 Track 41

Jet plane headed up to the ► ~~spy~~ / sky / ~~sight~~

Spread wings in the 1. ~~clouds~~ / loud / ~~clowns~~, getting high

We ain't hit a rave in a 2. ~~while~~ / white / ~~whale~~

So take me back to London

Bass high, middle 3. ~~fight~~ / bite / ~~night~~, ceilin' low

Sweat brow drippin' down, when in 4. ~~storm~~ / Rome / ~~bone~~

No town does it quite like my 5. ~~home~~ / born / ~~some~~



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 of the song “Take me back to London”, by Ed Sheeran, and put the lyrics in the box in the correct place. Write the letters only. © CD 4 Track 40

- a. But that's my fault b. But I'm heading back to London town right now
c. Because nobody thinks I write rhymes d. never get off your high horse

It's that time

Big Mike and Teddy are on grime

I wanna try new things, they just want me to sing

1. _____

And now I'm back in the bits with my guy

Give me a packet of crisps with my pint

I hit my friends up, go straight to the pub

'Cause I haven't been home in time, yes, I

2. _____ (oh)

Grossed half a billi' on the Divide Tour (oh)

Yes, I ain't kidding, what would I lie for? (Oh)

But now I'm back on the track with Big Michael (whoa)

He said, “Teddy, 3. _____

And never let 'em take your crown”

I've been away for a while, travelled a billion miles

4. _____



Ed Sheeran (feat. Stormzy), Take me back to London (abridged; accessed in January 2021)

B Now listen to the rest of the song and circle the correct word. Follow the example.

© CD 4 Track 41

Jet plane headed up to the ► sky / sight

Spread wings in the 1. clowns / clouds, getting high

We ain't hit a rave in a 2. smile / while

So take me back to London

Bass high, middle 3. fight / night, ceilin' low

Sweat brow drippin' down, when in 4. Rome / storm

No town does it quite like my 5. home / sun

So take me back to London



Name

No.

Class

Date

Mark

Teacher

A

Listen to a boy, Martin, talking to his father. Choose the correct option. CD 4 Tracks 42 • 43

- Martin wants to go to _____ this weekend.
a. ☐ the beach b. ☐ the cinema c. ☐ an amusement park
- Jorge is Martin's _____ and his son's name is _____.
a. ☐ brother / Tony b. ☐ neighbour / Lucas c. ☐ uncle / Lucas
- What are the opening hours?
a. ☐ 10 a.m. to 8 p.m. b. ☐ 10 a.m. to 6 p.m. c. ☐ 9 a.m. to 7 p.m.
- How much is the ticket for adults?
a. ☐ £15 b. ☐ £8 c. ☐ £10
- Martin shouldn't forget to bring his _____.
a. ☐ swim shorts b. ☐ packed lunch c. ☐ mobile phone

B

Listen again and decide if the sentences are True (T) or False (F). CD 4 Tracks 42 • 43

- Martin suggests doing something special.
- Martin's cousin told him about this place.
- Martin wants his friends from school to go with him.
- Martin's father checks the morning newspaper for information on opening hours and prices.
- It costs £8 for children aged 7 to 15.
- Martin's father calls Jorge and asks if they want to join them.
- Martin prepares his schoolbag for the next day.
- Martin's father prepares packed lunches for their day out.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name

No.

Class

Date

Mark

Teacher

A

Listen to a boy, Martin, talking to his father. Choose the correct option. © CD 4 Tracks 42 • 43

1. Martin wants to go to **the beach / an amusement park** this weekend.
2. Jorge is Martin's **uncle / neighbour** and his son's name is **Lucas / Tony**.
3. The opening hours are **10 a.m. to 8 p.m. / 10 a.m. to 6 p.m.**
4. The ticket for adults is **£10 / £15**.
5. Martin shouldn't forget to bring his **packed lunch / swim shorts**.

B

Listen again and decide if the sentences are True (T) or False (F). © CD 4 Tracks 42 • 43

1. **Martin suggests** doing something special.
2. **Martin's cousin** told him about this place.
3. Martin wants **his friends from school** to go with him.
4. Martin's father checks **the morning newspaper** for information on opening hours and prices.
5. It **costs £8** for children aged 7 to 15.
6. Martin's father calls Jorge and **asks if they want to join them**.
7. Martin prepares **his schoolbag for the next day**.
8. Martin's father prepares **packed lunches for their day out**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Part 1. Listen to three teens talking about sports.****Write the name of their favourite sport(s).** Ⓢ CD 4 Tracks 44 • 45

1. Speaker 1 (Everly) _____
2. Speaker 2 (Bernie) _____
3. Speaker 3 (Grace) _____

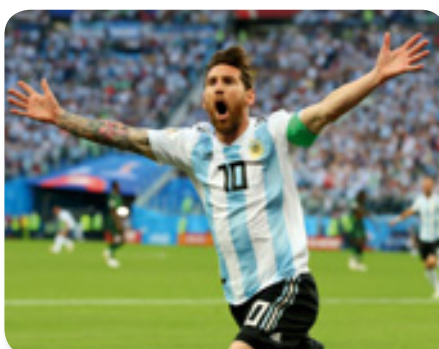
**B****Listen to part 1 again and cross out the wrong information.** Ⓢ CD 4 Tracks 44 • 45

1. Her brother's favourite footballer is **Cristiano Ronaldo / Messi**.
2. Bernie's **cousins / friends** usually hang out with him in the summer.
3. He normally plays tennis with his dad **every day / at the weekend**.
4. Grace has basketball practice **five / three** times a week.
5. Grace and her friends sometimes hang out **in the park / near school**.

C**Part 2. Listen to what they love about sports. Fill in the gaps with the missing information.**

Ⓢ CD 4 Tracks 46 • 47

1. **Everly:** I love sports because I like to _____ with my friends and because it's good for me. I also love the competition, especially when our _____ is winning.
2. **Bernie:** Well, being in the water makes me _____ refreshed especially on a hot day. I like that it helps me to _____ when I'm a bit stressed because of tests. As for tennis, I like that I can spend time with my dad, and it keeps us both _____ and _____.
3. **Grace:** Well what I really love about sport in general is the adrenaline and that it's _____. And also, that it's fun, even if you're not very good at it. Sure, I like _____, but it isn't the most important part. Any sport can help you _____, I think that's what really matters.



Name

No.

Class

Date

Mark

Teacher

- A** Part 1. Listen to 3 teens talking about sports. Match each speaker to their favourite sport(s). © CD4 Tracks 44 • 45

Speaker 1 (Everly) 1 • • a tennis and swimming

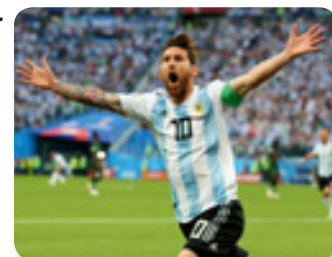
Speaker 2 (Bernie) 2 • • b basketball

Speaker 3 (Grace) 3 • • c football



- B** Listen to part 1 again and cross out the wrong information. © CD4 Tracks 44 • 45

- ▶ Everly's ~~three best friends~~ / **two best friends** are on her football team.
- 1. Her brother's favourite footballer is **Cristiano Ronaldo / Messi**.
- 2. Bernie's **cousins** / **friends** usually hang out with him in the summer.
- 3. He normally plays tennis with his dad **every day** / **at the weekend**.
- 4. Grace has basketball practice **five** / **three** times a week.
- 5. Grace and her friends sometimes hang out **in the park** / **near school**.



- C** Part 2. Listen to what they love about sports. Fill in the gaps with the missing information. Use the words/expressions in the box. © CD4 Tracks 46 • 47

feel	get stronger	healthy	exciting	team
active	spend time	relax	winning	

1. **Everly:** I love sports because I like to _____ with my friends and because it's good for me. I also love the competition, especially when our _____ is winning.
2. **Bernie:** Well, being in the water makes me _____ refreshed especially on a hot day. I like that it helps me to _____ when I'm a bit stressed because of tests. As for tennis, I like that I can spend time with my dad, and it keeps us both _____ and _____.
3. **Grace:** Well what I really love about sport in general is the adrenaline and that it's _____. And also, that it's fun, even if you're not very good at it. Sure, I like _____, but it isn't the most important part. Any sport can help you _____, I think that's what really matters.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen to a song by Calvin Harris. How many times do you hear the word...?  CD 4 Track 48

Summer _____

- B** Now listen again and fill in the gaps with the correct word.  CD 4 Track 48

When I met you in the **1.** _____

To my heartbeat's sound

We fell in **2.** _____As the leaves turned **3.** _____

And we could be together, baby

As long as skies are **4.** _____

You act so innocent now

But you lied so soon

When I met you in the summer



- C** Listen to Amanda talking about this song. Choose the correct option.  CD 4 Tracks 49 • 50

1. This song makes Amanda think about _____.
 - a. ☐ school
 - b. ☐ summer holidays
 - c. ☐ rain
2. When she hears this song on the radio, Amanda _____.
 - a. ☐ calls her friends
 - b. ☐ turns up the volume and dances
 - c. ☐ turns off the radio
3. For Amanda, summer is about _____ and _____.
 - a. ☐ going to the beach / swimming in the sea
 - b. ☐ reading a good book / playing the guitar
 - c. ☐ watching sunsets / visiting cities
4. This song makes Amanda's day better if _____.
 - a. ☐ she's tired
 - b. ☐ it rains
 - c. ☐ school begins

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen to a song by Calvin Harris. How many times do you hear the word...?  CD 4 Track 48

Summer _____

- B** Now listen again and circle the word you hear.  CD 4 Track 48

When I met you in the **1. summer / sand**

To my heartbeat's sound

We fell in **2. left / love**As the leaves turned **3. down / brown**

And we could be together, baby

As long as skies are **4. pool / blue**

You act so innocent now

But you lied so soon

When I met you in the summer



- C** Listen to Amanda talking about this song. Choose the correct option.  CD 4 Tracks 49 • 50

1. This song makes Amanda think about _____.
 - a. ☐ school
 - b. ☐ summer holidays
2. When she hears this song on the radio, Amanda _____.
 - a. ☐ calls her friends
 - b. ☐ turns up the volume and dances
3. For Amanda, summer is about _____ and _____.
 - a. ☐ going to the beach / swimming in the sea
 - b. ☐ watching sunsets / visiting cities
4. This song makes Amanda's day better if _____.
 - a. ☐ she's tired
 - b. ☐ it rains

GRAMMAR

1.1 To be A/B

A. 1. is 2. am 3. is 4. are 5. is 6. are 7. is

B. 1. Antonio **isn't** a student at my school. 2. My friends **aren't** from New York. 3. I'm not twelve years old. 4. Our football team **isn't** awesome. 5. The twins **aren't** great athletes.

C. 1. Is Ernest a doctor? Yes, he is. 2. Is her sister from Berlin? No, she isn't. 3. Are they 14 years old? No, they aren't.

1.1 Have got A/B

A. 1. have got ('ve got) 2. has got ('s got) 3. has got ('s got) 4. have got ('ve got) 5. have got ('ve got)

B. 1. haven't got 2. hasn't got 3. haven't got 4. haven't got 5. hasn't got

C. 1. Has Oliver got a camera? No, he hasn't. 2. Has Alice got a bike? Yes, she has. 3. Has Alice got a guitar? No, she hasn't.

4. Have the twins got a camera? No, they haven't. 5. Have the twins got a bike? Yes, they have.

1.1 Possessive determiners A/B

A. 1. Our 2. His 3. Their 4. Its 5. Her

B. 1. c 2. f 3. a 4. e 5. b 6. d

C. 1. Her 2. My 3. Our 4. your 5. Their 6. His 7. Its

1.2 Possessive case A/B

A. 1. Whose **mobile phone** is it? It's **the boy's** mobile phone. 2. Whose **gloves** are they? They're **Ikonik's** gloves. 3. Whose **TV** is it? It's **Tony and Luis's** TV. 4. Whose **glasses** are they? They're **Crystal's** glasses. 5. Whose **school bag** is it? It's **the student's** school bag. 6. Whose **dance** is it? It's **Funk Ops's** dance. 7. Whose **pops** are they? They're **my best friend's** pops.

B. 1. Mr Smith's car 2. My classmates' books 3. The winner's surfboard 4. Thomas's computer games

1.2 Question words A/B

A. 1. b 2. b 3. a 4. a 5. b

B. 1. How old 2. Which 3. How many 4. Why 5. When

C. 1. c 2. e 3. a 4. b 5. f 6. d

1.3 Present continuous

Worksheet A

A. 1. Gomez is cutting roses. 2. Wednesday is doing magic spells. 3. Pugsley isn't making dinner. 4. Uncle Fester and Pugsley are playing chess. 5. Lurch and Gomez aren't doing magic spells. 6. Pugsley isn't cutting roses. 7. Morticia and Lurch are making dinner.

B. 1. Is Wednesday catching spiders? Yes, she is. 2. Is Uncle Fester chasing the mouse? No, he isn't. He's creating a magic potion. 3. Are Lurch and Gomez painting the attic? Yes, they are. 4. Are Pugsley and Wednesday fighting? No, they aren't. They're playing a prank on Uncle Fester.

Worksheet B

A. 1. is cutting 2. is doing 3. isn't making 4. are playing 5. aren't doing 6. isn't cutting 7. are making

B. 1. Is Wednesday catching spiders; is 2. Is Uncle Fester chasing the mouse; isn't; is creating a magic potion 3. Are Lurch and Gomez painting the attic; are 4. Are Pugsley and Wednesday fighting; aren't; are playing a prank on Uncle Fester

2.1 Prepositions of time

Worksheet A

A. 1. the weekend, night, half past two, Easter, midday 2. the afternoon, 2021, July, the evening, the summer 3. school, the

lesson, lunch, the break, dinner 4. Thursday, Mondays, 24th September, Christmas day, New Year's Eve

B. 1. at 2. on 3. in 4. before 5. on 6. after 7. in 8. at 9. on

Worksheet B

A. 1. night, half past two, Easter 2. the afternoon, 2021, July, the evening, the summer 3. the lesson, lunch, the break, dinner 4. Thursday, 24th September, New Year's Eve

B. 1. at 2. on 3. in 4. before 5. on 6. after 7. in 8. at 9. on

2.1 Possessive pronouns / Possessive determiners A/B

A. 1. yours 2. mine 3. his 4. his 5. theirs 6. yours 7. mine 8. yours 9. mine

B. 1. his 2. yours 3. theirs 4. mine 5. ours 6. hers

C. 1. our 2. my 3. his 4. their 5. yours 6. Our 7. theirs

2.2 Present simple / Adverbs of frequency A/B

A. 1. go 2. doesn't go 3. works 4. is 5. likes 6. start 7. finish 8. don't have 9. do 10. play 11. is 12. doesn't go 13. is 14. plays 15. play 16. go

B. 1. Do you go home for lunch? No, I/we don't. 2. Does Mrs Robinson watch Netflix series? No, she doesn't. 3. Do your friends like K-pop? Yes, they do.

C. 1. My mother **sometimes** comes to my house to help me. 2. The bus is **never** late. 3. **How often** do you cook dinner?

4. Students don't **usually** stay up late.

2.3 Present simple or present continuous

Worksheet A

A. 1. He is reading a book now. 2. She plays the drums every day. 3. They sometimes play video games. 4. Listen! She is singing. 5. We are helping in the kitchen at the moment.

B. 1. On Tuesdays, Jen always studies, but at the moment she's watching TV. 2. On Wednesdays, Jen never goes to the gym, but today she's going (to the gym). 3. On Fridays, Jen rarely goes shopping, but this afternoon she's buying a present. 4. At weekends, Jen usually visits her grandparents but tomorrow she's having a birthday party.

C. 1. goes 2. is; doing; is preparing 3. brush 4. don't study 5. is flying 6. volunteer 7. isn't visiting; is working 8. does / live; lives 9. Is / cutting; isn't; is painting

Worksheet B

A. 1. b 2. a 3. a 4. b 5. b

B. 1. always studies; is watching TV 2. never goes to the gym; is going (to the gym) 3. rarely goes shopping; is buying a present 4. usually visits her grandparents; is having a birthday party

C. 1. goes 2. is mum doing; is preparing 3. brush 4. don't study 5. is flying 6. volunteer 7. isn't visiting; is working 8. does Angela live; lives 9. Is Thomas cutting; isn't; is painting

2.3 Word formation

Worksheet A

A. 1. basketball 2. newspaper 3. bookshelf 4. toothbrush 5. sunglasses 6. cupboard

B. 1. c 2. e 3. d 4. b 5. a 6. h 7. j 8. g 9. f 10. i

C. 1. c 2. a 3. d 4. b 5. h 6. g 7. f 8. e

Worksheet B

A. 1. basketball 2. newspaper 3. bookshelf 4. toothbrush 5. sunglasses 6. cupboard

B. 1. irregular 2. impossible 3. incorrect 4. illegal 5. unkind 6. unhappy 7. irresponsible 8. incomplete 9. impatient 10. illogical

C. 1. acceptable 2. quietly 3. teacher 4. careful 5. painter 6. comfortable 7. wonderful 8. quickly

3.1 Prepositions of place / *There to be* A/B

A. 1. on 2. next to 3. in front of 4. under 5. above 6. on 7. next to 8. between 9. in 10. near

B. 1. There is; there isn't 2. Are there; there are 3. There isn't; there are 4. Is there; there isn't 5. are there; There are 6. there are; there is 7. Are there; there are 8. There is

3.2 *To be* – Past simple A/B

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

B. 1. a 2. c 3. b 4. c 5. a

C. 1. Were you at school yesterday? No, I wasn't./No, we weren't. 2. Where were mum and dad last night? They were at the cinema. 3. Was the cat in the caravan? No, it wasn't. 4. When was Larry at school? He was at school in the afternoon. 5. Were the penguins in the igloo? Yes, they were.

3.2 Past simple (regular verbs)

Worksheet A

A. -ed: worked, played, watched, helped, stayed, enjoyed -d: danced, lived, invited **double consonant -ed**: planned, stopped, travelled -ied: studied, carried, copied

B. 1. played 2. planned 3. carried

C. 1. The boys didn't play video games in their bedroom. 2. I didn't plan a visit to the cottage yesterday. 3. Thomas didn't carry the boxes to the attic.

D. 1. Did; visit; did 2. did; stay 3. Did; live; didn't

Worksheet B

A. -ed: played, watched, helped, stayed, enjoyed -d: danced, lived **double consonant -ed**: planned, travelled -ied: studied, carried

B. 1. played 2. planned 3. carried

C. 1. didn't play 2. didn't plan 3. didn't carry

D. 1. Did; visit; did 2. did; stay 3. Did; live; didn't

3.2 Past simple (irregular verbs) A/B

A. 1. took 2. wrote 3. saw 4. sang 5. drank 6. had 7. was/were 8. spoke 9. gave 10. bought 11. sat

B. 1. gave 2. sat; wrote 3. went 4. saw 5. bought

C. 1. Martin **didn't take** the bus home. 2. I **didn't have** a shower before breakfast. 3. They **didn't speak** to their teacher.

D. 1. Did; sing; didn't 2. did; drink 3. did; go 4. did; write; did

4.1 Prepositions of movement A/B

A. 1. through 2. into 3. along 4. across 5. onto 6. towards 7. over

B. 1. into 2. along 3. towards 4. over 5. onto 6. through

4.2 Past continuous A/B

A. 1. c (were taking) 2. a (was chatting) 3. a (were visiting) 4. b (was driving) 5. c (were having)

B. 1. Renato wasn't playing with his dog outside. 2. The students weren't taking notes. 3. I wasn't buying tickets for the theatre. 4. The girls weren't riding their bikes. 5. Sophie wasn't waiting for the bus.

C. 1. Was your brother buying souvenirs? No, he wasn't. 2. Were the tourists crossing the bridge? Yes, they were. 3. Was the tiger in the zoo sleeping? Yes, it was. 4. Were you visiting the aquarium? No, I wasn't./No, we weren't. 5. Was Tiffany enjoying the tour? Yes, she was.

4.2 Past continuous and past simple A/B

A. 1. b 2. a 3. b 4. b 5. a 6. a 7. a 8. a 9. b

B. 1. was getting; was talking 2. went; visited 3. bought 4. wasn't snowing; landed 5. were marching 6. did (Layla) do 7. were (you) going; called 8. were watching; were taking

4.2 Linking words

A. 1. d 2. e 3. a 4. b 5. c

B. 1. therefore 2. however 3. so 4. however 5. so 6. therefore

C. 1. Judy and Mike love London; however, they are going to Japan this year. 2. You didn't do well on your exams, so you aren't going to the *Harry Potter* show. 3. Agatha wasn't feeling well; therefore, she didn't visit the History Museum. 4. Football is our favourite sport; however, we didn't visit Wembley Stadium.

4.3 Comparative / Superlative A/B

A. 1. hotter than 2. older than 3. more expensive than 4. easier than 5. better than 6. more comfortable than

B. 1. the funniest 2. the best 3. the tallest 4. the most relaxing 5. the fastest 6. the worst

C. 1. c (older than) 2. a (the worst) 3. a (scarier than) 4. b (more exciting than) 5. c (the coolest) 6. c (the best)

5.1 Future: will A/B

A. 1. She will buy ice skates tomorrow. 2. Fernando will be a football player. 3. My sister won't eat pizza for lunch. 4. I promise I will help you with the homework. 5. Will Kris visit us next year? 6. Molly won't go to basketball practice today? 7. Will they go to Brazil next summer?

B. 1. will go 2. will travel 3. won't win 4. will come 5. will probably be 6. won't help 7. Will (you) fix; will 8. will be

C. 1. Will Nicholas buy a sports car? Yes, he will. 2. Will you travel to another planet? No, I/we won't. 3. Will Gary and Tracy have twins? Yes, they will. 4. Will it rain tomorrow? Yes, it will. 5. Will Cindy live in a palace? No, she won't. 6. Will they move to Italy? No, they won't. 7. Will we get married? Yes, we will. 8. Will Liam learn surfing? No, he won't.

5.1 Future: will / be going to / present continuous A/B

A. 1. a 2. b 3. b 4. b

B. 1. isn't going to watch 2. is going to watch 3. are they going to do; are going to try 4. Is Crystal going to play; isn't 5. are going to visit

C. 1. is catching 2. is meeting 3. are going 4. isn't visiting 5. is taking 6. is having 7. is leaving

5.1 Modal verbs A/B

A. 1. can 2. mustn't 3. must 4. can't 5. mustn't

B. 1. d 2. c 3. f 4. a 5. b 6. e

C. 1. Fernanda should clean her teeth after meals. 2. They shouldn't drive so fast. 3. Students shouldn't be late for school. 4. We should help others in need.

D. 1. must 2. can 3. should 4. Can

5.2 Zero and first conditionals

Worksheet A

A. 1. a 2. b 3. b 4. a 5. b 6. a

B. 1. goes; 'll/will spend 2. 'll/will try; find 3. will book; isn't 4. don't leave; 'll/will miss 5. are; 'll/will visit 6. has; 'll/will travel

C. 1. will go 2. wins 3. is 4. will visit 5. rains 6. has

Worksheet B

A. 1. travel 2. have 3. don't forget 4. buy 5. stay 6. try

B. 1. 'll/will spend 2. 'll/will try 3. will book 4. 'll/will miss 5. 'll/will visit 6. has

C. 1. e 2. b 3. f 4. c 5. a 6. d

5.2 Indefinite pronouns A/B

Worksheet A

A. 1. somewhere 2. someone 3. something

B. 1. b 2. c 3. a

C. 1. nowhere 2. No one 3. nothing

D. 1. somewhere; something 2. anywhere 3. nobody/no one 4. anything; nothing 5. somebody 6. nowhere 7. anybody/anyone

Worksheet B

- A. 1. somewhere 2. someone 3. something
B. 1. b 2. c 3. a
C. 1. nowhere 2. No one 3. nothing
D. 1. a 2. b 3. a 4. c 5. c 6. a 7. b

VOCABULARY

1.1 Personal details A/B

- A. 1. f 2. i 3. d 4. g 5. a 6. b 7. c 8. e 9. h
B. 1. name 2. surname 3. twelve 4. Australian 5. date of birth
6. year 7. address 8. mobile phone number 9. email address

1.1 Hobbies

Worksheet A

- A. 1. skateboarding 2. chatting on the internet 3. going to the cinema 4. playing video games 5. singing 6. painting 7. swimming
8. playing the guitar 9. taking photos 10. watching TV

Worksheet B

- A. 1. b 2. a 3. b 4. c 5. a 6. c 7. a 8. c 9. b 10. b

1.2 Physical description / Personality

Worksheets A/B

A.

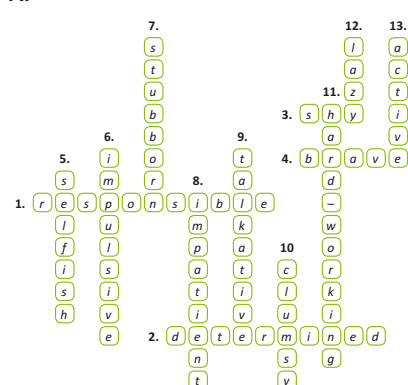


Worksheet A

- B. 1. curly; freckles 2. moustache; short wavy 3. tall; thin; long straight
C. 1. wavy 2. freckles 3. black 4. large
Worksheet B
B. 1. b 2. c 3. a
C. 1. wavy 2. freckles 3. black 4. large

1.2 Personality A/B

A.



1.3. Family members and relationships A/B

- A. 1. grandparents 2. twin sisters 3. husband 4. cousins 5. wife 6. only child 7. stepfather 8. aunt 9. uncle 10. stepsister
11. adopted child 12. half-sister

1.3 Family activities and jobs

Worksheets A/B

A.



Worksheet A

- B. 1. sing and dance 2. do sports 3. play pranks 4. travel 5. go shopping 6. cook meals 7. play games 8. read 9. watch films
C. 1. b 2. a 3. a 4. c 5. b 6. c 7. b 8. a 9. a 10. b 11. a 12. b

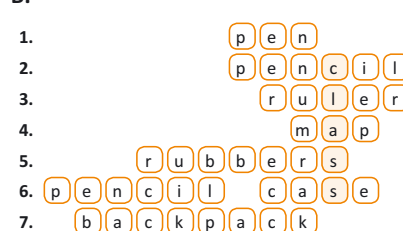
Worksheet B

- B. 1. sing and dance 2. do sports 3. play pranks 4. travel 5. go shopping 6. cook meals 7. play games 8. read 9. watch films
C. 1. f 2. k 3. h 4. a 5. c 6. l 7. e 8. b 9. j 10. g 11. i 12. d

2.1 School facilities / School objects A/B

- A. 1. gym – a 2. canteen – g 3. lab – d 4. computer room – h
5. staffroom – c 6. classroom – i 7. library – b 8. playground – e
9. school office – f

B.



Mystery word: CLASS

2.1 School subjects / Time / School timetable

Worksheet A

- A. 1. maths 2. geography 3. French 4. chemistry 5. PE 6. history
7. science 8. English 9. art 10. ICT
B. 1. past eight 2. nine 3. quarter to 4. midday 5. a quarter to
6. past one 7. a quarter past two 8. three o'clock
C. 1. b 2. a 3. b 4. b 5. b

Worksheet B

- A. 1. maths 2. geography 3. French 4. chemistry 5. PE 6. history
7. science 8. English 9. art 10. ICT
B. 1. c 2. e 3. a 4. g 5. h 6. d 7. b 8. f
C. 1. b 2. a 3. b 4. b 5. b

2.2 Daily routine A/B

- A. 1. up 2. up; dressed 3. lessons; a shower; breakfast; lunch
4. your teeth 5. my homework 6. to bed; home; to school
B. 1. brush your teeth 2. go home 3. have lunch 4. go to bed 5. do my homework 6. wake up; get up 7. go to school 8. get dressed
9. have lessons 10. have breakfast 11. have a shower

2.3 Activities outside the classroom

Worksheet A

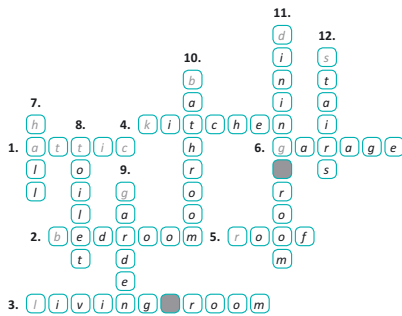
- A. 1. go rock climbing 2. raise money for charity 3. do gardening
4. take a cooking course 5. learn a foreign language 6. do photography 7. sing in a choir 8. play chess 9. volunteer 10. do yoga 11. pick up plastic 12. play volleyball 13. invent things 14. join the drama club 15. create YouTube videos 16. play the violin

Worksheet B

- A. 1. go rock climbing 2. raise money for charity 3. do gardening
4. take a cooking course 5. do photography 6. volunteer 7. pick up plastic 8. play chess 9. invent things 10. create YouTube videos
11. play the violin 12. play volleyball

3.1 Parts of the house A/B

A.



3.1 Furniture A/B

A.



B. 1. b (bookcase) 2. a (oven) 3. c (wardrobe) 4. b (painting) 5. a (bedside table)

3.2 Types of houses

Worksheet A

A. 1. terraced houses 2. cottage 3. tent 4. detached house 5. block of flats 6. tepee 7. caravan 8. semi-detached houses 9. hut 10. stilt

Worksheet B

A. 1. b 2. b 3. c 4. a 5. a 6. c 7. b 8. a 9. c 10. c

4.1 Public buildings and shops A/B

A. 1. cafe 2. theatre 3. park 4. hotel 5. church 6. airport 7. restaurant 8. library 9. train station 10. post office 11. Town Hall 12. fire station 13. museum

B. 1. chemist's 2. clothes shop 3. newsagent's 4. baker's 5. shoe shop 6. pet shop 7. music shop 8. butcher's 9. bookshop 10. sports shop

4.2 Places to see in a city / Attractions A/B

A. 1. aquarium 2. monument 3. souvenir shop 4. palace 5. park 6. boat ride 7. bridge 8. museum 9. zoo

B. 1. park 2. boat ride 3. Zoo 4. aquarium 5. Palace 6. bridge 7. museum 8. souvenir shop 9. monument

4.3 Means of transport / Places and activities A/B

A.



B. 1. swim in the sea; run in the sand 2. learn about exotic plants and flowers; visit an indoor rainforest 3. see wild animals; feed some of the animals 4. have a family picnic; relax on the grass and under the trees

5.1 Sports A/B

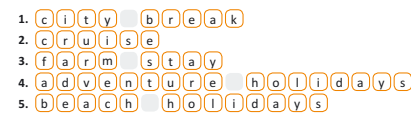
A.



B. 1. badminton; golf; football; rugby; volleyball; tennis; basketball 2. ice skating; swimming; skiing 3. gymnastics; judo C. 1. tennis racket (b) 2. surfboard (c) 3. golf clubs (a)

5.2 Types of holidays / Holiday activities / Weather A/B

A.



B. 1. snorkelling 2. city tours 3. visit places of interest 4. visit museums 5. waterskiing 6. sunbathing C. 1. b 2. c 3. a 4. f 5. d 6. e

READING

1.1 New in the neighbourhood A/B

A. Name: Jordan Carson Age: thirteen/13 Address: 54 Carrington Road, Brisbane, Australia Mobile phone number: 856 735 937 Email address: jordy.carson@hotmail.com Year: 7

B.1 Kentucky – Florida 2. sister – brother 3. September – August 4. flat – house 5. snowboarding – skateboarding

C. 1. She's from India. 2. She's sixteen (years old). 3. Her birthday is on 7th February. 4. Her address is 33 Leigham Court Road. 5. No, she hasn't. 6. Alison and Nicole are her best friends. 7. They're in year 10.

1.2 Michelle Obama

Worksheet A

A. 1. a. tall and thin; wavy black hair; dark brown eyes; b. active; intelligent; sociable 2. a. tall and thin; dark skin; short grey hair;

b. hard-working; determined; stubborn 3. a. extremely tall; long brown hair; brown eyes b. shy (intelligent, independent)

B. 1. d 2. e 3. a 4. c 5. b

C. 1. She is a lawyer and a writer. 2. Her birthday is on 17th January. 3. Her house is near Washington D.C. 4. Yes, she is. (She's married to Barack Obama). 5. Her free time activities are gardening, cooking, playing the piano, doing exercise and playing tennis against her husband.

Worksheet B

A. 1. a. tall and thin; wavy black hair; dark brown eyes; b. active; intelligent; sociable 2. a. tall and thin; dark skin; short grey hair; b. hard-working; determined; stubborn 3. a. extremely tall; long brown hair; brown eyes b. shy (intelligent, independent)

B. 1. Michelle 2. Barack 3. Sasha 4. Malia; Sasha 5. The Obamas C. 1. a lawyer and a writer. 2. on 17th January. 3. near Washington D.C. 4. she is. (She's married to Barack Obama). 5. gardening, cooking, playing the piano, doing exercise and playing tennis against her husband.

1.3 Modern Family A/B

A. 1. Phil 2. Phil and his kids 3. Jay 4. Haley 5. Manny 6. Phil

B. 1. F – They have got one son, Luke. 2. F – She is medium-height. 3. T 4. F – Phil and Luke have got a special relationship. 5. T

C. 1. Modern Family is a very funny American television show. 2. Claire is very determined and responsible. 3. No, she isn't. She has got a brother and a sister. 4. Manny is Luke's cousin. 5. They like playing video games, watching TV and playing sports together. 6. Yes, they are. They are having a great time. 7. Claire is reading a magazine.

2.1 My school rocks! A/B

A. 1. Kimberly 2. *My School Rocks* 3. half past eight 4. at about three o'clock 5. science 6. Tuesday

B. 1. interview for the school newspaper 2. 15-minute break 3. the school canteen 4. sometimes goes to the computer room and surfs the net 5. Tuesdays.

C. 1. d 2. a 3. e 4. c 5. b

2.2 The daily life of a successful YouTuber A/B

A. 5, 3, 8, 1, 6, 4, 2, 7

B. 1. F ("This is @samsheffer, a celebrity YouTube star", line 1) 2. T ("has a passion for technology, music and trainers", line 2) 3. F ("he rides his boosted board to the studio", lines 7-8) 4. T ("It sometimes takes 6 to 7 hours to do it.", lines 11-12)

C. 1. He lives in New York City. 2. He wakes up at a quarter to eight. 3. He visits his brother twice a week. 4. After dinner he usually reads a book or listens to an audiobook. 5. He works many hours because he really likes video games, cameras, computers and the internet.

2.3 Boat life

A. 1. fantastic (line 2) 2. different (line 3) 3. difficult (line 4) 4. small (line 5)

B. 1. live on a boat 2. very different to living in a house 3. it is full of stuff 4. they prefer jumping off the boat and having *salt water showers*. 5. visit lots of new countries, meet new people and talk to other children who live on boats 6. sailing the blue waters of the French Polynesia

C. 1. Sam is 14 and Evan is 12. 2. The name of the boat is *Fat Susan*. 3. Cooking is sometimes difficult because the kitchen is very small and they don't have a freezer. 4. No, they don't. 5. They go snorkelling, swimming with dolphins or scuba diving. 6. They are sailing the blue waters of the French Polynesia. 7. Yes, he does. "Living on a boat is hard but it's amazing" (line 23).

Worksheet B

A. 1. fantastic (line 2) 2. different (line 3) 3. difficult (line 4) 4. small (line 5)

B. 1. d 2. a 3. e 4. f 5. c 6. b

C. 1. is 14; is 12. 2. of the boat is *Fat Susan*. 3. Cooking; the kitchen is very small and they don't have a freezer. 4. they don't. 5. go snorkelling, swimming with dolphins or scuba diving. 6. sailing the blue waters of the French Polynesia. 7. "Living on a boat is hard but it's amazing" (line 23).

3.1 House A/B

A. 1. traditional house (b) 2. traditional house (b) 3. flat (a) 4. traditional house (b) 5. flat (a)

B. 1. F (The flat in Lagos has got only one floor.) 2. F (There are three bedrooms and two bathrooms.) 3. T 4. F (There is a kitchen with modern appliances.)

C. 1. No, it isn't. It is at the seaside. 2. You can have breakfast on the balcony. 3. In the living room there are two armchairs, a comfortable sofa, a coffee table and a fireplace. 4. There are two bedrooms. 5. Yes, it does.

3.2 Tepee weekend fun! A/B

A. 1. explained (c) 2. amazing (a) 3. large (d) 4. divided (b)

B. 1. F ("It all started when our history teacher, Mrs Maddock, organised a school trip to an old village owned by Indian tribes who lived there many years ago. – lines 3-4) 2. T (we sat in a circle on a large picnic blanket because there were no tables or chairs. – lines 10-11) 3. T ("The tour guide said that tepees were warm in winter and cool in summer. – lines 16-17) 4. F ("We had to find the seven Indian items on a list as quickly as possible. – lines 18-19) 5. F ("We received a fantastic prize: a trip for our families to spend a weekend here." – line 20)

C. 1. He sent the email to his cousin Karen. 2. He spent his weekend in an old village where Indian tribes lived many years ago. 3. The tribes hunted animals to eat, washed their clothes in rivers, grew different fruit trees and vegetables, and slept in these amazing tents called tepees. 4. In the afternoon, they picked vegetables for dinner and learned how to make a bow and arrow. 5. The tepees were big, conical, and made of real animal skin. 6. Yes, they did.

4.1 Going shopping A/B

A. 4, 2, 6, 1, 5, 3

B. 1. a birthday present/a T-shirt 2. £19; £11 3. in the changing room 4. take two T-shirts 5. the T-shirts and the receipt

C. 1. She went to Levi's/a clothes shop. 2. Her sister's birthday is next week. 3. They are a size small. 4. They were £11. 5. Yes, she did. 6. She bought two T-shirts. 7. She put the receipt in the bag.

4.2 London fun! A/B

A. **Monday:** Tower of London; Westminster Abbey **Tuesday:** (boat ride on the) river Thames **Wednesday:** Big Ben and Houses of Parliament; Tate Modern museum **Thursday:** Madame Tussaud's wax museum **Friday:** Buckingham Palace

B. 1. big (c) 2. go inside (a) 3. delicious (d) 4. famous (b)

C. 1. F (Pedro spent it with his aunt Rose and cousin Beth.) 2. T 3. T 4. F (It takes about 30 minutes for the London Eye to do a full turn.) 4. F (Beth took Pedro to the wax museum.)

D. 1. Pedro stayed with his aunt Rose and cousin Beth in London. 2. They didn't enter the Tower of London because there was a long queue. 3. Aunt Rose was looking at some famous monuments and Beth was taking photos. 4. Pedro went back home by plane.

4.3 Weekend fun A/B

A. 1. last Saturday 2. Godstone Farm 3. her family 4. amazing

B. 1. early 2. real 3. last 4. amazing 5. short 6. delicious

C. 1. F (They are best friends.) 2. F (It was amazing.) 3. T 4. F (They gave food to the ducks.) 5. T
D. 1. Olivia visited the farm by minibus. 2. They stopped for some minutes to feed the ducks in the pond. 3. They looked real. 4. No, they didn't. They had lunch in a cafe. 5. They stayed some time at the cafe because Olivia's parents wanted to relax. 6. In the afternoon, they played different games in a big tent.

5.1 Octopush A/B

A. 1. Paragraph 3 (c) 2. Paragraph 4 (d) 3. Paragraph 1 (a) 4. Paragraph 2 (b)
B. 1. fast (c) 2. several (d) 3. push (a) 4. on the top (b)
C. 1. F (It was invented in the 1950s.) 2. T 3. F (Only six people can be in the water at one time.) 4. T
D. 1. Octopush is an underwater hockey sport. 2. You need a diving mask, a snorkel, fins, special gloves and a water polo hat to play this sport. 3. Yes, it is. "Many doctors believe that swimming is good for your health and helps with back problems." (lines 13-14) 4. You can find more information in the British Octopush Association website at www.gbuwh.co.uk.

5.2 My dream holiday A/B

A. 1. c 2. e 3. a 4. d 5. b
B. 1. be a vet 2. won't feed (the) pigs 3. that involves adventure 4. beach holiday (in Thailand); friends 5. try the local; take (the) city
C. 1. "If my family comes with me, I'm sure they will love it too." (lines 5-6) 2. "If I have the opportunity, I will go anywhere and try anything!" (lines 18-19) 3. "We want to visit the different islands and take amazing photos of the sunsets." (lines 22-23)
D. 1. Bruno imagines himself waking up early and having fresh milk for breakfast and doing farming activities all day. 2. Leonor will visit Zanzibar, Maldives, Croatia, Egypt and Australia. 3. They will visit the different islands and take amazing photos of the sunsets in the Phi Phi Islands.

LISTENING

1.1 Darci Lynne A/B

A. 1. F 2. T 3. T 4. F 5. F
B. 1. American (b) 2. dog (a) 3. doing gymnastics (a) 4. a good student (b)

1.2 Best friends A/B

A. 1. a. Lucy b. thin c. straight d. blue e. intelligent f. lazy
2. a. William b. tall c. short d. black e. responsible f. impatient
B. ✓2, 4, 5 ✗1, 3
C. 1. Fortnite; series 2. basketball 3. tests 4. Saturdays 5. sleep

1.3 Family A/B

A. 1. friends 2. people 3. mind 4. brothers 5. sisters 6. together 7. family 8. days 9. young

2.1 Alicia's school and timetable

Worksheet A

A. 1. F 2. T 3. F 4. T 5. T 6. F
B. 1. seven 2. students 3. eighteen 4. experiments 5. computer rooms
C. 1. 8:15 2. 20 minutes 3. 12:45 4. classrooms 5. history; maths 6. ICT; art

Worksheet B

A. 1. F 2. T 3. F 4. T 5. T 6. F
B. 1. seven 2. students 3. eighteen 4. experiments 5. computer rooms
C. 1. d 2. f 3. a 4. c 5. b 6. e

2.2 Matilde's daily routine A/B

A. 1. six – seven 2. big – small 3. at school – at home 4. always – never
B. 3, 4, 2, 5, 1
C. 1. T 2. F 3. F 4. T 5. F 6. F

2.3 Circles

Worksheet A

A. 1. bad 2. try 3. don't believe 4. do 5. cold 6. 're running 7. something 8. 'm waiting 9. don't take 10. 're running 11. time 12. special 13. hear 14. feeling 15. Seasons

Worksheet B

A. 1. bad 2. try 3. don't believe 4. cold 5. something 6. 'm waiting 7. time 8. special 9. hear 10. feeling 11. Seasons

3.1 Crystal's house A/B

A. 1. dog 2. kitchen 3. fridge 4. living room 5. three; two 6. garage
B. 1. T 2. F (There's a kitchen and a living room downstairs.) 3. F (There's a photo of Crystal on the wall in the playroom.) 4. T 5. F (There's a TV in her parents' room.) 6. T

3.2 Types of houses A/B

A. 1. detached house (c) 2. block of flats (b) 3. terraced house (a)
B. 1. car – house 2. pollution; people – noise; cars 3. hut – cottage 4. doesn't enjoy – enjoys 5. rude – friendly 6. villages – countries 7. isn't – is

4.1 Giving directions A/B

A. 1. bookshop (c) 2. bank (b)
B. Dialogue 1: 1. can you tell me 2. go along; second 3. left
Dialogue 2: 1. Excuse me 2. straight; take the first turning
Dialogue 3: 1. train station 2. need to get 4. Sorry; street; right; park

4.2 Visiting a city A/B

A. 1. c 2. a 3. d 4. b
B. 1. clouds 2. while 3. night 4. Rome 5. home

4.3 Day out: plans and activities A/B

A. 1. an amusement park (c) 2. neighbour / Lucas (b) 3. 10 a.m. to 6 p.m. (b) 4. £10 (c) 5. swim shorts (a)
B. 1. T 2. F 3. F 4. F 5. T 6. T 7. F 8. T

5.1 My favourite sport A/B

A. 1. football (c) 2. tennis and swimming (a) 3. basketball (b)
B. 1. Messi 2. friends 3. at the weekend 4. five 5. in the park
C. 1. spend time; team 2. feel; relax; active; healthy 3. exciting; winning; get stronger

5.2 Holidays A/B

A. 3 times
B. 1. summer 2. love 3. brown 4. blue
C. 1. b 2. b 3. a 4. b

1.1 Darci Lynne A/B

Darci Lynne is an American ventriloquist and singer. She was the winner of Season 12 of the show *America's Got Talent*.

She was born on 12th October 2004 in Oklahoma in the USA. Her parents are Clarke and Misty Farmer. She has got three brothers: Nick, Dalton and Nate, and she has also got a dog called Binks.

Now she is a famous young girl in America, but in her free time she still practises gymnastics. She trains more than 25 hours per week!

She tries to have a normal life as much as possible, so she still goes to school and hangs out with her friends when she is not on tour. For Darci, it's important to finish school first and continue to be a good student.

1.2 Best friends A/B

Carol

My best friend is my sister Lucy. That's L-U-C-Y. She's eleven years old and we do everything together. She's short and thin, like me, and she's got straight brown hair. But we're also a bit different. I've got brown eyes, but Lucy's eyes are blue.

At the weekend, we like playing tennis and board games. My sister is very intelligent and active, but sometimes she doesn't want to help with the housework. My mum says she is lazy, but that's OK because I still love her.

Thomas

I've got many friends at school, but my best friend is William. You spell that W-I-L-L-I-A-M. He's really cool! We love playing Fortnite and watching series on Netflix. William is very tall, so he's on the basketball team. He's got short black hair and his eyes are black too.

He's a very responsible student and studies hard for tests. But when we play Fortnite we sometimes lose because he is a bit impulsive. On Saturdays we watch the series *Stranger Things* on Netflix, but he is impatient, so he doesn't want to wait for the next episode. I don't mind, but it's important to sleep too.

1.3 Family A/B

The Chainsmokers and Kygo, Family

2.1 Alicia's school and timetable A/B

Part 1

Hello! My name is Alicia and I am a 7th grade student at an International School in Barcelona. My school is very modern and it has got almost 400 students. That's a lot! But in my class, there are only 18 students. There are 25 classrooms and two new science labs where we do all types of crazy experiments. There's also a library with a very big collection of books, an art room full of beautiful artwork and a large playground where my friends and I hang out. When it's sunny out, we can have lunch in the outdoor garden, but when it's cold or rainy we must eat in the canteen. We have lessons every day all day, but when we have some free time there are three computer rooms that we can use to chat with friends online.

Part 2

Like I said before, I've got classes all day. Lessons start at quarter past eight. That's OK for me, especially if it's geography. That's my favourite subject! Then at half past ten we have a break for 20 minutes. Many students normally go to the bar and have a light snack during this break. I sometimes check my Instagram or go to the playground. Then we have some more lessons. At quarter to one the bell rings and it's time for lunch. After lunch we go back to our classrooms. On Monday afternoons I've got

history and maths. I don't really like these subjects to be honest. So, I prefer Wednesday afternoons, that's when I have ICT and art. I love everything about computers and paintings! And finally, at half past four, it's time to go home.

2.2 Matilde's daily routine A/B

Part 1

Hi, my name's Matilde and I live in Lillburn, New Zealand. I am a 7th grade student like you, but I don't go to school, the school comes to me. You see, Lillburn is a very small town in the south of New Zealand and it is quite far from schools. So, instead of classes in a normal school, I have online classes at home every morning from eight to half past midday. And the best part? I don't have any classes in the afternoon!

Part 2

My day starts at seven o'clock. I get up, get dressed and have breakfast with my older sister. Then I brush my teeth and turn on my computer because classes start at eight o'clock. At half past midday, I finish my online classes. After that I have lunch with my family at one o'clock.

In the afternoon I always do my homework and study for an hour. If I have some free time, I listen to some music, ride my horse, or go for walks with my sister.

Living far from everything is sometimes boring, but I always find something interesting to do.

2.3 Circles A/B

Kidz Bop, Circles

3.1 Crystal's house A/B

3.2 Types of houses A/B

Part 1

Speaker 1: My parents bought this place last year. It's so much better than the flat we lived in before. Now we have no neighbours, but we have a beautiful garden and a swimming pool outside. My bedroom's on the first floor and my parents' bedroom is on the ground floor. Much more privacy now!

Speaker 2: I quite like where we live. It's in the city centre and close to everything, but noisy sometimes. The upstairs neighbours have got a new baby girl and she often cries a lot. But my best friend Jimmy also lives here, he's on the 6th floor so he sometimes comes over and plays video games with me.

Speaker 3: Hi Marco, it's me Gabriel. I think I'm lost. I know you gave me your address and told me your house was red, but I'm here now and they all look the same to me! Can you come to the door, please?

Part 2:

Real estate agent (REA): Good afternoon, how may I help you?

Wendy (W): Hello, my name's Wendy and I'm looking for a new home.

REA: Well, congratulations! What type of house are you looking for?

W: Hmmm, I'm not sure. I'm a city girl but I am tired of living around so much noise and cars. Maybe something a bit more relaxing where I can read a book, somewhere quiet.

REA: I see, how about a cottage? We have an excellent one right by the forest. There are trees, a beautiful garden and no neighbours nearby.

W: Hmmm... but I like talking to people. I don't want to be alone and far from the city centre... Any other suggestion?

REA: How about a semi-detached house? It's big and there are

very friendly people in that neighbourhood. It's not too noisy and it's in a quiet town not far from here.

W: Hmm... it sounds nice but....

REA: But?...

W: Well, I don't think it's a good idea because I just don't like being in the same place for too long...

REA: In that case, I have just the thing for you.

W: Really?

REA: Yes!... A caravan! You can take it anywhere you'd like: to the quiet mountains, to the sandy beaches, even to other countries! Would you like to see it?

W: Yes, of course!!! Let's go!

4.1 Giving directions A/B

Part 1

Harry: Excuse me, how can I get to the bookshop?

Police officer: Go straight on and turn left at the end of the street. The bookshop is next to the cinema and opposite the shopping centre.

Harry: Thank you for your help.

Mr Collins: Excuse me, is the theatre at the end of the street?

Local: The theatre? No, it isn't. There isn't a theatre around here.

Mr Collins: Hummm... I need to get to the bank. Isn't the bank next to the theatre?

Local: Oh, no! It is in King's Road opposite the chemist's.

Part 2

Dialogue 1

Tourist: Excuse me, can you tell me the way to the post office?

Local: Yes. You go along King Street and take the second turning on the left. The post office is opposite the Town Hall.

Tourist: Sorry, the third turning on the left?

Local: No, the second.

Tourist: Thank you for your help.

Dialogue 2

Tourist: Excuse me officer, how can I get to Maggie's Place, the new restaurant?

Police officer: Well, I know that restaurant very well. They have great food. Go straight on North Road, then take the first turning on your right. The restaurant is next to the History Museum.

Tourist: Thanks so much, I must hurry. Bye.

Dialogue 3

Tourist: Excuse me, is there a bus station near here?

Local: Hmm, well the train station isn't far. Go along this street and turn left...

Tourist: Oh well, not the train station. I need to get to the bus station. My bus leaves in an hour.

Local: Sorry, go along this street and take the second turning on your right. The bus station is between the stadium and the park.

4.2 Take me back to London A/B

Ed Sheeran (feat. Stormzy), Take me back to London

4.3 Day out A/B

Martin: Hey dad, it's finally the weekend! We could do something different this weekend.

Father: Sure son, what do you want to do?

Martin: Well, my friend from school told me that the new amusement park is now open. You know, the one with all the water rides.

Father: Ah yes, our neighbour Jorge told me about that. He also wanted to go there with his son Lucas.

Martin: Awesome! We can all go together then!

Father: That's a great idea, let me check their website to see the opening hours and how much the tickets cost...

(father checks computer)

Father: Right, it says here it's open from 10 a.m. to 6 p.m. on Saturdays. Adults pay £10 and children aged 7 to 15 pay £8. That's OK.

Martin: Well, it's 9 o'clock now. Do you think we can go?

Father: Yes, son. I'm going to call Jorge now and ask them if they'd like to join us.

Martin: Thanks, dad, you're the best!

Father: OK, OK, go get your backpack ready. And don't forget your swim shorts. I'll prepare some packed lunches for us. Hurry up!

Martin: Yes, ddaaaaaadddd...!

5.1 My favourite sport A/B

Part 1

Everly: My favourite sport is football because I'm very good at it and all of my friends play it. In fact, my two best friends are on my team, so we have great fun together. And almost everyone in my family played football in the past. My brother's favourite football player is Messi, but I prefer Cristiano Ronaldo.

Bernie: Well, I really enjoy swimming and tennis. I like swimming because we've got a large swimming pool in our garden, so I'm there almost every day in the summer when it's nice out. And that's when my friends normally come and hang out with me there, too. And tennis because it's an active sport. I normally play it at the weekend with my dad.

Grace: My favourite sport? Oh it's basketball definitely! I'm on the girls' basketball team at school and we practise about five times a week, so we're always together. When we're not playing basketball, we normally hang out in the park and listen to music, you know, just relax and have some girl talk. But I also like swimming and football too.

Part 2

Everly: I love sports because I like to spend time with my friends and because it's good for me. I also love the competition, especially when our team is winning.

Bernie: Well, being in the water makes me feel refreshed especially on a hot day. I like that it helps me to relax when I'm a bit stressed because of tests. As for tennis, I like that I can spend time with my dad, and it keeps us both active and healthy.

Grace: Well, what I really love about sports in general is the adrenaline and that it's exciting. And also, that it's fun, even if you're not very good at it. Sure, I like winning, but it isn't the most important part. Any sport can help you get stronger, I think that's what really matters.

5.2 Holidays A/B

Calvin Harris, Summer

Amanda: This is one of my favourite songs ever, it always makes me think about summer. It really makes me happy when I'm sad. Every time it plays on the radio, I always turn up the volume and dance. Even at parties, this is a song that will always play, and my friends and I will sing it as loud as we can.

To me, summer is a time of relaxing, hanging out with my friends, going to the beach and swimming in the sea. I don't enjoy it when it rains, but even if it does, I will listen to this song and everything is good again. I can't wait for the summer holidays to begin!

Inclusion

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Inclusion 1

C Complete the table with information from the text.

	Age	Nationality	Family	Pets	Favourite food
Louise	12	French	a brother and a sister	no pets	ham sandwiches
Lola					
Ernest					

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

- Louise lives in Paris.
- She is an only child.
- Lola's hobby is skateboarding.
- Ernest's brother is 9.
- Ernest likes football.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



E Match the questions with the answers.

- | | |
|-----------------------------------|---|
| 1. What nationality is Lucy? | a. Her phone number is 0033 1 76 77 32 44. |
| 2. What is Louise's phone number? | b. He's from Berlin, in Germany. |
| 3. What are her hobbies? | c. Lola was born in Madrid. |
| 4. Where was Lola born? | d. Her hobbies are swimming and chatting on the Internet. |
| 5. Where is Ernest from? | e. She's English. |

F Complete the crossword to find out more about Lucy. Then answer the question: Who is Lucy's favourite singer?

Pet

Age

Hobby

Favourite fruit

Hometown

Favourite singer:

Grammar

Possessive determiners

► Read the sentences and look at the tables.

Personal pronouns	Possessive determiners
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their



Grammar presentation

A Complete the sentences. Choose the correct option in brackets.

1. My new friends are Italian. _____ names are Stefano and Donna. (Their / Our)
2. This is the history teacher. _____ name is Mr Parker. (Her / His)
3. I am from Liverpool, but _____ school is in Brighton. (your / my)
4. We are Brazilian. _____ house is in Rio de Janeiro. (Our / Your)
5. Anna is 11 years old and _____ brother is 16. (its / her)
6. London is a beautiful city. _____ parks are famous. (Its / His)

Remember this!

Use **its** for animals, but **her/his** for an animal that is your pet.

B Complete with the possessive determiners: *your, his, her (x2), our, their*.

1. "What's _____ name?" "I'm Matthew."
2. Emma has got a cat. _____ name is Princess.
3. My best friends are twins. _____ address is 45 Riverside Road, London.
4. My sister is 10. _____ birthday is on 22nd October.
5. We love pasta. It's _____ favourite food.
6. Natalie has got a brother. _____ hobby is playing basketball.

C Fun! Choose the correct possessive determiner to complete the speech bubbles.



Bill Watterson, *The Complete Calvin & Hobbes* (book 1, p. 302), Andrews McMeel Publishing

Inclusion 3

C Match the following words with the highlighted words in the text.

1. courageous _____
2. messy _____
3. nervous _____

D Correct these false statements with the words/expressions in the box. Follow the example.

shy | brown | a lot of different languages | is terrified of | train

- ▶ Harry meets Ron on a plane. Harry meets Ron on a train.
1. Harry has got blue eyes and red hair. _____
 2. Ron loves spiders. _____
 3. C-3PO can only speak English. _____
 4. Shaggy is a very talkative person. _____

E Answer the questions.

1. What are besties? Besties are _____
2. Why is Ron more than a friend to Harry? Ron is more than a friend because _____
3. How does R2-D2 talk? R2-D2 talks in _____
4. What is special about Scooby-Doo? Scooby-Doo is a _____

F **Challenge** 🎯 Do you know any other best friends in books or films?

G **Better TOGETHER** 🤝 The text is about besties. What is a “perfect friend” for you?

1. 🗣️ Complete the sentence with your ideas.
Follow the example.
A perfect friend...
 - helps you with homework
 - is a nice person
 - ...
2. 🧑🧑 Join with a partner. Add examples to your list.
3. 🗣️🧑🧑 Share your ideas with the class.



H When you are working on your own and you don't know a word, a dictionary may help you. Use a dictionary to fill in the table below. Follow the example.

Word	Category	Translation
friendly	adj. (adjective)	amigável
boring		
laugh		

Inclusion 4

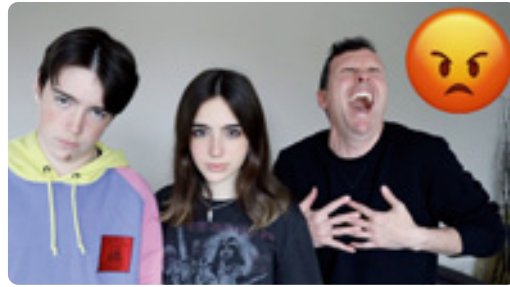
D Choose the correct option to complete the sentences.

1. The Eh Bee family is from **Canada / the USA**.
2. They show **scary / family-friendly** videos on YouTube that make people **laugh / smile**. This is the reason why they are very **special / famous**.

E Answer the questions.

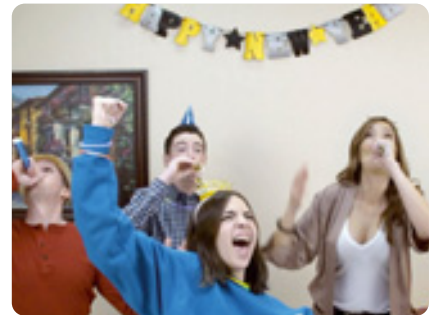
1. How many members are there in the Eh Bee family?
There are _____ members in the _____.
2. What is Papa Bee's job?
He _____ a _____.
3. Who has a lot of imagination to create funny activities?
_____ has.
4. What is Gabriela's brother like?
He is _____, _____ and very _____.

F Look at these photos of the family activities. Label them with sentences from the text.



1. My father and brother _____

2. My father _____ us a
terrible _____.



3. They are _____ a
_____ meal.
4. I'm _____
song.
5. We are _____
_____ Year's.

G **Better TOGETHER** Gabriela is part of a YouTube family.

1. 🤔 Is it good to be a member of a YouTube family? Why/Why not?
2. 🗣️ Join with a partner. What does he/she think?
3. 🗣️ Tell the class your answers.

Grammar

Present continuous

- Read the sentences and the information below.

We are cooking a special meal at the moment.

- We use the present continuous to refer to what someone is doing *now*, *at the moment* of speaking.

Our grandmother is staying with us for two weeks.

- We also use it to refer to a temporary situation.

- We use it with the expressions: *now*, *right now*, *at the moment*, *at present*.

- We form the present continuous with: *am/is/are* + *main verb* + *-ing*.



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

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

Remember this!

make – making
get – getting
begin – beginning

Grammar
in action

Grammar
presentation

A Choose the correct option to complete the sentences.

- Gabriela and her brother **is playing / are playing** the guitar right now.
- Papa Bee **is cooking / are cooking** dinner, but Mama Bee and Gabriela **isn't helping / aren't helping** him. They **is organising / are organising** a funny activity.
- Gabriela: Papa, you **isn't doing / aren't doing** anything right now. Everybody **is working / are working** on the new video. You are lazy!
- They **is flying / are flying** to New York at the moment.

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

- Gabriela _____ (phone) her best friend now.
- Mr and Mrs Bee _____ (not work) at the moment.
- We _____ (write) a dialogue for the next video.

C Ask and answer. Follow the example.

- Is Mr Bee having (have) an ice cream? / **No** "No, he isn't."
1. _____ Gabriela's parents _____ (sleep)? / **Yes** _____
 2. _____ Mama Bee _____ (read) a magazine? / **Yes** _____
 3. _____ the boys _____ (play) football? / **No** _____
 4. _____ you _____ (write) an email? / **No** _____
 5. _____ they _____ (watch) a funny video? / **Yes** _____

D **Pair work** Find differences between what is happening in your picture and in your partner's picture. Follow the example.

STUDENT A: In my picture Mr Parker is grilling hamburgers. Is he grilling hamburgers in your picture?

STUDENT B: No, he isn't. In my picture he is playing the guitar.

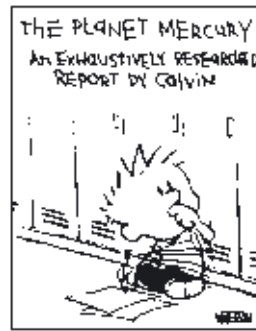
STUDENT A



STUDENT B



E **Fun!** What is Calvin doing? Complete the sentences with the verbs *write*, *ride* and *play*.



Bill Watterson, *The Complete Calvin & Hobbes* (book 1, pp. 148, 278; book 2, p. 33), Andrews McMeel Publishing

1. Calvin _____ (ride) his bike.
2. Calvin _____ (play) baseball.
3. Calvin _____ (write) a report about planet Mercury.

SC pages 8–9

EP page 170

WB page 15

Inclusion 6

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

- 1. Liam and Claire are in the same class.
- 2. Claire has got her favourite subject on Monday.
- 3. Liam's favourite subject is maths.
- 4. Claire has got history on Tuesdays and Thursdays.
- 5. Claire and Liam finish school at lunchtime on Fridays.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match the questions with the answers.

- | | | |
|---|---|--|
| 1. Science is Claire's favourite subject. Why? | • | • a. In the lab. |
| 2. Where are the science lessons? | • | • b. Because she loves doing experiments. |
| 3. When has Liam got PE? | • | • c. At 8:15. |
| 4. What time has Claire got history on Thursdays? | • | • d. On Tuesdays and Thursdays before lunch. |

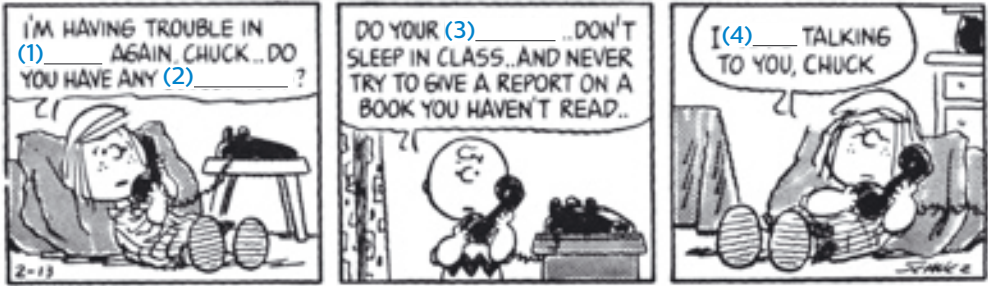
E **Better TOGETHER** Is school cool?

1. 🧐 Fill in the table with your ideas. Follow the examples.

What's cool about school?	What's not so cool about school?	What can be better at school?
- doing experiments	- getting up early	- having more school projects

2. 🧐 Join with a partner. Have you got the same answers? Can you come up with one more idea together?
3. 🧐 Share your answers with the class.

F **Fun!** Complete the comic strip with the words: *suggestion*, *hate*, *homework* and *school*.



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Grammar

Possessive pronouns

► Read the sentences and look at the tables.

Possessive determiners	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	---
our	ours
your	yours
their	theirs

Wonder is my favourite film. What about **yours**?

Mine too!

Grammar in action

Grammar presentation

A Complete the sentences. Choose the correct option in brackets.

1. "Is this your backpack?" "Yes, it's _____." (mine / ours)
2. This is Laura's pencil. It's _____. (hers / yours)
3. "Are these Jack's books?" "No, they aren't _____. " (ours / his)
4. "Are these the students' pencils?" "Yes, they're _____. " (mine / theirs)
5. My brother and I have got new uniforms. They're _____. (ours / theirs)
6. Logan, my bike is red, but _____ is blue, right? (yours / his)

B Match the columns.

- | | | |
|---|---|---|
| 1. Who is <u>he</u> ? | • | • a. It's Sally's pen. Yes, I think it's hers! |
| 2. Look! That's <u>Nina</u> over there. | • | • b. Yes, they're theirs. |
| 3. George has got a <u>new bike</u> . | • | • c. He's our science teacher. |
| 4. Whose <u>pen</u> is this? | • | • d. Its colour is beautiful. |
| 5. Are these <u>your parents'</u> car keys? | • | • e. Their favourite hobby is dancing. |
| 6. <u>Ann and Joe</u> are my friends. | • | • f. She's my new classmate. |

C Complete with the correct possessive determiners or pronouns in the box.

1. Thomas and I go to a school in Liverpool. Look, this is _____ school.
2. "Is this Sophie's ruler?" "No, it isn't _____."
3. This is my brother. _____ name is Oliver.
4. "Is this _____ pencil case, Megan?" "Yes, it's _____."
5. These are the kids' schoolbags. They are _____.

mine
your
his
hers
our
theirs

Inclusion 8

C Tick (✓) the correct option. Who says...?

	Matias	Kayla
1. where they are from		
2. what time they get up		
3. what they have for breakfast		
4. how they go to school		
5. what instrument they play		
6. what they do after school		



D Match these words with the highlighted opposites in the text.

- 1. slower _____
- 2. awake _____
- 3. never _____
- 4. begin _____
- 5. far from _____

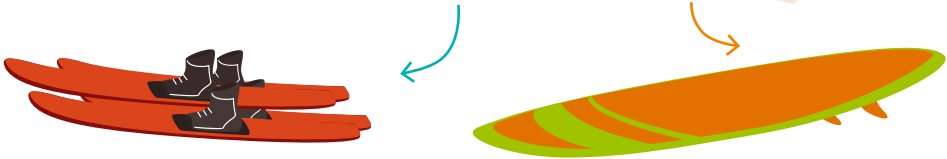
E Complete the sentences with information from the text.

- 1. Matias skis to the _____ and then he _____ the bus to school. Kayla _____ to school.
- 2. When Matias arrives at school, he takes off _____ and puts on _____ or he just _____ in his _____.
- 3. Kayla wears a _____ to school.
- 4. Kayla's favourite subject is _____ because she _____.

F Think Where would you like to live? In Finland? In Hawaii? Why?

I would like to live in... because...

G Use a dictionary to find other examples of winter sports and water sports.



Culture!



Hawaii

Hawaii is one of the fifty states of the USA. It consists of eight main islands in the Pacific Ocean. Its nickname is Aloha State. Aloha in Hawaiian is welcome, hello, goodbye, love, compassion and peace. The capital is Honolulu. Some of the traditions are hula dancing and exchanging flower garlands called leis.

Inclusion 9

Grammar

Present simple

► Read the sentences.

I **get up** at seven o'clock.

Kayla **lives** in Honolulu.

Does she **play** volleyball?

These verbs are in the **present simple**.

We use the **present simple** to talk about facts, regular activities, habits or routines.

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

3rd person singular rules:

- Most verbs
work - **works**
- Verbs ending in -o, -ch, -sh, -ss, -x or -z
go - **goes**; watch - **watches**; wash - **washes**;
kiss - **kisses**; fix - **fixes**; buzz - **buzzes**
- Verbs ending in consonant + -y
study - **studies**; fly - **flies**

Remember this!

Do you live in Hawaii?
Does he walk to school?

Short answers

Yes, we do. No, we don't.
Yes, he does. No, he doesn't.

Grammar
in action

Grammar
presentation

A Choose the correct option.

1. Matias and his mum **has** / **have** breakfast in the kitchen.
2. Kayla **wakes up** / **wake up** at 6:45 a.m.
3. Kayla and her brother **goes** / **go** to Kaimuki Middle School.
4. They **enjoys** / **enjoy** different extracurricular activities.
5. She **plays** / **play** the ukulele and she **likes** / **like** it a lot.
6. Kayla **studies** / **study** in her bedroom after school.
7. Matias and his friends **watches** / **watch** winter sports on TV.
8. Matias **walks** / **walk** in his socks at school.

B Make the sentences in exercise A negative.

C Ask and answer. Follow the example.

- Kayla / like / surfing? **Yes**
 “ Does Kayla like surfing?” “Yes, she does.”
1. Matias / drink / milk in the morning? **Yes**
 “ _____ Matias _____ milk in the morning?” “Yes, he _____.”
2. he / wear / a school uniform? **No**
 “ _____ he _____ a school uniform?” “No, he _____.”
3. Matias and Kayla / go to school / by car? **No**
 “ _____ Matias and Kayla _____ to school by car?” “No, they _____.”
4. the students / play / volleyball? **Yes**
 “ _____ the students _____ volleyball?” “Yes, they _____.”
5. Kayla / do / her homework after school? **Yes**
 “ _____ Kayla _____ her homework after school?” “Yes, she _____.”

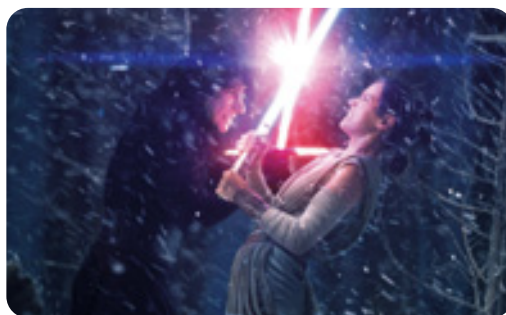
D Choose the correct option.

1. In Finland lots of people **speaks / speak** English very well.
2. Like Matias, my lessons **starts / start** at eight o'clock in the morning.
3. Where **do / does** Kayla **lives / live**?
4. Matias's mum **doesn't / don't** work at home.

E Choose the correct options.



1. Batman **drives / drive** a special car.
 He **doesn't like / don't like** bats at all!



2. I **doesn't like / don't like** science fiction films, but I **likes / like** *Star Wars*.



3. **Does they play / Do they play** Dungeons and Dragons in *Stranger Things*?
 Yes, they **does / do**.



4. Mulan **wants / want** to protect her family, so she **becomes / become** a soldier.

SC pages 12-13

EP page 171

WB pages 25-26

Inclusion 10

Grammar

Present simple or present continuous

- Read the sentence and look at the tables.

I **ride** my bike **every day** after school, but **now** I'm not riding my bike, I'm **watching** TV.

Present simple

Eric **always walks** to school.

Isa and Eric **usually have** lunch at home.

Things we do **every day, routines, habits, general truths**.

Time expressions: every day, always, usually, often, sometimes, rarely, never.

Present continuous

Now Eric **is watching** TV in his bedroom.

At this moment Isa and Eric **are studying**.

Things we are doing **now, at this moment**.
Actions happening **right now**.

Time expressions: now, at the moment, right now, at present.

Grammar
in action



Grammar
presentation



A Present simple or present continuous? Choose the correct option.

- These students often **have** / **are having** lessons in the lab.
- Right now Eric **talk** / **is talking** on the phone.
- The kids **don't study** / **aren't studying** right now.
- After school they usually **help** / **are helping** their community.
- My father **goes** / **is going** to work by car every day.
- Isa **makes** / **is making** a phone call at the moment.



B Put the verbs in brackets in the present simple or present continuous.

- The members of the community club _____ (**work**) a lot every week.
- At the moment the students _____ (**not have**) lessons. They _____ (**play**) games.
- Isa always _____ (**visit**) her grandparents at weekends. Now she _____ (**call**) them to say hello.
- Right now Isa and Eric _____ (**write**) an article for a teen magazine about their project.
- Eric's best friend _____ (**not go**) to the same school as Eric.
- Eric _____ (**not watch**) a film now. He _____ (**listen**) to music.



C

Pair work Ask and answer with the help of the photos. Follow the example.



- Ed Sheeran usually has (have) lunch at home
is he having (have) lunch at home now?
 No he isn't. He is having (have) lunch at a restaurant.

1. Chloë Grace Moretz often _____ (do) gymnastics.
 _____ she _____ (do) gymnastics right now?
 No, she _____. She _____ (work).



2. Shawn Mendes sometimes _____ (play) the piano.
 _____ he _____ (play) the piano at the moment?
 No, he _____. He _____ (play) the guitar.

D
3

Listen to the song. Choose the correct option.



You've got a hold on me
 Don't even know your power
 I stand a hundred feet
 But I **(1) fall / tall** when
 I'm around you
 Show me an open door
 Then you **(2) slow / go** and slam
 it on me
 I can't take anymore

I'm **(3) paying / saying**
 Baby, please have mercy on me
 Take it easy on my heart
 Even though you don't
(4) mean / clean to hurt me
 You keep tearing me apart
 Would you please have mercy,
 mercy on my heart?
 Would you please have mercy,

mercy on my heart?
 I'd drive through the night
 Just to be near you, baby
 Heart open, testify
 Tell me that I'm not crazy
 I'm not **(5) calling / asking**
 for a lot
 Just that you're honest with me
 My pride is all I got

Shawn Mendes, "Mercy" (abridged)

Writing

Interview

- A** Olivia is a reporter for her school magazine.
Read her interview with the amazing kid, Nathan Kay.



Extraordinary kids by Olivia Scott

INTRODUCTION

Nathan Kay, 11, is a very intelligent boy. His IQ¹ is really high. He is very polite, he speaks very well and he is very communicative. He is proud of the things he is good at, like writing books.

INTERVIEW

Olivia: Nathan, you have a high IQ. How are things at school?

Nathan: Well, the other students are nice, but we are interested in different things.

Olivia: What do you do in your free time?

Nathan: I play the piano. My favourite composer is Beethoven. I'm in a swimming team and I practise yoga. I don't often watch TV. I prefer reading books on Geology or World History.

Olivia: What are your plans?

Nathan: Now I'm writing a book and I want to write others and travel to get to know other cultures.

¹IQ: QI
(Quociente de Inteligência)



- B** Now imagine you are a reporter for your school magazine and write an interview with another extraordinary kid: Amy Willer. Follow the model above.

INTRODUCTION

Name: Amy Willer
Age: 12
Skill: is great
Personality: creative,
loves nature

INTERVIEW

1st question: (What / you like / to photograph) ?

Answer: animals and nature / favourite animals / birds

2nd question: What / other activities / you do / your free time ?

Answer: watch documentaries / animals / visit museums / go / zoo

3rd question: What / your plans / ?

Answer: save money / camera / publish / book / my photos

Amy Willer, _____, _____ a _____ photographer.

She _____ shy, _____ and she _____.

You: _____ ?

Amy: I _____ to photograph _____ and _____.
My _____ to photograph _____.

You: _____ ?

Amy: I _____ about _____,
I _____ and I _____ to the _____.

You: _____ ?

Amy: I'm _____ to buy
a _____ and I want to _____
a _____ with _____.



Inclusion 12

C Match the highlighted words in the text with their meanings.

- 1. comfortable _____
- 2. people living in a house near you _____
- 3. to take things out of a suitcase or a box _____
- 4. a room in the house where you can read or work _____
- 5. machines or pieces of equipment you have in your home _____

D Complete the table about Logan’s new house.

1. Type of house	2. Number of floors	3. Parts of the house		4. Kitchen appliances
		ground floor	first floor	
		a hall	3 bedrooms	dishwasher

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

- | | | |
|---|--------------|--------------|
| 1. Alex is Logan’s next-door neighbour. | <div>T</div> | <div>F</div> |
| 2. There’s a fireplace downstairs. | <div></div> | <div></div> |
| 3. There aren’t any old appliances in the kitchen. | <div></div> | <div></div> |
| 4. There’s a private bathroom in his parents’ bedroom. | <div></div> | <div></div> |
| 5. Logan’s favourite place in the house is his bedroom. | <div></div> | <div></div> |

F Answer the questions.

- | | | |
|------------------------------------|---|---|
| 1. Where is Logan’s new house? | • | • a. Because they have to unpack boxes and there is lots of stuff to tidy up. |
| 2. Why are the Fosters very busy? | • | |
| 3. Where is Logan’s bedroom? | • | • b. Yes, he does. |
| 4. Does Alex like Logan’s bedroom? | • | • c. In Manchester. |
| | | • d. It’s between the study and the bedroom. |

G **Think** Is it important to help your neighbours? How can you help them?

H **Fun!** Solve these riddles. The emojis can help you.

1

WHAT DO YOU SAY WHEN YOU’RE HAPPY TO BE BACK HOME?

ANSWER:



Home s _ _ _ _ h _ _ _

2

WHAT TYPE OF HOUSE CAN YOU FIND NEAR THE SEA?

ANSWER:



light _ _ _ _ _

3

IN WHAT TYPE OF HOUSE DO GHOSTS LIVE?

ANSWER:



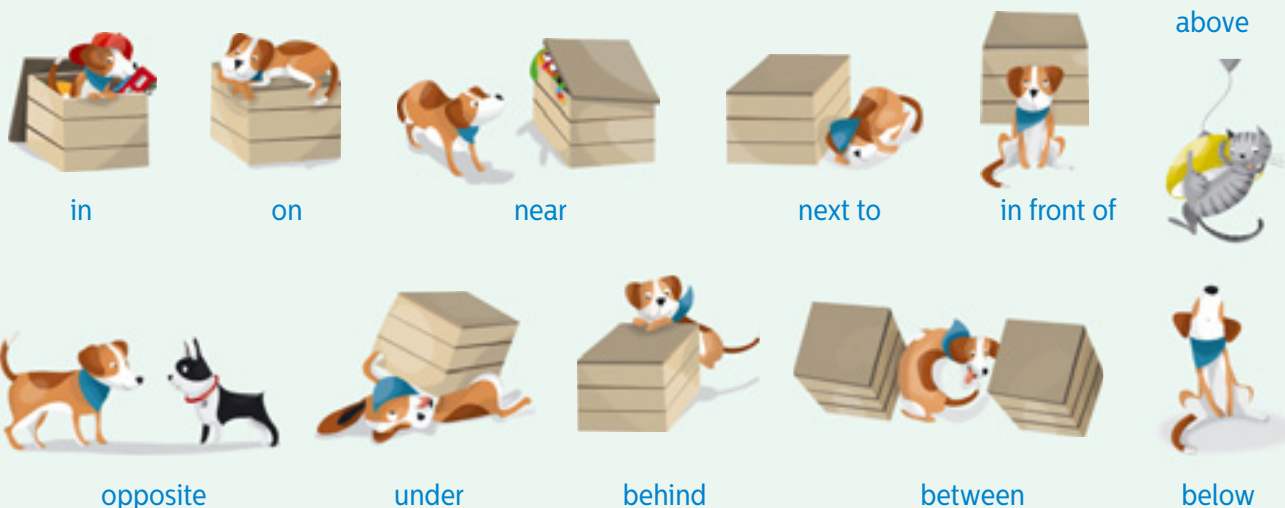
haun _ _ _ _ h _ _ se

Inclusion 13

Grammar

Prepositions of place

► Look at Max, Logan's dog.



Grammar presentation

A Choose the correct preposition of place.

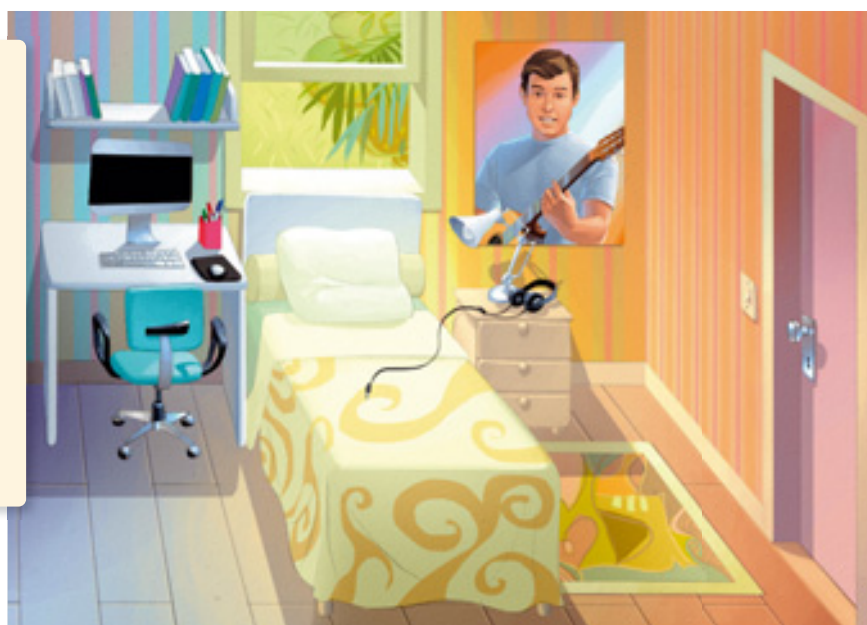
1. The kitchen and the living room are **on** / **in** the ground floor.
2. There is a mirror **under** / **above** the washbasin.
3. The TV is **under** / **opposite** the sofa.
4. There are plates and glasses **in** / **in front of** the kitchen cupboard.
5. The bedside table is **next to** / **under** the bed.

B Sienna is Logan's sister. Look at her room. Choose the correct preposition of place.

Remember this!

Use **on** to talk about a floor in a building and things hanging on a wall.

This is Sienna's bedroom. There is a window (1) **above** / **behind** her bed. There is a bedside table (2) **next to** / **below** her bed and a rug (3) **in** / **on** the floor. The bed is (4) **between** / **opposite** the bedside table and the desk. There is a computer (5) **in** / **on** her desk. There is a shelf (6) **below** / **above** her desk.



SC pages 16-17

WB pages 36; 86

Inclusion 14

C Match the headings with the paragraphs. Choose the correct option.

- | | | |
|-----------------------------------|---|---|
| 1. The number of rooms. | a. ☐ paragraph 2 | b. ☐ paragraph 4 |
| 2. The beginning of the story. | a. ☐ paragraph 1 | b. ☐ paragraph 3 |
| 3. The tiny house becomes famous. | a. ☐ paragraph 4 | b. ☐ paragraph 5 |
| 4. Getting the money. | a. ☐ paragraph 2 | b. ☐ paragraph 3 |
| 5. Help is here! | a. ☐ paragraph 4 | b. ☐ paragraph 3 |

D Tick (✓) the correct options to complete the sentences.

- | | | |
|--|---|--|
| 1. Luke is from | a. ☐ England. | b. ☐ the USA. |
| 2. He learnt to build tiny houses | a. ☐ with his parents. | b. ☐ on YouTube. |
| 3. Luke worked a lot to have | a. ☐ a garage. | b. ☐ money. |
| 4. His mum helped him | a. ☐ make the house beautiful. | b. ☐ with the electricity. |
| 5. Luke went to the principal's office because | a. ☐ of his school marks. | b. ☐ someone wanted to talk to him. |

Speaking

Comparing two types of houses

A Listen to Ivy comparing her house to Luke's house and complete the gaps (1-4).

26 • 27

	Luke's house	Ivy's house	Your house
What type of house is it? (flat, cottage...)	tiny, detached house	(1) _____ house	
Where is it? (in the city, near the park...)	in his parents' garden	in the (2) _____	
What is it like inside? (there is a modern kitchen, a living room...)	3 spaces: living room, kitchen space, loft bed	a living room, a (3) _____, 2 bathrooms and 3 bedrooms	
What is it like outside? (there is a garage, a garden...)	no swimming pool, no garage	a swimming pool and a (4) _____	

B Now complete the table about your imaginary house. Then compare it to Luke's house. Start like this: Luke has got a detached house, but my house is a...

Grammar

Past Simple Regular verbs Affirmative and Negative

► Read the sentences.

Luke **posted** lots of videos.

Luke **didn't want** a new house.

► Now look at the tables.

Affirmative +		Negative -	
I/He/She/It	worked	I/He/She/It	didn't work
We/You/They		We/You/They	



Grammar presentation

A Look at the tables above and choose the correct options.

1. The past simple has **different forms** / **the same form** for all persons.
2. In affirmative sentences the verbs end in **-ed** / **-ing**.
3. In negative sentences we use *didn't* + the **past** / **infinitive** form of the verbs.
4. It describes **finished** / **unfinished** actions or situations in the past.

B Complete with the past simple. Follow the example.

1. They arrived (arrive) at school on time.
2. I _____ (play) football with my friends yesterday afternoon.
3. Luke _____ (plan) his tiny house carefully.
4. My cousin _____ (tidy up) her room last Monday.
5. We _____ (study) hard for the exam.

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

1. Yesterday I stayed at home. Yesterday I didn't stay at home.
2. The kids watched TV.
3. She cleaned the house last Saturday.
4. She enjoyed herself at the party yesterday.
5. We visited our grandparents two days ago.

Remember this!

1. Verbs ending in -e
decide – decided
2. One syllable verbs (ending in consonant + vowel + consonant)
stop – stop**ped**
3. Verbs ending in vowel + y
play – play**ed**
4. Verbs ending in consonant + y
study – stud**ied**
5. Verbs ending in -l
cancel – cancell**ed**

D **Sounds right** Listen and repeat these verbs in the past simple.

28

/id/	/t/	/d/
Words that end in /t/ or /d/ sound	Words that end in /p/, /k/, /f/, /s/, /sh/, /ch/ sound	Words that end in any other sound
decided / visited / wanted	laughed / watched / worked	lived / enjoyed / cleaned

Grammar

Past Simple
Regular verbs
Interrogative

► Read the sentences.

What **did** Luke **want to build**?

Did Luke's mum **help** him?

► Now look at the tables.

Interrogative			Short answers			
Did	I/he/she/it	work?	Yes,	I/he/she/it	did.	No,
	we/you/they			we/you/they		
						I/he/she/it
						didn't.
						we/you/they

Grammar
presentation

A Choose the correct option to complete the dialogue.

Sophie: (1) Did you stay / Did you stayed at home yesterday? It was a lovely day!

Adam: Yes, I (2) did / stay. I (3) want /wanted to start my new project about weird houses.

Sophie: Oh! That's a difficult project. (4) Did you ask / Did you asked for help?

Adam: Yes, my mum helped me. And you? (5) Did you work / Did you worked on your project?

Sophie: No, I (6) did / didn't. I (7) visit / visited my grandparents yesterday.

Adam: What time (8) did you arrive / did you arrived home?

Sophie: Very late. My grandmother (9) cook / cooked a delicious meal, so we (10) stay / stayed for dinner.

B What did they do yesterday? Look at the photos and ask and answer. Follow the example.



► did / Ann / watch TV / yesterday?
No, she _____.
She / play the guitar



1. did / they / dance / yesterday?
Yes, they _____.



2. did / Mr. Jones / cook lunch / yesterday?
No, he _____.
He / wash the car



3. did / she / study / yesterday?
Yes, _____.

Did Ann watch TV yesterday?

No, she didn't. She played the guitar.

Grammar

Past simple Irregular verbs



- Read the sentences.

We **went** to Shakespeare's birthplace.

I **took** lots of photos.

- Irregular verbs have special forms in the past simple (affirmative).

Infinitive	Past Simple
go	went
take	took

Remember this!

Go to Student's Corner page 48 and learn them by heart.

- In the negative and in the interrogative forms, irregular verbs do not change:

neg. → **didn't** (did + not) + infinitive

int. → **did** + subject + infinitive?

They **didn't** go to Oxford.

Did they go to Oxford? No, they **didn't**.

Grammar
in action

Grammar
presentation

- A** Put the verbs in brackets in the past simple. Follow the example.

- Isaac wrote (write) a post about his trip to Stratford-upon-Avon.
- Isaac and his parents _____ (see) lots of interesting places.
- At Shakespeare's house some actors _____ (sing) beautiful songs from the 16th century.
- At lunch they _____ (eat) a delicious meal and they _____ (drink) juice.
- Isaac's father _____ (buy) souvenirs for their family and friends.

- B** Change into the negative and interrogative. Follow the example.

- He spoke to the guide.

— He didn't speak to the guide.

? Did he speak to the guide?

3. You saw cool places.

— You _____ cool places.

? _____ you _____ cool places?

1. They gave me a present.

— They _____ me a present.

? _____ they _____ me a present?

4. We sat in the street café.

— We _____ in the street café.

? _____ we _____ in the street café?

2. They had a great time on the trip.

— They _____ a great time on the trip.

? _____ they _____ a great time on the trip?

5. Isaac spent the night at a hotel.

— Isaac _____ the night at a hotel.

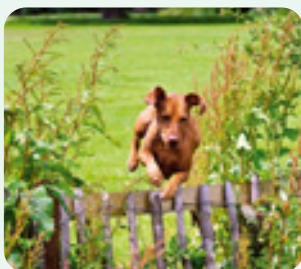
? _____ Isaac _____ the night at a hotel?

Grammar

Prepositions of movement



The train is coming **through** the tunnel.



The dog is jumping **over** the fence.



The cat is jumping **onto** the sofa.



They are riding their bikes **along** the river.



She is going **into** the shop.



The boy is running **towards** his mother.



The girl is walking **across** the road.

Grammar
in action



Grammar
presentation



A

Complete the sentences. Choose the correct option in brackets.

1. Yesterday he rode his bike _____ the road. (over / along)
2. The horse jumped _____ the obstacle. (over / into)
3. They are walking _____ the city centre. (onto / towards)
4. The bird flew _____ (into / over) the kitchen _____ the window. (through / across)
5. My friend is waiting for me _____ the street. (onto / across)
6. The man climbed _____ the roof. (through / onto)

B

Complete the sentences with the prepositions of movement in the box.

1. She is walking _____ the park to get to school.
2. The birds are flying high _____ the trees.
3. The man walked _____ the house and said hello.
4. He is driving _____ the road.
5. The children are jumping _____ the bed.
6. The dog is running _____ the ball.
7. They are walking _____ the bridge.

towards
onto
over
across
through
along
into



SC pages 20–21

WB page 49

Inclusion 19

B Fill in the table with the words/expressions in the box.

had the time of their lives | London | last Friday | year 7 students

1. who	2. what	3. where	4. when

C Match the columns.

- | | | |
|-----------------------------|---|--|
| 1. The English teacher was | • | • a. the museum guide. |
| 2. They took the | • | • b. a selfie with the students. |
| 3. The students listened to | • | • c. in charge of the school trip. |
| 4. A famous singer took | • | • d. train. |
| 5. They went home by | • | • e. underground to get to the British Museum. |

D Match the columns.

- | | | |
|---------------------------------------|---|---|
| 1. Who wrote the article? | • | • a. They went to the British Museum first. |
| 2. How did the students go to London? | • | • b. They arrived home at half past eight. |
| 3. Where did they go first? | • | • c. Daniel Harris did. |
| 4. Where did they have lunch? | • | • d. The students went to London by train. |
| 5. What time did they arrive home? | • | • e. They had lunch on a double-decker bus, the Bustronome. |

E **Think** Is it a good idea to have lunch on a bus like the Bustronome?

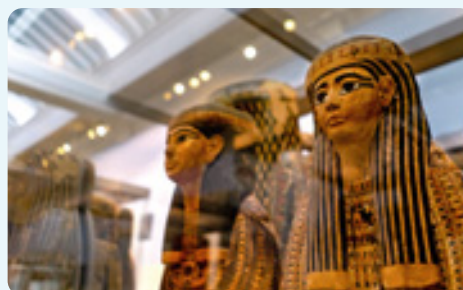
Culture!



Mummies in the British Museum

In 1753, the first mummy entered the British Museum. The museum has a collection of over 140 mummies, but you cannot see all of them. Now with a computer scanner you can look beneath the wrappings* and discover history!

Curiosity: Did you know that the most frequently asked question in the British Museum is "Where are the mummies?"



* beneath the wrappings: por baixo dos panos de linho

Inclusion 20

C Choose the correct option. Then listen to check.

51 • 52

Clara: Hi, Olivia. What were you doing last Saturday afternoon?

Olivia: Hello, Clara. Last Saturday afternoon? Let me think... Oh, I **(1) was having / were having** afternoon tea with my grandparents.

Clara: Oh, that's nice! My cousins and I **(2) was looking / were looking** at the photos of our London trip. We **(3) was trying / were trying** to make an online photo album to show everyone.

Olivia: What about James? **(4) was he taking / were he taking** photos with his new camera?

Clara: No, he **(5) wasn't / weren't**. He **(6) was looking / were looking** for more information about London on the internet.



Grammar

Past continuous and past simple

- We use the past continuous to talk about **an action in progress in the past (1)** and the past simple when **another action (2)** interrupts it.

We **were looking** at the collection **when** Mr Abbott **arrived**.

1

2

D

Write sentences using the past continuous and the past simple. Follow the example.



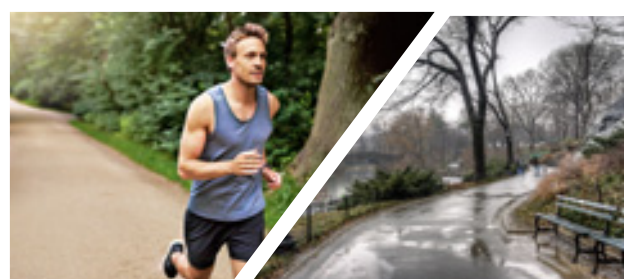
- Sophia / have lunch / when / her mum / call her
Sophia was having lunch when her mum called her.



- 2.** They / talk / when / they / see / a car accident



- 1.** Nick / watch / a film / when / his phone / ring



- 3.** He / run / in the park / when / it / start / raining

Inclusion 21

C Match the highlighted words/expressions in the text with their meaning.

- | | | |
|---|---|--|
| 1. A dream come true is | • | • a. you prepare your sleeping area for the night. |
| 2. When you set up camp, | • | • b. when there is a long line of people. |
| 3. You're a dinosaur fan | • | • c. when you try to find something. |
| 4. A hunt is | • | • d. when something we really want happens. |
| 5. There is a queue at the entrance of a museum | • | • e. if you admire dinosaurs a lot. |

D Fill in the table with information from the text.

Time	What happened
6:15 p.m.	_____ at the museum
9 p.m.	_____ break
12 p.m.	lights _____
7 a.m.	_____



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

- John and Adam were very happy with the idea of a sleepover at the museum.
- There weren't only families at the museum.
- Adam didn't like their sleeping area.
- Adam and his brother did the same activities at the museum.
- The two boys had difficulty falling asleep.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

F Choose 3 questions to answer.

- How did Adam and his family go to London?
- Where was the family's sleeping area?
- What did the family take with them to the museum?
- What was the family's favourite activity?
- Did Adam change his opinion about the sleepover at the museum? Explain.

G Better TOGETHER 🗨️ Is it a good idea to spend the night at a museum?

- 🗨️ What do you think? Give reasons.
- 🗨️ Join with a partner. What does he/she think?
- 🗨️ Tell the class your answers.



Grammar

Comparative

► Read these sentences and look at the table.

Comparative of superiority

My brother is **younger than** me.

He looked **more excited than** me.

When we compare two people, animals or things in general, we use the **comparative**.

Adjectives	Examples	Comparative	Rules
Short adjectives (1 syllable)	small	smaller than	adjective + -er + than
Short adjectives ending in consonant + vowel + consonant	big	bigger than	adjective (double the consonant) + -er + than
Adjectives ending in -e	nice	nicer than	adjective + -r + than
Adjectives ending in -y	heavy	heavier than	adjective (remove the -y) + -ier + than
Long adjectives (two or more syllables)	expensive	more expensive than	more + adjective + than

Remember this!

Irregular adjectives:

- good – better than
- bad – worse than

Grammar
in action



Grammar
presentation



A Complete the sentences with the comparative form of the adjectives in brackets. Follow the example.

- In the beginning John felt happier than (happy) me.
- We were _____ (good) the other teams at the dinosaur hunt.
- We took the train to London because it was _____ (fast) the bus.
- Was the dinosaur exhibition _____ (interesting) the birds exhibition?
- Our sleeping area was _____ (amazing) the others in the museum.
- Breakfast at home is _____ (tasty) at the museum.

B Write sentences using the comparative form. Follow the example.

- The guide / was / funny / the scientist
The guide was funnier than the scientist.

- My brother / is / short / me

- Designing T-shirts / is / difficult / drawing

- The snack / was / bad / breakfast

- Our guide was / friendly / the others

- A sleepover / is / exciting / a party

Grammar

Superlative



► Read these sentences and look at the table.

We had **the most exciting** place.

The blue whale is **the largest** animal on Earth.

When we compare one person, animal or thing in general to all of the same kind we use the **superlative**.

Adjectives	Examples	Superlative	Rules
Short adjectives (1 syllable)	small	the smallest	the adjective + -est
Short adjectives ending in consonant + vowel + consonant	big	the biggest	the + adjective (double the consonant) + -est
Adjectives ending in -e	nice	the nicest	the + adjective + -st
Adjectives ending in -y	heavy	the heaviest	the + adjective (remove the -y) + -iest
Long adjectives	expensive	the most expensive	the + most + adjective

Remember this!

Irregular adjectives:

- good – the best
- bad – the worst

Grammar
in action



Grammar
presentation

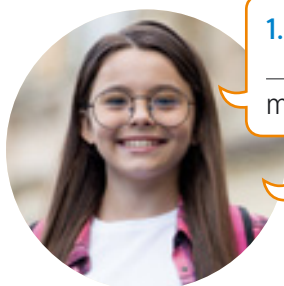


A Complete the sentences with the superlative form of the adjectives in brackets. Follow the example.

► For me, this museum is **the best** (good) in London because it has **the most awesome** (awesome) activities of all.

- Our guide was _____ (funny) of all. He was also _____ (tall).
- What was _____ (exciting) activity?
- We had _____ (fantastic) night ever!
- "Sleeping on the floor was _____ (bad) part."

B Complete the speech bubbles with the superlative form of the adjectives in brackets.



1. What's _____ (interesting) museum for you?

3. I agree. And it has _____ (amazing) sculptures too!



2. _____ (cool) museum is the British Museum. It also has _____ (friendly) staff.

SC pages 24-25

EP page 174

WB page 57

Inclusion 24

D Tick (✓) the correct option. The text is about...

1. ☐ Harry Potter books. 2. ☐ a real-life sport.

E Find out in the text...

1. who wrote the *Harry Potter* books. (paragraph 1) _____
2. where Harry went to school. (paragraph 1) _____
3. when the first Quidditch World Cup took place. (paragraph 2) _____
4. how many players there are in a Quidditch team. (paragraph 3) _____
5. what the Snitch is. (paragraph 3) _____

F Match the columns.

- | | | |
|--|---|---|
| 1. How do players play Quidditch at Hogwarts? | • | • a. The game ends when you catch the Snitch. |
| 2. Who won the first Quidditch World Cup? | • | • b. No, there aren't. There are boys and girls. |
| 3. Are there only boys in a Quidditch team? | • | • c. The USA did. |
| 4. What happens when you catch the Snitch? | • | • d. The players fly on broomsticks to play Quidditch. |
| 5. Is it easy for Matt to play Quidditch? Why? | • | • e. No, it isn't. It's difficult to run with a broom and he keeps tripping over himself. |

G **Think** Would you like to be a student at the Hogwarts School of Witchcraft and Wizardry? Explain why or why not.

Vocabulary

Play / Go / Do with sports

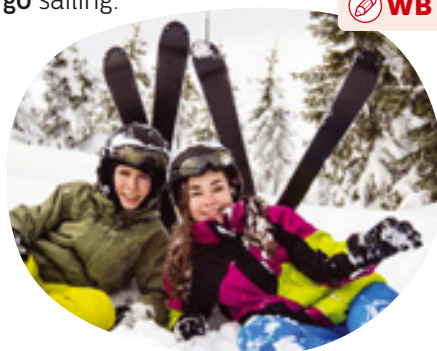
► Different verbs go with different sports. Look at the table.

Play	Go	Do
<i>He plays Quidditch at school.</i> ► with team sports and ball games	<i>They go surfing all the time.</i> ► with sports ending in <i>-ing</i>	<i>Her dad can do karate.</i> ► with martial arts and individual sports not ending in <i>-ing</i>

A Choose the correct option.

1. My father and I really like water sports. We usually **do** / **go** sailing.
2. My brothers **play** / **go** badminton at school.
3. Let's **do** / **go** skiing this weekend.
4. I **do** / **go** athletics on Tuesdays and Saturdays.
5. All classes **play** / **do** gymnastics at school.
6. Why don't we **do** / **play** volleyball next Saturday?

 **WB page 63**



Grammar

Future: will

► We use **will**:

- to make predictions → *I think I **will** get better soon.*
- to make spontaneous decisions → *"I'm late for the game..."
"Really? I'll **drive** you there!"*
- to make promises → *I promise I'll **be** on time for the game.*



Remember this!

Time expressions:

- one day
- tonight, tomorrow, next month/year
- maybe/perhaps
- I think/guess...
- probably

Affirmative +		Negative -		Interrogative ?	
I/You		I/You		I/you	
He/She/It	will play ('ll play)	He/She/It	will not play (won't play)	Will	he/she/it play?
We/You/They		We/You/They			we/you/they

Short answers

Will you play Quidditch?

Yes, I will. / No, I won't.

Grammar in action

A Match the columns.

- | | | |
|--------------------|---|------------------------------------|
| 1. I will probably | • | • a. be here next summer? |
| 2. Will you | • | • b. I'll go to the game with you. |
| 3. Flying cars | • | • c. wait for us. Hurry! |
| 4. The bus won't | • | • d. will exist in the future. |
| 5. I promise | • | • e. try a new sport. |

B Complete the sentences with the correct form of **will** and the verbs in brackets.

- The coach _____ (not listen) to you if you are late again.
- They _____ (win) the gold medal in the canoeing competition next year!
- My friends _____ (probably / come) to my football match.
- Maybe Sarah _____ (help) me with my basketball moves. I promise I _____ (listen) to her this time.
- We _____ (not have) enough money to go to the Olympic Games.
- I think I _____ (drive) a sports car when I'm twenty-one years old.

C **Pair work** What do you think will happen in the future? Work with your partner. Tell him/her your opinion. Does he/she agree?

go to space on holiday | have robots at home | travel to exotic places
smartphones / be cheaper | play Quidditch

SC pages 26-27

WB page 64

Grammar

Future: *be going to*

► We use **be going to** to talk about future plans and intentions:

→ *I'm going to do my best!*

Grammar presentation

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

Short answers

Are you going to play tomorrow?

Yes, I am. / No, I'm not.

Is she going to play with a broom?

Yes, she is. / No, she isn't.

Remember this!

Time expressions:

- tomorrow, next week, this summer

A Choose the correct option.

1. My parents **is going to play** / **are going to play** Quidditch. It **is going to be** / **are going to be** fun!
2. We **am not going to buy** / **aren't going to buy** a new surfboard because it's expensive.
3. Matt **isn't going to visit** / **aren't going to visit** the new sports museum.
4. Greg **is going to sleep** / **are going to sleep** soon because he's very tired.
5. **Is you going to ride** / **Are you going to ride** your bike at the park tomorrow?

Grammar

Future: *present continuous*

► We use the **present continuous** to talk about an arrangement in the near future:

→ *We're having a game this afternoon.*

Remember this!

Time expressions:

- tomorrow, next week, this weekend
- at 2 o'clock

B Choose the correct option of the verbs in the present continuous.

1. I **am having** / **is having** Quidditch practice tomorrow morning at 9 o'clock.
2. He **isn't visiting** / **aren't visiting** his friends on Saturday because he **is buying** / **are buying** his new Quidditch equipment with his mum.
3. We **is catching** / **are catching** the 7 o'clock train in the morning to watch the game.
4. The players **is leaving** / **are leaving** for London early on Monday to play.

Grammar

Modal verbs

CAN



ABILITY
She **can** play tennis.



POSSIBILITY OR PERMISSION
Can I go to the football match?



REQUEST
Can you lend me a pen?

SHOULD



ADVICE
It's raining! You **should** take an umbrella.

MAY / MIGHT



FORMAL PERMISSION OR REQUEST
May I come in? Yes, you **may**.



PROBABILITY
"Where is Martha?"
"She **may / might** be surfing."

MUST / MUSTN'T



OBLIGATION
We **must** wear trainers in the gym.



PROHIBITION
We **mustn't** touch the ball with our hands in football.

Grammar presentation



A Complete the sentences. Choose the correct option in brackets.

- _____ I ask a question, Mr Parker? (**May / Must**)
- We _____ run around the swimming pool. (**can / mustn't**)
- Emma _____ speak Spanish very well. (**can / might**)
- "Where are you going to spend your holidays?"
"I'm not sure. I _____ travel around Europe." (**must / might**)
- Ballet dancers _____ wear special shoes. (**may / must**)
- "Mum, _____ I go to the cinema with my friends?" (**mustn't / can**)
"Yes, you _____." (**can / might**)

Remember this!

- **May** is more formal than **can**.
- **May** is more probable than **might**.

B Should or shouldn't? Use the information in brackets to complete the sentences. Follow the example.

- ▶ "He doesn't play football very well." "He **should practise more**." (practice more)
- "It's very hot in this room." "You _____." (open the window)
 - "I'm not feeling well." "You _____." (not go to school)
 - "They are always late in the morning." "They _____." (get up earlier)



Grammar

Zero and first conditionals

► Look at these sentences.

If people **like** the holiday activities,

CONDITION

If + Present simple

they **feel** happy.

RESULT

Present simple

Situation that is generally true

ZERO Conditional

If we **are** lucky,

CONDITION

If + Present simple

our rooms **will have** a nice view of the sea.

RESULT

Future

Situation that may happen in the future

FIRST Conditional

Remember this!

We use a comma to separate the two clauses only when the *if*-clause comes first.

• If the weather **is** good, I'll **go** to the beach.

• I'll **go** to the beach **if** the weather **is** good.

Grammar presentation

A Match the columns to make sentences.

- | | | |
|---|---|----------------------------------|
| 1. If there is a lot of noise at night, | • | • a. she will go by train. |
| 2. Ann will go to bed early | • | • b. if I eat too many sweets. |
| 3. They will travel to the USA | • | • c. they don't sleep well. |
| 4. If she doesn't catch the bus, | • | • d. I'll go to the beach. |
| 5. If the weather gets better, | • | • e. if she feels tired. |
| 6. I get fatter | • | • f. if it isn't very expensive. |

B Complete with the zero conditional. Choose the correct option in brackets.

- If we _____ by plane, we arrive faster. (travel / will travel)
- If she is unhappy, she _____ to music. (listen / will listen)
- He has ice cream if it _____ hot outside. (is / will be)
- I _____ to school if I am sick. (don't go / won't go)

C Complete with the first conditional.

- If Ann _____ (buy) a nice postcard, she **will send** it to her grandparents.
- They _____ (not stay) at this hotel if **it is** very expensive.
- Ann **will visit** a museum if she _____ (have) time.
- If Ann's brother **learns** how to surf, he _____ (feel) very happy.

SC pages 30–31

EP page 176

WB page 69

Answer Key

Inclusion 1

C.

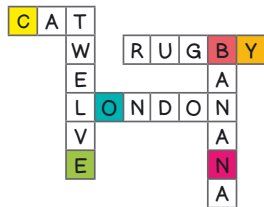
Lola: 12; Spanish; no brothers or sisters; a rabbit; paella

Ernest: 13; German; a brother; a dog, Cody; grilled sausages

D. 1. T 2. F 3. F 4. T 5. F

E. 1. e 2. a 3. d 4. c 5. b

F.



Favourite singer:



Inclusion 2

A. 1. Their 2. His 3. my 4. Our 5. her 6. Its

B. 1. your 2. Her 3. Their 4. Her 5. our 6. His

C. your; my; my

Inclusion 3

C. 1. brave 2. untidy 3. anxious

D.

1. Harry has got blue eyes and brown hair.

2. Ron is terrified of spiders.

3. C-3PO can speak a lot of different languages.

4. Shaggy is shy.

E.

1. Besties are best friends.

2. Ron is more than a friend because he is like a family member.

3. R2-D2 talks in electronic beeps and whistles.

4. Scooby-Doo is a talking dog.

H.

boring: adj.; aborrecido; maçador

laugh: verb/noun; rir, rir-se ou riso, gargalhada

Inclusion 4

D. 1. Canada 2. family-friendly; laugh; famous

E.

1. 4; Eh Bee family

2. is; web designer

3. Mama Bee

4. cool; talkative; active

F.

1. are playing games

2. is telling; joke

3. cooking; special

4. singing my favourite

5. celebrating New

Inclusion 5

A. 1. are playing 2. is cooking; aren't helping; are organising 3. aren't doing; is working 4. are flying

B. 1. is phoning 2. aren't working 3. are writing

C.

1. "Are Gabriela's parents sleeping?" "Yes, they are."

2. "Is Mama Bee reading a magazine?" "Yes, she is."

3. "Are the boys playing football?" "No, they aren't."

4. "Are you writing an email?" "No, I'm not."

5. "Are they watching a funny video?" "Yes, they are."

D.

A: In my picture Mrs Parker is talking on the phone. Is she talking on the phone in your picture?

B: No, she isn't. In my picture she is reading a magazine.

A: In my picture Joe is climbing a tree. Is he climbing a tree in your picture?

B: No, he isn't. In my picture he is falling down the tree.

A: In my picture Rex is sleeping. Is he sleeping in your picture?

B: No, he isn't. In my picture he is running after a squirrel.

A: In my picture the two birds are eating. Are they eating in your picture?

B: No, they aren't. In my picture they are drinking.

E. 1. is riding 2. is playing 3. is writing

Inclusion 6

C. 1. F 2. T 3. F 4. F 5. T

D. 1. b 2. a 3. d 4. c

F. 1. school 2. suggestion 3. homework 4. hate

Inclusion 7

A. 1. mine 2. hers 3. his 4. theirs 5. ours 6. yours

B. 1. c 2. f 3. d 4. a 5. b 6. e

C. 1. our 2. hers 3. His 4. your; mine 5. theirs

Inclusion 8

C. 1. Matias, Kayla 2. Matias, Kayla 3. Matias

4. Matias, Kayla 5. Kayla 6. Kayla

D. 1. faster 2. sleepy 3. always 4. finish 5. near

E. 1. bus station; catches; walks 2. his shoes; his school shoes; walks; socks 3. uniform

4. social studies; learns lots of things about Hawaii

F. Personal answer

G.

Winter sports: snowboarding, sledding...

Water sports: snorkelling, kayaking...

Inclusion 9

A. 1. have 2. wakes up 3. go 4. enjoy 5. plays; likes 6. studies 7. watch 8. walks

B.

1. Matias and his mum don't have breakfast in the kitchen.

2. Kayla doesn't wake up at 6:45 a.m.

3. Kayla and her brother don't go to Kaimuki Middle School.

4. They don't enjoy different extracurricular activities.

5. She doesn't play the ukulele and she doesn't like it a lot.

6. Kayla doesn't study in her bedroom after school.

7. Matias and his friends don't watch winter sports on TV.

8. Matias doesn't walk in his socks at school.

C.

1. Does / drink; does

2. Does / wear; doesn't

3. Do / go; don't

4. Do / play; do

5. Does / do; does

D. 1. speak 2. start 3. does; live 4. doesn't

E. 1. drives; doesn't like 2. don't like; like 3. Do they play; do 4. wants; becomes

Inclusion 10

A. 1. have 2. is talking 3. aren't studying 4. help

5. goes 6. is making

B. 1. work 2. aren't having; are playing 3. visits; is calling 4. are writing 5. doesn't go 6. isn't watching; is listening

C. 1. does; is / doing; isn't; is working 2. plays; is / playing; isn't; is playing

D. 1. fall 2. go 3. saying 4. mean 5. asking

Inclusion 11

Amy Willer, 12, is a great photographer. She is shy, creative and loves nature.

You: Amy, what do you like to photograph?

Amy: I like to photograph animals and nature. My favourite animals to photograph are birds.

You: What other activities do you do in your free time?

Amy: I watch documentaries about animals, I visit museums and I go to the zoo.

You: What are your plans?

Amy: Now I'm saving money to buy a better camera and I want to publish a book with my photos.

Inclusion 12

C. 1. cosy 2. neighbours 3. unpack 4. study 5. appliances

D.

1. semi-detached house

2. 2

3. Ground floor – a toilet, a living room, a dining room and a kitchen;

First floor – 2 bathrooms and a study

4. fridge, microwave, electric oven

E. 1. F 2. T 3. T 4. T 5. F

F.

1. c

2. a

3. d

4. b

G. Possible answer: We can walk their dogs, water their plants, feed their pets, babysit, help with technology (with older people)...

H. 1. home sweet home 2. lighthouse 3. haunted house

Inclusion 13

- A.** 1. on 2. above 3. opposite 4. in 5. next to
B. 1. behind 2. next to 3. on 4. between 5. on 6. above

Inclusion 14

- C.** 1. b 2. a 3. b 4. a 5. b
D. 1. b 2. b 3. b 4. a 5. b

Speaking

- A.** 1. semi-detached 2. city 3. kitchen 4. garage

Inclusion 15

- A.** 1. the same form 2. -ed 3. infinitive 4. finished
B. 2. played 3. planned 4. tidied up 5. studied
C.
2. The kids didn't watch TV.
3. She didn't clean the house last Saturday.
4. She didn't enjoy herself at the party yesterday.
5. We didn't visit our grandparents two days ago.

Inclusion 16

- A.** 1. Did you stay 2. did 3. wanted 4. Did you ask 5. Did you work 6. didn't 7. visited 8. did you arrive 9. cooked 10. stayed
B.
1. Did they dance yesterday? Yes, they did.
2. Did Mr Jones cook lunch yesterday? No, he didn't. He washed the car.
3. Did she study yesterday? Yes, she did.

Inclusion 17

- A.** 2. saw 3. sang 4. ate; drank 5. bought
B. 1. didn't give; Did / give 2. didn't have; Did / have 3. didn't see; Did / see 4. didn't sit; Did / sit 5. didn't spend; Did / spend

Inclusion 18

- A.** 1. along 2. over 3. towards 4. into; through 5. across 6. onto
B. 1. through/along 2. over 3. into 4. along 5. onto 6. towards 7. across

Inclusion 19

- B.**
Who: year 7 students
What: had the time of their lives
Where: London
When: last Friday
C. 1. c 2. e 3. a 4. b 5. d
D. 1. c 2. d 3. a 4. e 5. b

Inclusion 20

- C.** 1. was having 2. were looking 3. were trying 4. Was he taking 5. wasn't 6. was looking
D.
1. Nick was watching a film when his phone rang.
2. They were talking when they saw a car accident.
3. He was running in the park when it started raining.

Inclusion 21

- C.** 1. d 2. a 3. e 4. c 5. b
D.
6:15 p.m.: arrived
9 p.m.: snack
12 p.m.: went out
7 a.m.: breakfast
E.
1. F 2. T 3. F 4. F 5. T
F.
1. They went to London by train.
2. It was below the skeleton of the blue whale.
3. They took sleeping bags, pillows and backpacks.
4. They enjoyed the dinosaur hunt very much.
5. Yes, he did. First, he thought it wasn't going to be fun at all. In the end, he loved that experience.

Inclusion 22

- A.** 2. better than 3. faster than 4. more interesting than 5. more amazing than 6. tastier than
B.
1. My brother is shorter than me.
2. Designing T-shirts is more difficult than drawing.
3. The snack was worse than breakfast.
4. Our guide was friendlier than the others.
5. A sleepover is more exciting than a party.

Inclusion 23

- A.** 2. the funniest; the tallest 3. the most exciting 4. the most fantastic 5. the worst
B. 1. the most interesting 2. The coolest; the friendliest 3. the most amazing

Inclusion 24

- D.** 2
E. 1. J.K. Rowling 2. Hogwarts School of Witchcraft and Wizardry 3. 2012 4. seven players 5. the "ball" in a Quidditch game
F. 1. d 2. c 3. b 4. a 5. e
Vocabulary
A. 1. go 2. play 3. go 4. do 5. do 6. play

Inclusion 25

- A.** 1. e 2. a 3. d 4. c 5. b
B. 1. won't listen 2. will win 3. will probably come 4. will help; will listen 5. won't have 6. will drive
C. Personal answer.

Inclusion 26

- A.** 1. are going to play; is going to be 2. aren't going to buy 3. isn't going to visit 4. is going to sleep 5. Are you going to ride
B. 1. am having 2. isn't visiting; is buying 3. are catching 4. are leaving

Inclusion 27

- A.** 1. May 2. musn't 3. can 4. might 5. must 6. can; can
B.
1. should open the window.
2. shouldn't go to school.
3. should get up earlier.

Inclusion 28

- A.** 1. c 2. e 3. f 4. a 5. d 6. b
B. 1. travel 2. listens 3. Is 4. don't go
C. 1. buys 2. won't stay 3. has 4. will feel

Assessment

INGLÊS
7º ANO



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Grelha de registo de
classificações para
cada teste disponível
em formato Excel®
na  auladigital

Listening

Placement Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to William and complete the sentences about him.  CD5 Tracks 1 • 2

1. Hello! I'm _____ Emerson.
2. I'm _____ years old.
3. I was born on _____.
4. I was born in Boston. I'm _____.
5. I've got an older _____ and a _____ called Rufus.
6. My _____ is 35 Walker Street in Boston, USA.
7. My favourite hobby is _____.



B

Listen to Mia talking about her day. Mark True (T) or False (F).  CD5 Tracks 3 • 4

1. Mia's school is in Oxford.
2. Mia goes to school on foot.
3. Mia has got a brother.
4. She's at home at the moment.
5. Today the sun is shining.
6. Mia likes today's lunch.

T **F**

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Vocabulary

Placement Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. They are from the Netherlands. They are _____.
a. ☐ Swedish b. ☐ Dutch c. ☐ Norwegian
2. My father's wife is my _____.
a. ☐ aunt b. ☐ sister c. ☐ mother
3. There is a fridge in the _____.
a. ☐ living room b. ☐ kitchen c. ☐ bathroom
4. Our house has got two _____.
a. ☐ downstairs b. ☐ floors c. ☐ upstairs
5. Alex has got _____ hair.
a. ☐ moustache b. ☐ freckles c. ☐ curly
6. My father repairs cars. He is a _____.
a. ☐ mechanic b. ☐ engineer c. ☐ firefighter
7. Julie's favourite dessert is _____.
a. ☐ broccoli b. ☐ roast chicken c. ☐ chocolate cake
8. The opposite of hard-working is _____.
a. ☐ rude b. ☐ lazy c. ☐ polite
9. I like learning about the past. My favourite subject is _____.
a. ☐ art b. ☐ geography c. ☐ history
10. My neighbour's house is on fire. I am going to call the _____.
a. ☐ police station b. ☐ fire station c. ☐ train station
11. People go to the _____ to buy bread.
a. ☐ baker's b. ☐ butcher's c. ☐ newsagent's
12. Tourists can buy presents at the _____ shop.
a. ☐ souvenir b. ☐ pet c. ☐ music
13. The students have got science in the _____.
a. ☐ lab b. ☐ gym c. ☐ library
14. I've got a new book. I love _____.
a. ☐ swimming b. ☐ running c. ☐ reading
15. There are lots of clouds in the sky. The weather is _____.
a. ☐ sunny b. ☐ windy c. ☐ cloudy



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. I _____ twelve years old.
 a. ☐ is b. ☐ are c. ☐ am
2. _____ they English?
 a. ☐ Am b. ☐ Is c. ☐ Are
3. Susan _____ a new notebook.
 a. ☐ has got b. ☐ have got c. ☐ is
4. _____ he _____ a new maths book?
 a. ☐ Has... got b. ☐ Have... got c. ☐ Haven't... got
5. Peter has got a dog. _____ dog is black.
 a. ☐ Her b. ☐ His c. ☐ Its
6. The students have got _____ books on the table.
 a. ☐ our b. ☐ her c. ☐ their
7. This is my parents' car. It's _____.
 a. ☐ mine b. ☐ theirs c. ☐ ours
8. We've got new bikes. Look, these bikes are _____.
 a. ☐ theirs b. ☐ yours c. ☐ ours
9. _____ are you?
 a. ☐ What time b. ☐ When c. ☐ How old
10. How many trees _____ in the garden?
 a. ☐ there is b. ☐ is there c. ☐ are there
11. This house is big but mine is _____ yours.
 a. ☐ big b. ☐ bigger than c. ☐ biggest
12. David is _____ boy in my class.
 a. ☐ the happiest b. ☐ happier than c. ☐ happy
13. Julie _____ at 7 o'clock.
 a. ☐ gets up b. ☐ get up c. ☐ get down
14. Where _____ John _____?
 a. ☐ do... live b. ☐ do... lives c. ☐ does... live
15. My brother _____ the guitar now.
 a. ☐ plays b. ☐ is playing c. ☐ play



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Personal identification	pages 16, 18, 19		pages 6, 8
• Hobbies	pages 17, 42	pages 33	page 6
• Physical description and personality	pages 24, 25, 42	pages 34, 35	pages 10, 11
• Family members and relationships	pages 32, 33, 39, 42	pages 34, 35	pages 13, 16
• Family activities	pages 34, 35, 37, 39, 42	pages 36, 37	page 13
• Jobs	pages 33, 42	pages 36, 37	page 14
• Verb <i>to be</i>	pages 20, 43	pages 2, 3	page 7, 9
• Verb <i>have got</i>	pages 21, 43	pages 4, 5	pages 8, 9
• Possessive determiners	pages 23, 43	pages 4, 5	page 9
• Possessive case	pages 28, 43	pages 6, 7	page 12
• Present continuous	pages 36, 37, 43, 170	pages 8, 9	page 15

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Complete the file about Derek's best friend. Ⓢ CD5 Tracks 5•6

Derek's best friend

1. Name: _____
2. Nickname: _____
3. Age: _____
4. Date of birth: _____
5. Place of birth: _____
6. Physical appearance: _____
7. Personality: _____
8. Hobbies: _____



B

Listen to part 2 and complete the sentences about Derek's family. Ⓢ CD5 Tracks 7•8

1. There are _____ people in Derek's family.
2. His little sister's name is _____. She is _____ years old.
3. Derek's pet is a _____. His pet is very _____.
4. Derek is tall and _____.
5. He's got _____ black hair.
6. Derek's father is a _____. His mother is a _____.

C

Listen to part 3. Underline and correct the wrong information. Ⓢ CD5 Tracks 9•10

1. Derek and his family do family-friendly activities every day. _____
2. They hate doing activities in the open air. _____
3. Derek's father is cooking dinner with Derek's grandma. _____
4. His cat is eating next to his grandma. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Ally and Stella Hamilton

I'm Ally and I've got a twin sister, Stella. Our surname is Hamilton. We were born in the summer, on 10th June, and we're twelve. My sister and I have got brown eyes and long brown hair. I'm a very quiet girl, but my sister is talkative. We're from the USA, but we live in Manchester, England because our grandparents are here too. We all live in their house. Our dad, Adam, is a motorbike mechanic and our mum, Hina, is a nurse. We've got a dog called Frisbee.



My sister and I are in year 7, but we aren't in the same school. I play the violin and there is a special class in my school for musicians like me. I have got music lessons in my school on Mondays, Wednesdays and Fridays. Stella can't play an instrument. She's a ballet dancer, and her school has got a class for dancers like her. They have got lessons in the morning, and they go to a ballet school in the afternoon. At the moment Stella is preparing a special dance for her school Christmas party.

In my family we do lots of fun activities. We all like riding our bikes and playing lots of games together. My mum's favourite thing is walking our dog. My father is not very good at games, but he likes reading about cars and bikes! In this photo my sister and I are reading our favourite books: *Harry Potter* books. Books are a lot of fun!

A

Complete the table with information about Ally in note form.

1. Surname	
2. Age	
3. Physical description	
4. Family	
5. Pet	

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Ally and her family live in the United States.
_____ | ☐ | ☐ |
| 2. Her grandmother and grandfather live with her.
_____ | ☐ | ☐ |
| 3. Ally and Stella are in different school years.
_____ | ☐ | ☐ |
| 4. Stella has got dance lessons in the afternoon.
_____ | ☐ | ☐ |
| 5. Ally's school is having a Christmas party.
_____ | ☐ | ☐ |

C What are the family's hobbies? Fill in the table.

1. Father	
2. Mother	
3. Ally	
4. Stella	

D Answer the questions.

1. What nationality are the twins?

2. What are Mr and Mrs Hamilton's jobs?

3. How many times a week has Ally got music lessons?

4. What is Ally doing in the picture?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the pictures with the correct hobbies.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Complete the table with the words below. There are three extra words.

stubborn bestie Greek straight daughter well-known
freckles French wife real selfish

1. Physical description	2. Personality	3. Nationality	4. Family members
_____	_____	_____	_____
_____	_____	_____	_____

C Read the sentences and find the job.

- I bring you food in a restaurant. _____
- I take care of your pets and animals. _____
- I cook amazing food in a restaurant. _____
- I fly planes. _____
- I put out fires. _____



Grammar

A Choose the correct possessive determiner: *my, your, his, her, our*.

1. We live in Manchester and _____ address is 32 Ellesmere Road.
2. Lewis is Ally's best friend. He's got lots of hobbies, but _____ favourite hobby is skateboarding.
3. Stella and _____ father are in the garden because it's a beautiful day.
4. Mum, what's _____ favourite song?
_____ favourite song is "Last Christmas".

**B Complete the sentences with the present simple of the verbs *to be* and *have got*.**

- Ally and Stella 1. _____ (**have got**) a cousin: Christopher. He lives near them. Christopher 2. _____ (**not have got**) any brothers or sisters. He 3. _____ (**be**) an only child. Christopher likes surfing and he 4. _____ (**have got**) a new surfboard. His parents 5. _____ (**not be**) good at surfing.

C Write sentences expressing possession. Use 's or '.

1. Stella / ballet shoes / are pink

2. They live / in their grandparents / house

3. This is / Lewis / new skateboard

4. The children / school / is / in Manchester

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

1. Ally's grandparents _____ (**not cook**) at the moment. They _____ (**watch**) their granddaughter playing the violin.
2. _____ (**you / study**) now, Stella?
No, I _____. I _____ (**get**) dressed for my dance lessons.

Name

No.

Class

Date

Mark

Teacher

Read this fact file about Andrew and write a text about him.

Name / Surname	Andrew Nolan
Birthday	3 rd January
Place of birth	Toronto, Canada
Nationality	Canadian
Colour of hair	brown
Colour of eyes	blue
Personality	hard-working, friendly
Occupation	student / surfer
Family	father – police officer, mother – shop assistant, brother – Henry, 16 years old
Free time activities	surfing / listening to music / cooking with his parents



His name _____ *and his surname* _____

Unit 1 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Preenchimento de tabela	$8 \times 5 = 40$	Certo / Errado
	B. Completamento de espaços	$9 \times 4 = 36$	Certo / Errado
	C. Identificação e correção de informação incorreta	$4 \times 6 = 24$ (sublinhar informação incorreta: 2; corrigir a informação: 4)	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	Afirmções verdadeiras $2 \times 3 = 6$ Afirmções falsas $3 \times 3 = 9$ Correção das afirmções falsas $3 \times 3 = 9$	Certo / Errado
	C. Completamento de tabela	$4 \times 7 = 28$	Certo / Errado
	D. Resposta curta	$4 \times 7 = 28$	Certo / Parcialmente certo / Errado (certo: 7 pontos; parcialmente certo: 1-6 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Resposta restrita	$6 \times 2 = 12$	Certo / Errado
	B. Associação	$8 \times 2 = 16$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>possessive determiners, verb have got, verb to be, possessive case, present continuous.</i>	A. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
	B. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
	C. Resposta restrita	$4 \times 3 = 12$	Certo / Errado
	D. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Complete the file about Derek's best friend. Ⓢ CD5 Tracks 5•6

Derek's best friend

1. Name: _____
2. Nickname: _____
3. Age: _____
4. Date of birth: _____
5. Place of birth: _____
6. Physical appearance: _____
7. Personality: _____
8. Hobbies: _____



B

Listen to part 2 and complete the sentences about Derek's family with the words in the box.

Ⓢ CD5 Tracks 7•8

cat	Emily	nurse	lazy	police officer
	six	thin	curly	five

1. There are _____ people in Derek's family.
2. His little sister's name is _____. She is _____ years old.
3. Derek's pet is a _____. His pet is very _____.
4. Derek is tall and _____.
5. He's got _____ black hair.
6. Derek's father is a _____. His mother is a _____.

C

Listen to part 3. Are the sentences True (T) or False (F)? Ⓢ CD5 Tracks 9•10

1. Derek's family enjoys doing things together.
2. They like activities in the open air.
3. Derek's father cooks well.
4. Derek's grandma is helping cook dinner.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Ally and Stella Hamilton

I'm Ally and I've got a twin sister, Stella. Our surname is Hamilton. We were born in the summer, on 10th June, and we're twelve. My sister and I have got brown eyes and long brown hair. I'm a very quiet girl, but my sister is talkative. We're from the USA, but we live in Manchester, England because our grandparents are here too. We all live in their house. Our dad, Adam, is a motorbike mechanic and our mum, Hina, is a nurse. We've got a dog called Frisbee.



My sister and I are in year 7, but we aren't in the same school. I play the violin and there is a special class in my school for musicians like me. I have got music lessons in my school on Mondays, Wednesdays and Fridays. Stella can't play an instrument. She's a ballet dancer, and her school has got a class for dancers like her. They have got lessons in the morning, and they go to a ballet school in the afternoon. At the moment Stella is preparing a special dance for her school Christmas party.

In my family we do lots of fun activities. We all like riding our bikes and playing lots of games together. My mum's favourite thing is walking our dog. My father is not very good at games, but he likes reading about cars and bikes! In this photo my sister and I are reading our favourite books: *Harry Potter* books. Books are a lot of fun!

A

Complete the table with information in the 1st paragraph about Ally in note form.

1. Surname	
2. Age	
3. Physical description	
4. Family	
5. Pet	

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

1. Ally and her family live in the United States.
2. Her grandmother and grandfather live with her.
3. Ally and Stella are in different school years.
4. Stella has got dance lessons in the afternoon.
5. Ally's school is having a Christmas party.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C What are the family's hobbies? Fill in the table.

1. Father	
2. Mother	
3. Ally	
4. Stella	

D Answer the questions.

1. What nationality are the twins?

The twins

2. What are Mr and Mrs Hamilton's jobs?

Mr Hamilton

and

Mrs Hamilton

3. How many times a week has Ally got music lessons?

Ally has got

4. What is Ally doing in the picture?

Ally is

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the pictures with the correct hobbies.



1. s _____



2. c _____



3. s _____



4. w _____



5. / _____



6. f _____

B Complete the table with the words below.

stubborn Greek straight daughter
freckles French wife selfish

1. Physical description	2. Personality	3. Nationality	4. Family members
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C Read the sentences and find the job.

- I bring you food in a restaurant. w _____
- I take care of your pets and animals. v _____
- I cook amazing food in a restaurant. c _____
- I fly planes. p _____
- I put out fires. f _____



Grammar

A Choose the correct possessive determiner: *my, your, his, her, our*.

1. We live in Manchester and _____ address is 32 Ellesmere Road.
2. Lewis is Ally's best friend. He's got lots of hobbies, but _____ favourite hobby is skateboarding.
3. Stella and _____ father are in the garden because it's a beautiful day.
4. Mum, what's _____ favourite song?
_____ favourite song is "Last Christmas".

**B Complete the sentences with the present simple of the verbs *to be* and *have got*.**

Ally and Stella 1. _____ (**have got**) a cousin: Christopher. He lives near them.
Christopher 2. _____ (**not have got**) any brothers or sisters. **He** 3. _____ (**be**) an only child.

Christopher likes surfing and **he** 4. _____ (**have got**) a new surfboard. **His parents** 5. _____ (**not be**) good at surfing.

C Complete the sentences with the correct possessive: 's or '.

1. Stella _____ ballet shoes are pink.
2. They live in their grandparents _____ house.
3. This is Lewis _____ new skateboard.
4. The children _____ school is in Manchester.

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

1. Ally's grandparents _____ (**not cook**) at the moment. They _____ (**watch**) their granddaughter playing the violin.
2. _____ (**you / study**) now, Stella?
No, I _____. I _____ (**get**) dressed for my dance lessons.

Name

No.

Class

Date

Mark

Teacher

Read this fact file about Andrew and write a text about him.

Name / Surname	Andrew Nolan
Birthday	3 rd January
Place of birth	Toronto, Canada
Nationality	Canadian
Colour of hair	brown
Colour of eyes	blue
Personality	hard-working, friendly
Occupation	student / surfer
Family	father – police officer, mother – shop assistant, brother – Henry, 16 years old
Free time activities	surfing / listening to music / cooking with his parents



Name / Surname

→ *His name* _____ *and his surname is* _____

Birthday / Place of birth

→ *His birthday is on* _____ *. He was born* _____

Nationality

→ *He* _____ .

Colour of hair / Eyes

→ *He has got* _____ *and* _____ .

Personality

→ *He is* _____ *and* _____ .

Occupation

→ *He is a* _____ .

Family

→ *His* _____

_____ .

Free time activities

→ *In his free time, he* _____
_____ .

Unit 1 – Progress Test B

Instrumento de Avaliação – Compreensão Oral

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Preenchimento de tabela	$8 \times 5 = 40$	Certo / Errado
	B. Completamento de espaços	$9 \times 4 = 36$	Certo / Errado
	C. Verdadeiro / Falso	$4 \times 6 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de tabela	$4 \times 7 = 28$	Certo / Errado
	D. Resposta curta	$4 \times 8 = 32$	Certo / Parcialmente certo / Errado (certo: 8 pontos; parcialmente certo: 1-6 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico.	A. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	B. Associação	$8 \times 2 = 16$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
Conhecer algumas estruturas frequentes do funcionamento da língua: <i>possessive determiners, verb have got, verb to be, possessive case, present continuous.</i>	A. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
	B. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
	C. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	D. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Complete the file about Derek's best friend. Ⓢ CD5 Tracks 5•6

Derek's best friend

1. Name: _____

2. Age: _____

3. Date of birth: 2nd _____

4. Physical appearance: straight brown _____;
_____ eyes

5. Personality: _____ and hard-working

6. Hobbies: _____ and playing _____



B

Listen to part 2 and complete the sentences about Derek's family with the words in the box.

Ⓢ CD5 Tracks 7•8

police officer six thin nurse

1. Emily is _____ years old.

2. Derek is tall and _____.

3. Derek's father is a _____. His mother is a _____.

C

Listen to part 3. Are the sentences True (T) or False (F)? Ⓢ CD5 Tracks 9•10

1. Derek's family likes doing activities together.

2. They like walking in the park.

3. Derek's father is cooking a special lunch.

4. Derek's grandma is sleeping.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Ally and Stella Hamilton

I'm Ally and I've got a **twin sister**, Stella. Our surname is **Hamilton**. We were born in the summer, on 10th June, and we're **twelve**. My sister and I have got **brown eyes** and **long brown hair**. We're from the USA, but we live
5 in Manchester, England because our **grandparents** are here too. We all live in their house. Our **dad**, Adam, is a motorbike mechanic and our **mum**, Hina, is a nurse. We've got a **dog** called Frisbee.



My sister and I are in year 7, but we aren't in the
10 same school. I play the violin and there is a special class in my school for musicians like me. I have got music lessons in my school on Mondays, Wednesdays and Fridays. Stella is a ballet dancer, and her school has got a class for dancers like her. They have got lessons in the morning, and they go to a ballet school in the afternoon. At the moment Stella is preparing a special dance for her school Christmas party.

15 In my family we do lots of fun activities. We all like riding our bikes and playing lots of games together. My mum's favourite thing is walking our dog. My father likes reading about cars and bikes! In this photo my sister and I are reading our favourite books: *Harry Potter* books. Books are a lot of fun!

A

Complete the table with information about Ally in bold in the text.

1. Surname	
2. Age	
3. Physical description	
4. Family	
5. Pet	

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

1. Ally lives in the United States.
2. Her grandparents live with her.
3. Ally and Stella are in different school years.
4. Stella has got dance lessons.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

C What are the family's hobbies? Complete the table.

1. Father	<u>riding</u> ; <u>playing</u> ; <u>reading</u>
2. Mother	<u>riding</u> ; <u>playing</u> ; <u>walking</u>
3. Ally	<u>riding</u> ; <u>playing</u> ; <u>reading</u> ; <u>playing</u>
4. Stella	<u>riding</u> ; <u>playing</u> ; <u>reading</u> ; <u>ballet</u>

D Match the columns.

- The twins are **1** • • **a** music lessons three times a week.
- Mr Hamilton is **2** • • **b** in the photo.
- Ally has got **3** • • **c** American.
- Ally and Stella are reading **4** • • **d** a mechanic.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Choose the correct hobbies.



1. swimming / reading



2. playing games / chatting on the internet



3. singing / drawing



4. watching TV / playing TV



5. painting / listening to music



6. flying a plane / flying a kite

B Choose the correct option.

1. Physical description: **straight** / Italian
2. Personality: **husband** / selfish
3. Nationality: **wife** / French
4. Family member: **daughter** / wavy

C Match the columns.

- | | | | | | |
|---------------------------------------|---|---|---|---|-------------|
| I bring you food in a restaurant. | 1 | • | • | a | pilot |
| I take care of your pets and animals. | 2 | • | • | b | waiter |
| I cook amazing food in a restaurant. | 3 | • | • | c | firefighter |
| I fly planes. | 4 | • | • | d | chef |
| I put out fires. | 5 | • | • | e | vet |



Grammar

A Choose the correct possessive determiner.

1. We live in Manchester and **our / my** address is 32 Ellesmere Road.
2. Lewis is Ally's best friend. He's got lots of hobbies, but **his / her** favourite hobby is skateboarding.
3. Stella and **his / her** father are in the garden because it's a beautiful day.
4. Mum, what's **our / your** favourite song?
My / Your favourite song is "Last Christmas".

**B Choose the correct form of the verbs *to be* and *have got*.**

Ally and Stella 1. **has got / have got** a cousin: Christopher. He lives near them.
 Christopher 2. **hasn't got / haven't got** any brothers or sisters. He 3. **is / are** an only child.
 Christopher likes surfing and he 4. **has got / have got** a new surfboard. His parents 5. **isn't / aren't** good at surfing.

C Complete with the correct possessive: 's or '.

1. Stella_____ ballet shoes are pink.
2. They live in their grandparents_____ house.
3. This is Lewis_____ new skateboard.
4. The children_____ school is in Manchester.

D Choose the correct form of the present continuous.

1. Ally's grandparents **isn't cooking / aren't cooking** at the moment. They **is watching / are watching** their granddaughter playing the violin.
2. **Is you studying / Are you studying** now, Stella?
No, I **am not / aren't**. I **am getting / are getting** dressed for my dance lessons.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read this fact file about Andrew and write a text about him.

Name / Surname	Andrew Nolan
Birthday	3 rd January
Place of birth	Toronto, Canada
Nationality	Canadian
Colour of hair	brown
Colour of eyes	blue
Personality	hard-working, friendly
Occupation	student / surfer
Family	father – police officer, mother – shop assistant, brother – Henry, 16 years old
Free time activities	surfing / listening to music / cooking with his parents



His name is Andrew and his surname is **1.** _____. His birthday is on 3rd January. He was born in Toronto, Canada. He is **2.** _____. He has got **3.** _____ hair and blue **4.** _____. He is hard-working and **5.** _____. He is a student and a surfer. His **6.** _____ is a police officer and his mother is a **7.** _____. He has got a **8.** _____, Henry. He is 16 years old. In his free **9.** _____, he likes surfing, listening to music and **10.** _____ with his parents.

Unit 1 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Preenchimento de tabela	$10 \times 4 = 40$	Certo / Errado
	B. Completamento de espaços	$4 \times 9 = 36$	Certo / Errado
	C. Verdadeiro / Falso	$4 \times 6 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	$4 \times 5 = 20$	Certo / Errado
	C. Completamento de tabela	$14 \times 2 = 28$	Certo / Errado
	D. Associação	$4 \times 8 = 32$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Seleção de opção	$6 \times 2 = 12$	Certo / Errado
	B. Seleção de opção	$4 \times 4 = 16$	Certo / Errado
	C. Associação	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>possessive determiners, verb have got, verb to be, possessive case, present continuous</i> .	A. Seleção de opção	$5 \times 3 = 15$	Certo / Errado
	B. Seleção de opção	$5 \times 3 = 15$	Certo / Errado
	C. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	D. Seleção de opção	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta restrita	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

A Complete the fact file about yourself.

Name	
Surname	
Birthday	
Place of birth	
Nationality	
Personality	
Occupation	
Family members (names, ages, jobs...)	
Free time activities/hobbies	

B Introduce yourself to the class.

Start like this...



My name is...

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• School: school facilities; school objects and subjects; telling the time; school timetable	pages 46, 47, 51, 74	pages 38, 39	pages 20, 21
• Daily routine	pages 54, 55, 56, 63, 74	pages 40, 41	pages 23, 24
• Activities outside the classroom	pages 64, 65	pages 38, 39	page 27
• Prepositions of time	pages 50	pages 10, 11	page 22
• Possessive pronouns	pages 53, 75	pages 10, 11	page 22
• Present simple	pages 58, 59, 75, 171	pages 12, 13	pages 25, 26
• Adverbs of frequency	pages 60, 171	pages 14, 15	page 26
• Present simple or present continuous	pages 68, 69, 75	pages 14, 15	page 29

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1. Oliver is telling us about his new school. Fill in the table.

⊙ CD5 Tracks 11 • 12

How many are there?			
1. buildings		4. computer rooms	
2. toilets		5. music rooms	
3. labs		6. art rooms	



B Listen to part 1 again and complete the sentences. ⊙ CD5 Tracks 11 • 12

1. Oliver's new school is _____ with _____.
2. In the big building, downstairs, there is the school _____, the staffroom, the _____ and two _____.
3. The classrooms are upstairs in the big _____.
4. The gym is in the _____ building.

C Listen to part 2. Tick (✓) Oliver's favourite subject. ⊙ CD5 Tracks 13 • 14

1. ☐

2. ☐

3. ☐

4. ☐



D Listen to part 3. Are the sentences True (T) or False (F)? ⊙ CD5 Tracks 15 • 16

1. Oliver gets up when the alarm clock rings.
2. He's the first to get to the kitchen in the morning.
3. Oliver always goes to school by bus.
4. After school he doesn't always go home.
5. Before going to bed he has fun with his brother.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name	No.	Class
Date	Mark	Teacher

Read the text.

A day in the life of a Norwegian student

I'm Kristoffer Stein and I'm 12 years old. I live in Stavanger, a beautiful city in Norway. On weekdays I always wake up at seven o'clock and I stay in bed listening to music for 15 minutes. Then I get up and I do some physical exercise before my morning shower.

At quarter to eight I go downstairs, and I have breakfast with my family. I usually have cereal
5 with juice and then I get ready to go to school.

My school is near my home, so I usually walk there with my friends. I attend the International School of Stavanger and I love it because I have schoolmates from around the world. There are around 850 students and a group of nice and experienced teachers. My favourite subjects are English, French and art. The facilities are great! There are 9 labs, classrooms, a dance and
10 drama studio, 4 indoor gyms, 2 libraries, technology labs, sports fields, and a cafeteria.

Lessons start at half past eight and lunchtime is at one o'clock. My friends and I always have lunch in the cafeteria.

School finishes at quarter past three but there are extra-curricular activities in the afternoon. I belong to the skiing team, so I practise three times a week. At the moment I'm getting dressed
15 for my skiing lesson.

When I arrive home, I usually relax for half an hour and then I do my homework. After dinner I play video games and then I go to bed at 10 o'clock.



A Complete with information from the text.

1. Kristoffer's age	
2. Nationality	
3. Place where he lives	
4. What he has for breakfast	
5. Name of his school	
6. Favourite subjects	

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Kristoffer gets up at seven o'clock. | ☐ | ☐ |
| 2. He listens to music after his morning shower. | ☐ | ☐ |
| 3. He doesn't walk to school alone. | ☐ | ☐ |
| 4. There are only Norwegian students at his school. | ☐ | ☐ |
| 5. He has extra-curricular activities three times a week. | ☐ | ☐ |

C Answer the questions about the text.

- Why does Kristoffer love his school?

- Where does he have lunch?

- What is he doing at the moment?

- What does he usually do when he arrives home?

- Does he play video games before going to bed?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Complete with the school facilities.

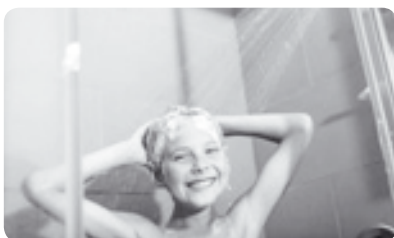
1. This is where you have science and chemistry lessons: _____.
2. Students have PE in the _____.
3. "Where do you have ICT?" "In the _____."
4. Students can read, borrow books or do some research in the _____.
5. The school _____ is closed. Don't forget to bring your lunchboxes.

B Write the names of the school subjects.



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

C Write the name of these daily activities.



1. _____
2. _____
3. _____



4. _____
5. _____
6. _____

Grammar

A Write the expressions in the box under the correct preposition of time.

7 o'clock Easter the afternoon 23rd September
June Monday the lesson dinner

1. in	2. on	3. at	4. before / after

B Complete with possessive pronouns.

- Whose car is this?
It's Mr and Mrs Spencer's car. It's _____.
- These are mum's keys. They're _____.
- Is this pen _____, Olivia?
No, it's not _____. I think it's Harry's. Yes, it's _____.

C Write the adverb in the correct place.

- Kristoffer rides his bike to school. _____ (**never**)
- We go to the cinema. _____ (**sometimes**)
- Alice is busy at the weekend. _____ (**always**)
- My parents visit Paris. _____ (**often**)

D Complete with the present simple.

- I usually _____ (**wake up**) at seven o'clock.
- He _____ (**not watch**) TV after dinner.
He usually _____ (**listen**) to music.
- They _____ (**catch**) the bus to school every morning.
- Where _____ (**she / have**) dinner?
- My lessons _____ (**not start**) at eight o'clock.
- After school Kristoffer _____ (**study**) in his room.
- What _____ (**they / do**) after school?

E Put the verbs in brackets in the present simple or present continuous.

- At the moment the students _____ (**do**) an experiment in the lab.
- Kristoffer _____ (**enjoy**) practising winter sports at the weekend.
- Right now Helen _____ (**listen**) to music.
- We usually _____ (**have**) lunch in the school canteen.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Ishani is an Indian student. Use the information in the boxes to write about her daily life.



In the morning

- **7:15** – get up
- **Next** – put on training suit / do yoga for 15 minutes
- **Then** – have a shower / get dressed
- **Have breakfast** – kitchen / rice pancakes and milk
- **8:10** – go to school / bus
- **8:30** – lessons start

- **School** – attend Indian Middle School
- **Size** – not big but comfortable
- **Facilities** – great / cricket field, gym, music room, three computer rooms, two labs and a library
- **Favourite subjects** – French and history

In the afternoon

- **Lunch** – canteen / 1:30
- **After-school activities** – Indian guitar lessons / twice a week
- **Next** – do homework

In the evening

- **7:30** – lay the table
- **Then** – have dinner with family
- **After dinner** – chat with friends
- **10:00** – go to bed

Handwriting practice lines for the student's response. The lines are organized into four sections, each corresponding to a time of day from the information boxes. Each section has 10 horizontal lines for writing.

Unit 2 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Preenchimento de tabela	$6 \times 4 = 24$	Certo / Errado
	B. Completamento de espaços	$7 \times 6 = 42$	Certo / Errado
	C. Seleção de informação	$1 \times 4 = 4$	Certo / Errado
	D. Verdadeiro / Falso	$5 \times 6 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$6 \times 3 = 18$	Certo / Errado
	B. Verdadeiro / Falso	Afirmções verdadeiras e sem referência $2 \times 4 = 8$ (B. 3, B. 5) Afirmções falsas $3 \times 4 = 12$ (B. 1, B. 2, B. 4) Correção das afirmções falsas $3 \times 4 = 12$	Certo / Parcialmente certo / Errado
	C. Resposta curta	$5 \times 10 = 50$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	B. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	C. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>possessive pronouns, present simple, adverbs of frequency, present simple and present continuous</i> .	A. Preenchimento de tabela	$8 \times 1 = 8$	Certo / Errado
	B. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	C. Reescrita de frases	$4 \times 2 = 8$	Certo / Errado
	D. Completamento de espaços	$8 \times 3 = 24$	Certo / Errado
	E. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1. Oliver is telling us about his new school. Fill in the table. © CD 5 Tracks 11 • 12

How many are there?			
1. buildings		4. computer rooms	
2. toilets		5. music rooms	
3. labs		6. art rooms	



B Listen to part 1 again and complete the sentences with the words in the box. © CD 5 Tracks 11 • 12

good facilities office brown toilets
modern building canteen

1. Oliver's new school is _____ with _____.
2. In the big building, downstairs, there is the school _____, the staffroom, the _____ and two _____.
3. The classrooms are upstairs in the big _____.
4. The gym is in the _____ building.

C Listen to part 2. Tick (✓) Oliver's favourite subject? © CD 5 Tracks 13 • 14

1. ☐ 2. ☐ 3. ☐ 4. ☐



D Listen to part 3. Circle the correct option. © CD 5 Tracks 15 • 16

1. Oliver **gets up** / **doesn't get up** when the alarm clock rings.
2. He's **the last** / **the first** to get to the kitchen in the morning.
3. Oliver sometimes goes to school **by bus** / **by car**.
4. After school he **doesn't always go** / **he always goes** home.
5. Before **going to bed** / **having dinner** he has fun with his brother.

Name		No.	Class
Date	Mark	Teacher	

Read the text.

A day in the life of a Norwegian student

I'm Kristoffer Stein and I'm **12** years old. I live in **Stavanger**, a beautiful city in **Norway**. On weekdays I always wake up at seven o'clock and I stay in bed listening to music for 15 minutes. Then I get up and I do some physical exercise before my morning shower.

At quarter to eight I go downstairs, and I have breakfast with my family. I usually have **cereal**
5 **with juice** and then I get ready to go to school.

My school is near my home, so I usually walk there with my friends. I attend the **International School of Stavanger** and I love it because I have schoolmates from around the world. There are around 850 students and a group of nice and experienced teachers. My favourite subjects are **English, French and art**. The facilities are great! There are 9 labs, classrooms, a dance and
10 drama studio, 4 indoor gyms, 2 libraries, technology labs, sports fields, and a cafeteria.

Lessons start at half past eight and lunchtime is at one o'clock. My friends and I always have lunch in the cafeteria.

School finishes at quarter past three but there are extra-curricular activities in the afternoon. I belong to the skiing team, so I practise three times a week. At the moment I'm getting dressed
15 for my skiing lesson.

When I arrive home, I usually relax for half an hour and then I do my homework. After dinner I play video games and then I go to bed at 10 o'clock.



- A Complete with information from the text. The words in bold in the text can help you.**

1. Kristoffer's age	
2. Nationality	
3. Place where he lives	
4. What he has for breakfast	
5. Favourite subjects	

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

- Kristoffer gets up at seven o'clock.
- He listens to music after his morning shower.
- He doesn't walk to school alone.
- There are only Norwegian students at his school.
- He has extra-curricular activities three times a week.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

- C Answer the questions about the text.**

1. Why does Kristoffer love his school?

He loves _____ *because* _____.

2. Where does he have lunch?

He _____ *in the* _____.

3. What is he doing at the moment?

At the moment he _____.

4. What does he usually do when he arrives home?

When he arrives home, he _____ *hour*
and then he _____.

5. Does he play video games before going to bed?

Yes, _____



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Complete with the school facilities.

1. This is where you have science and chemistry lessons: a .
2. Students have PE in the g .
3. "Where do you have ICT?" "In the o m p r ."
4. Students can read, borrow books or do some research in the l r y .
5. The school t e is closed. Don't forget to bring your lunchboxes.

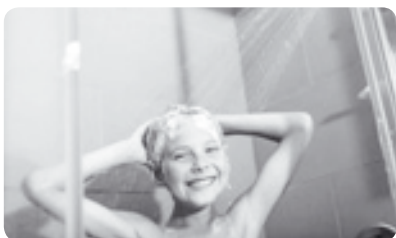
B Write the names of the school subjects.



1. g aph
2. to
3. r
4. F h
5. c mis
6. l

C Write the name of these daily activities.

do his homework have a shower brush her teeth
get dressed wake up have lunch



1. _____
2. _____
3. _____



4. _____
5. _____
6. _____

Grammar

A Write the expressions in the box under the correct preposition of time.

7 o'clock Easter the afternoon 23rd September
June Monday the lesson dinner

1. in (parts of the day, months)	2. on (dates, days of the week)	3. at (festivities, time)	4. before / after

B Complete with the possessive pronouns: *mine, yours, his, hers, theirs*.

- Whose car is this?
It's Mr and Mrs Spencer's car. It's _____.
- These are mum's keys. They're _____.
- Is this pen _____, Olivia?
No, it's not _____. I think it's Harry's. Yes, it's _____.

C Write the adverb in the correct place. Pay attention to the words in bold.

- Kristoffer **rides** his bike to school. _____ (**never**)
- We **go** to the cinema. _____ (**sometimes**)
- Alice **is** busy at the weekend. _____ (**always**)
- My parents **visit** Paris. _____ (**often**)

D Circle the correct form of the present simple.

- I usually **wake up / wakes up** at seven o'clock.
- He **don't / doesn't watch** TV after dinner. He usually **listen / listens** to music.
- They **catch / catches** the bus to school every morning.
- Where **do / does** she have dinner?
- My lessons **don't / doesn't** start at eight o'clock.
- After school Kristoffer **study / studies** in his room.
- What do they **do / does** after school?

E Present simple or present continuous? Circle the correct option.

- At the moment the students **do / are doing** an experiment in the lab.
- Kristoffer **enjoys / is enjoying** practising winter sports at the weekend.
- Right now Helen **listens / is listening** to music.
- We usually **have / has** lunch in the school canteen.



Name	No.	Class
Date	Mark	Teacher

- She / get up / 7:15
- Next she / put on her training suit / do yoga for 15 minutes
- Then / she / have a shower and she / get dressed
- She / have breakfast / in the kitchen. She / have rice pancakes and milk.
- 8:10 / go to school / bus
- 8:30 / lessons start

- She / have Lunch / in the canteen / 1:30
- Then / she / have after-school activities.
She / have Indian guitar lessons / twice
a week
- Next / she / do her homework

- 7:30 / she / lay the table
- Then, have dinner with her family
- After dinner / she chat with her friends
- 10:00 / she / go to bed

[illegible]

Unit 2 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Preenchimento de tabela	$6 \times 4 = 24$	Certo / Errado
	B. Completamento de espaços	$7 \times 6 = 42$	Certo / Errado
	C. Seleção de informação	$1 \times 4 = 4$	Certo / Errado
	D. Seleção de informação	$5 \times 6 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$5 \times 5 = 25$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 5 = 25$	Certo / Errado
	C. Resposta curta	$5 \times 10 = 50$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico Compreender formas de organização do léxico.	A. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	B. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	C. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>Possessive pronouns, Present simple, Adverbs of frequency, Present simple and present continuous</i>	A. Preenchimento de tabela	$8 \times 1 = 8$	Certo / Errado
	B. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	C. Reescrita de frases	$4 \times 2 = 8$	Certo / Errado
	D. Seleção de alternativa	$8 \times 3 = 24$	Certo / Errado
	E. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1. Oliver is telling us about his new school. Circle the correct option.

CD 5 Tracks 11 • 12

How many are there?	
1. buildings: three / four	4. computer rooms: four / three
2. toilets: two / four	5. music rooms: two / three
3. labs: two / one	6. art rooms: three / four



B Listen to part 1 again and circle the correct word. CD 5 Tracks 11 • 12

1. Oliver's new school is **modern / comfortable** with **good facilities / good buildings**.
2. In the big building, downstairs, there is the school **playground / office**, the staffroom, the **library / canteen** and two **toilets / labs**.
3. The classrooms are upstairs in the big **building / facility**.
4. The gym is in the **blue / brown** building.

C Listen to part 2. Tick (✓) Oliver's favourite subject. CD 5 Tracks 13 • 14

1. ☐

2. ☐

3. ☐



D Listen to part 3. Match the two columns. CD 5 Tracks 15 • 16

- | | | | | | |
|-----------------------|---|---|---|---|-------------------------------|
| Oliver doesn't get up | 1 | • | • | a | three time a week. |
| He has breakfast | 2 | • | • | b | he has fun with his brother. |
| Oliver sometimes | 3 | • | • | c | when the alarm clock rings. |
| He has violin lessons | 4 | • | • | d | goes to school by car. |
| Before going to bed | 5 | • | • | e | with his parents and brother. |

Name		No.	Class
Date	Mark	Teacher	

Read the text.

A day in the life of a Norwegian student

I'm Kristoffer Stein and I'm 12 years old. I live in Stavanger, a beautiful city in Norway. On weekdays I always wake up at seven o'clock and I stay in bed listening to music for 15 minutes. Then I get up and I do some physical exercise before my morning shower.

At quarter to eight I go downstairs, and I have breakfast with my family. I usually have cereal
5 with juice.

My school is near my home, so I usually walk there with my friends. I attend the International School of Stavanger and I love it because I have schoolmates from around the world. My favourite subjects are English, French and art.

Lessons start at half past eight and lunchtime is at one o'clock. My friends and I always have
10 lunch in the cafeteria.

School finishes at quarter past three but there are extra-curricular activities in the afternoon. I belong to the skiing team, so I practise three times a week. At the moment I'm getting dressed for my skiing lesson.

When I arrive home, I usually relax for half an hour and then I do my homework. After
15 dinner I play video games and then I go to bed at 10 o'clock.



A Complete in note form with the expressions in the box.

English, French and art Stavanger twelve Norwegian cereal with juice

1. Kristoffer's age	
2. Nationality	
3. Place where he lives	
4. What he has for breakfast	
5. Favourite subjects	

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

- Kristoffer gets up at seven o'clock.
- He listens to music after his morning shower.
- He doesn't walk to school alone.
- There are only Norwegian students at his school.
- He has extra-curricular activities three times a week.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Match the questions with the answers.

- | | | | | | |
|---|---|---|---|---|--|
| Why does Kristoffer love his school? | 1 | • | • | a | He usually relaxes for half an hour and then he does his homework. |
| Where does he have lunch? | 2 | • | • | b | Yes, he does. |
| What is he doing at the moment? | 3 | • | • | c | He's getting dressed for his skiing lesson. |
| What does he usually do when he arrives home? | 4 | • | • | d | Because he has schoolmates from around the world. |
| Does he play video games before going to bed? | 5 | • | • | e | In the cafeteria. |



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Circle the correct school facilities.

1. This is where you have science and chemistry lessons: **headmaster's office** / lab.
2. Students have PE in the **gym** / playground.
3. "Where do you have ICT?" "In the **staffroom** / computer room."
4. Students can read, borrow books or do some research in the **classroom** / library.
5. The school **classroom** / canteen is closed. Don't forget to bring your lunchboxes.

B Label the pictures with school subjects in the box.

French

geography

ICT

art

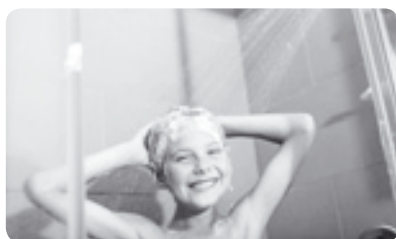
chemistry

history



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

C Circle the correct name of these daily activities.



1. have a shower / have dinner

2. listen to music / brush her teeth

3. play video games / do his homework



4. have lunch / play football

5. go to school / wake up

6. get dressed / watch TV

Grammar

A Write the prepositions of time in the box in the correct column.

at (time / festivities)	before / after
in (parts of the day / months)	on (days of the week / dates)

1. _____	2. _____	3. _____	4. _____
• the afternoon • June	• Monday • 23 rd September	• 7 o'clock • Easter	• dinner • the lesson

B Circle the correct possessive pronouns.

- "Whose car is this?" "It's Mr and Mrs Spencer's car. It's **ours / theirs**."
- These are mum's keys. They're **his / hers**.
- Is this pen **yours / ours**, Olivia?
No, it's not **mine / hers**. I think it's Harry's. Yes, it's **his / yours**.

C Adverbs of frequency: tick (✓) the correct sentence.

- ☐ Kristoffer rides never his bike to school.
 - ☐ Kristoffer never rides his bike to school.
- ☐ We sometimes go to the cinema.
 - ☐ We go to the cinema sometimes.
- ☐ Alice always is busy at the weekend.
 - ☐ Alice is always busy at the weekend.
- ☐ My parents often visit Paris.
 - ☐ My parents visit often Paris

D Present simple: tick (✓) the correct sentence.

- ☐ I wake up at seven o'clock.
 - ☐ I wakes up at seven o'clock.
- ☐ He don't watch TV after dinner.
 - ☐ He doesn't watch TV after dinner.
- ☐ He usually listen to music.
 - ☐ He usually listens to music.
- ☐ They catch the bus to school.
 - ☐ They catches the bus to school.
- ☐ Where does she have dinner?
 - ☐ Where do she have dinner?
- ☐ My lessons don't start at eight.
 - ☐ My lessons doesn't start at eight.
- ☐ After school Oscar study.
 - ☐ After school Oscar studies.
- ☐ What does they do after school?
 - ☐ What do they do after school?

E Write *present simple* or *present continuous* for each sentence.

- At the moment** the students **are doing** an experiment in the lab. _____
- Kristoffer **enjoys** practising winter sports **at the weekend**. _____
- Right now** Helen **is listening** to music. _____
- We **usually have** lunch in the school canteen. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Ishani is an Indian student. Use the information in the boxes to complete the text about her daily life.



In the morning

1. Ishani / get up / 7:15 / on school days
2. Next she / put on her training suit / do yoga for 15 minutes
3. Then / she / have a shower and she / get dressed
4. She / have breakfast / in the kitchen.
5. She / have rice pancakes and milk
6. 8:10 / she / go to school / by bus
7. lessons start / 8:30

1. Ishani gets up at _____ on school days.
2. Next she _____ her training suit and she _____ yoga for 15 minutes.
3. Then she _____ and she _____.
4. She _____ breakfast in the _____.
5. She _____ rice _____ and _____.
6. At 8:10, she _____ to school _____.
7. Her _____ at _____.

8. She / attend / Indian Middle School
9. It / not be / big but / it / be / comfortable
10. The facilities / be great
11. there to be / a cricket field, a gym, a music room, three computer rooms, two labs and a library
12. favourite subjects / French and history

8. She _____ the Indian Middle School.
9. It _____ big but it _____ comfortable.
10. The facilities _____ great.
11. There _____ a cricket _____, a _____, a _____ room, three _____, two labs and a _____.
12. Her _____ subjects _____ French and _____.

In the afternoon

13. She / have lunch / in the canteen / 1:30
14. Then /she / have after-school activities
15. She / have Indian guitar lessons / twice a week

13. She _____ in the canteen _____ 1:30.
14. Then she _____ after-school _____.
15. She _____ Indian guitar lessons _____ a week.

In the evening

16. 7:30 / she / lay the table
17. Then / she / have dinner with her family
18. After dinner / she chat with her friends
19. 10:00 / she / go to bed

16. At _____ she _____ table.
17. Then she _____ with her family.
18. After dinner she _____ with her friends.
19. _____ she _____ to bed.

Unit 2 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de informação	$6 \times 4 = 24$	Certo / Errado
	B. Seleção de informação	$7 \times 6 = 42$	Certo / Errado
	C. Seleção de informação	$1 \times 4 = 4$	Certo / Errado
	D. Associação	$5 \times 6 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Completamento de tabela	$5 \times 5 = 25$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 5 = 25$	Certo / Errado
	C. Resposta curta	$5 \times 10 = 50$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>Possessive pronouns, Present simple, Adverbs of frequency, Present simple and present continuous</i>	A. Preenchimento de tabela	$4 \times 2 = 8$	Certo / Errado
	B. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	C. Seleção de alternativa	$4 \times 2 = 8$	Certo / Errado
	D. Seleção de alternativa	$8 \times 3 = 24$	Certo / Errado
	E. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	$20 \times 5 = 100$	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

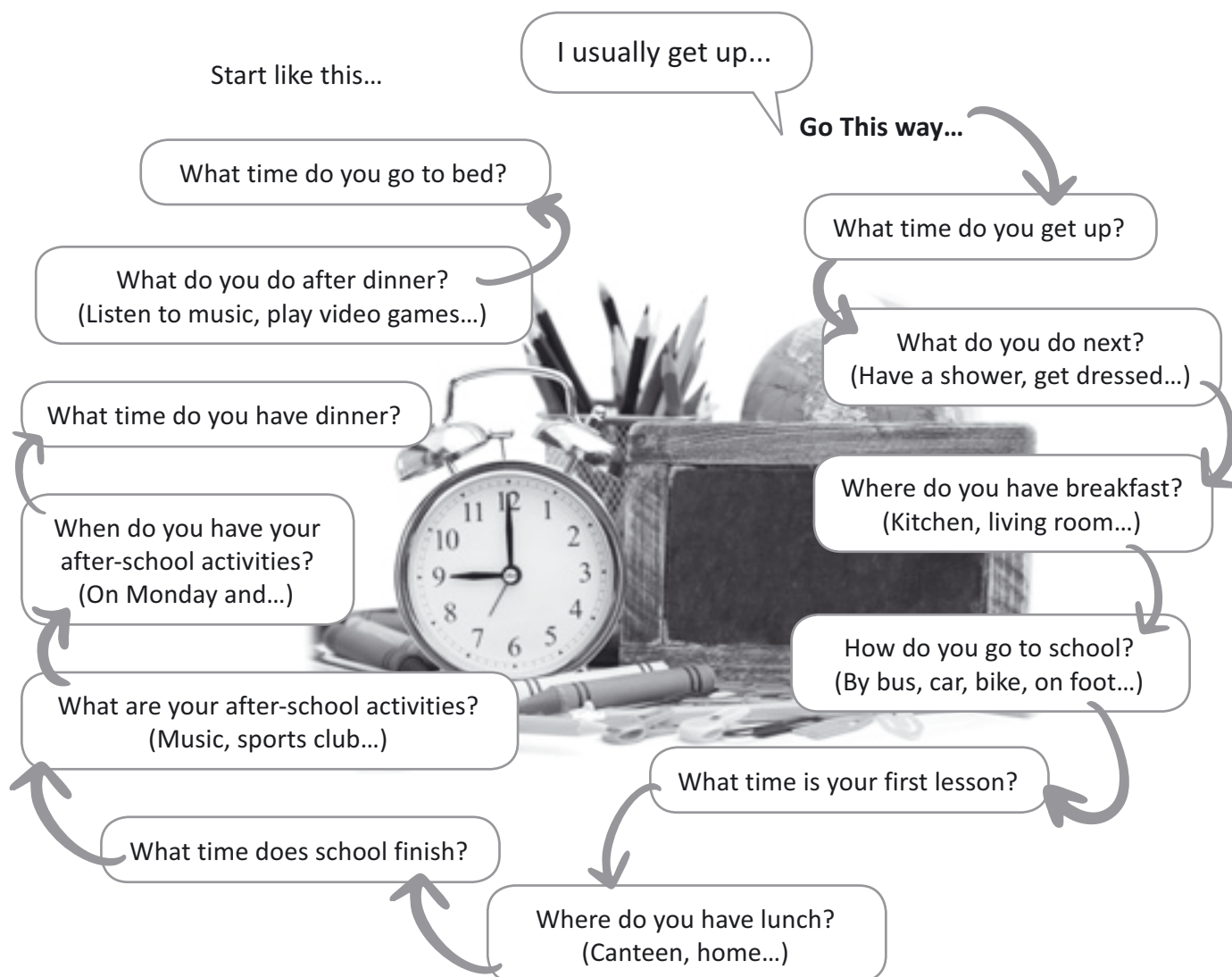
Date _____

Mark _____

Teacher _____

My daily routine on school days.

Use the questions in the boxes to present your daily routine on school days to the class.



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Parts of the house	pages 78, 86, 87	pages 42, 43	page 34
• Furniture	pages 79, 87	pages 42, 43	page 35
• Household chores	page 85	pages 42, 43	page 38
• Types of houses	pages 88, 89, 91, 95	page 43	page 39
• Prepositions of place	pages 82, 83	pages 16, 17	page 36
• <i>There to be</i> (present simple)	page 83	pages 16, 17	page 37
• <i>To be</i> (past simple)	page 92	pages 18, 19	page 40
• Past simple (regular verbs)	pages 93, 94, 172	pages 18, 19	page 41
• Past simple (irregular verbs)	pages 96, 172	pages 20, 21	page 42

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Underline and correct the wrong information.

⊙ CD 5 Tracks 17 • 18

1. Leo's favourite room in his house is the attic. _____
2. It is very big. _____
3. In it he has his guitar, his surfboard and his tennis racket.

4. The bed is opposite the bedside table. _____
5. There is a lamp above the desk. _____



B

Listen to part 2. Are the sentences True (T) or False (F)? ⊙ CD 5 Tracks 19 • 20

1. Erica's favourite room isn't her bedroom.
2. Erica loves sitting on the comfortable sofa near the fireplace.
3. There is a bookcase between the fireplace and the armchairs.
4. There are posters on the wall.
5. The living room is an important room for the whole family.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C

Listen to part 3. Complete the sentences. ⊙ CD 5 Tracks 21 • 22

Last 1. _____ two friends of mine, Jack and David,
2. _____ to my house to spend the afternoon with me.

They 3. _____ at 3 o'clock. We started by playing some video games. Then I 4. _____ the guitar and they sang.

My mother made a 5. _____ for us. We loved the chocolate cake.

Next we watched a film. My friend Jack sat on the 6. _____ and played with my dog. He didn't like the film.

My 7. _____ said that they liked my bedroom very much because it is very 8. _____ and I have cool things.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Samuel's new home!

Six months ago my parents bought a new house. At first I felt very excited with the idea but when they told me it wasn't in the city I was very disappointed. They said it was in the countryside but near the city because they work in the city centre. I was very unhappy for some days! I didn't want to live in the countryside and go to a different school.

One Saturday my mother said: "We want to show you the house. Let's go there after lunch." When I looked at the house I really liked it. Let me tell you about it.

It is a detached house with two floors and an attic. When we walk in, there is a small hall. Downstairs there is also a kitchen with modern appliances. Opposite the kitchen there is a dining room. Next to it there is a living room. It has big windows and very comfortable sofas. My parents love the fireplace. Above it there is a big mirror. There are beautiful paintings on the wall between the two windows. There is also a toilet near the stairs.

Upstairs, there is a study where my father works, there are three bedrooms and a bathroom.

Behind the house there is a big garden with lots of flowers and an old tree. At the weekend we spend a lot of time there. The garage is next to the front door.

At home everybody helps with the household chores. I usually take the rubbish out and walk the dog but yesterday I also washed my parents' car.

Now I think it's OK to live in the countryside. My new school is cool and I've got new friends. In my free time I can ride my bike with them.



A Match the underlined words in the text with their meanings below.

1. isolated _____
2. on the ground floor _____
3. activities at home _____
4. in the beginning _____
5. unhappy (because the house wasn't what he expected) _____
6. machines or pieces of equipment you have in your home _____

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In the beginning, Samuel liked the idea of moving to a new house. | ☐ | ☐ |
| 2. Samuel's parents don't work in the countryside. | ☐ | ☐ |
| 3. The dining room is next to the kitchen. | ☐ | ☐ |
| 4. The toilet is upstairs. | ☐ | ☐ |
| 5. Samuel and his family spend much time in the garden. | ☐ | ☐ |

C Answer the questions about the text.

1. When did Samuel's parents buy a new house?

2. Where is the house?

3. How did Samuel feel about that? Why?

4. What type of house is it?

5. Describe the living room.

6. Has Samuel got a different opinion about living in the countryside now? Why?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the names of the parts of the house.



1. _____



2. _____



3. _____

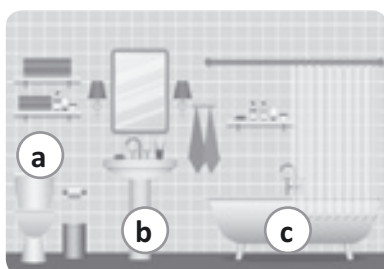


4. _____

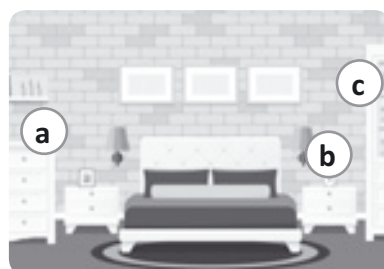


5. _____

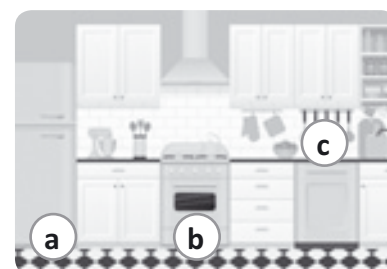
B Identify the furniture in the pictures.



1.
a. _____
b. _____
c. _____



2.
a. _____
b. _____
c. _____



3.
a. _____
b. _____
c. _____

Grammar

A Complete the sentences with prepositions of place.



1. There is a sofa _____ the fireplace.
2. There is a coffee table _____ the sofa and the fireplace.
3. There is a small table _____ the window.
4. There are some paintings _____ the walls.

B Complete the sentences with the verb *there to be* in the present simple.

1. _____ lots of flowers in Samuel's garden but _____ **(not)** any trees.
2. _____ a big TV in the living room?
3. _____ books on the coffee table?
No, _____.

C Complete the sentences with the past simple of the verbs in brackets.

1. Yesterday Samuel's parents _____ **(not go)** to work by car.
They _____ **(go)** by train.
2. Samuel and his family _____ **(move)** to a house in the countryside. His parents
_____ **(not want)** to live in the city.
3. Where _____ **(Samuel / meet)** his friends last weekend?
4. Last Saturday _____ **(be)** a nice day and the family _____ **(have)**
dinner in the garden.
5. _____ **(Samuel's father / cook)** dinner yesterday?
Yes, he _____.

Class

Teacher



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.

Unit 3 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Identificação e correção de informação incorreta	5 × 6 = 30 (3 pontos sublinhar + 3 pontos corrigir)	Certo / Parcialmente certo / Errado
	B. Verdadeiro / Falso	5 × 6 = 30	Certo / Errado
	C. Completamento de espaços	8 × 5 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Associação	6 × 4 = 24	Certo / Errado
	B. Verdadeiro / Falso	Afirmções verdadeiras e sem referência 3 × 4 = 12 (B. 1, B. 2, B. 5) Afirmções falsas 2 × 4 = 8 (B. 3, B. 4) Correção das afirmções falsas 2 × 4 = 8	Certo / Errado
	C. Resposta curta	6 × 8 = 48	Certo / Parcialmente certo / Errado (certo: 8 pontos; parcialmente certo: 1-7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico: Compreender formas de organização do léxico.	A. Legendagem de imagens	5 × 3 = 15	Certo / Errado
	B. Legendagem de imagens	9 × 3 = 27	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>prepositions of place, verb there to be (presente simple), past simple (regular and irregular verbs)</i> .	A. Completamento de espaços	4 × 4 = 16	Certo / Errado
	B. Completamento de espaços	5 × 3 = 15	Certo / Errado
	C. Completamento de espaços	9 × 3 = 27	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas, objetos e rotinas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Choose the correct option. Ⓢ CD5 Tracks 17•18

1. Leo's favourite room in his house is
a. ☐ the attic. b. ☐ his bedroom. c. ☐ the living room.
2. It is very
a. ☐ comfortable. b. ☐ big. c. ☐ uncomfortable.
3. In it he has his guitar, his _____ and his tennis racket.
a. ☐ surfboard b. ☐ skateboard c. ☐ snowboard
4. The bed is
a. ☐ opposite the desk.
b. ☐ between the bedside table and the desk.
c. ☐ next to the bedside table.
5. There is a _____ above the desk.
a. ☐ shelf b. ☐ pot plant c. ☐ lamp



B

Listen to part 2 and match the two columns. Ⓢ CD5 Tracks 19•20

- | | | | | | |
|--|---|---|---|---|---|
| Erica's favourite part of the house is | 1 | • | • | a | between the fireplace and one of the windows. |
| Erica loves sitting on the floor | 2 | • | • | b | on the walls. |
| There is a bookcase | 3 | • | • | c | an important room for the whole family. |
| There are paintings | 4 | • | • | d | the living room. |
| The living room is | 5 | • | • | e | in front of the fireplace. |

C

Listen to part 3. Complete the sentences. Ⓢ CD5 Tracks 21•22

Last 1. S a _____ two friends of mine, Jack and David, 2. c _____ to my house to spend the afternoon with me.

They 3. a r r _____ at 3 o'clock. We started by playing some video games. Then I 4. p _____ the guitar and they sang.

My mother made a 5. s _____ for us. We loved the chocolate cake.

Next we watched a film. My friend Jack sat on the 6. r _____ and played with my dog. He didn't like the film.

My 7. f _____ said that they like my bedroom very much because it is very 8. c _____ and I have cool things.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Samuel's new home!

Six months ago my parents bought a new house. At first I felt very excited with the idea but when they told me it wasn't in the city I was very disappointed. They said it was in the countryside but near the city because they work in the city centre. I was very unhappy for some days! I didn't want to live in the countryside and go to a different school.

One Saturday my mother said: "We want to show you the house. Let's go there after lunch." When I looked at the house I really liked it. Let me tell you about it.

It is a detached house with two floors and an attic. When we walk in, there is a small hall. Downstairs there is also a kitchen with modern appliances. Opposite the kitchen there is a dining room. Next to it there is a living room. It has big windows and very comfortable sofas. My parents love the fireplace. Above it there is a big mirror. There are beautiful paintings on the wall between the two windows. There is also a toilet near the stairs.

Upstairs, there is a study where my father works, there are three bedrooms and a bathroom.

Behind the house there is a big garden with lots of flowers and an old tree. At the weekend we spend a lot of time there. The garage is next to the front door.

At home everybody helps with the household chores. I usually take the rubbish out and walk the dog but yesterday I also washed my parents' car.

Now I think it's OK to live in the countryside. My new school is cool and I've got new friends. In my free time I can ride my bike with them.



A Match the underlined words in the text with their meaning.

At first (line 2)	1	• •	a	activities at home
disappointed (line 4)	2	• •	b	machines or pieces of equipment you have in your home
detached (line 13)	3	• •	c	in the beginning
Downstairs (line 14)	4	• •	d	isolated
appliances (line 14)	5	• •	e	unhappy because an idea wasn't what you expected
household chores (line 21)	6	• •	f	on the ground floor

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

	T	F
1. In the beginning, Samuel liked the idea of moving to a new house.	☐	☐
2. Samuel's parents don't work in the countryside.	☐	☐
3. The dining room is next to the kitchen.	☐	☐
4. The toilet is upstairs.	☐	☐
5. Samuel and his family spend much time in the garden.	☐	☐

C Answer the questions about the text.

1. When did Samuel's parents buy a new house?

Samuel's parents *a new house* .

2. Where is the house?

It *in the* .

3. How did Samuel feel about that? Why?

He *because* .

4. What type of house is it?

It *a* *house.* .

5. Describe the living room.

The living room has .

There is a fireplace. Above it *and* .

6. Has Samuel got a different opinion about living in the countryside now? Why?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the names of the parts of the house.



1. a



2. d



3. ba

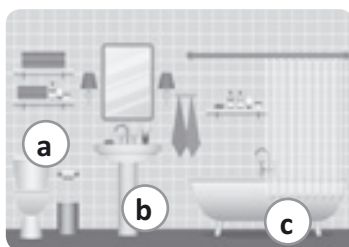


4. g



5. b

B Identify the furniture in the pictures.



1.

a. t i e

b. w a b a

c. b t h



2.

a. c s t d r a s

b. e d s i t a e

c. w a r



3.

a. f d

b. c k

c. s

Grammar

- A** Complete the sentences with the prepositions of place in the box. There are two extra prepositions.



below
above
on
in
between
opposite

1. There is a sofa _____ the fireplace.
2. There is a coffee table _____ the sofa and the fireplace.
3. There is a small table _____ the window.
4. There are some paintings _____ the walls.

- B** Complete the sentences with the verb *there to be* in the present simple. Choose from the box.

1. _____ lots of flowers in Samuel's garden but _____ (not) any trees.
2. _____ a big TV in the living room?
3. _____ books on the coffee table?
No, _____.

there aren't (x2)
there are is there
are there

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

1. Yesterday Samuel's parents _____ (not go) to work by car.
They _____ (go) by train.
2. Samuel and his family _____ (move) to a house in the countryside. His parents _____ (not want) to live in the city.
3. Where _____ (Samuel / meet) his friends last weekend?
4. Last Saturday _____ (be) a nice day and the family _____ (have) dinner in the garden.
5. _____ (Samuel's father / cook) dinner yesterday?
Yes, he _____.

Affirmative: past form of the verb
Negative: didn't + infinitive
Interrogative: did + subject + infinitive

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

**Write a text about Samuel's favourite place in his new house.
Use the information in the boxes.**

Favourite place:

- the attic

Description:

- big; cosy; warm in the winter
- furniture:
 - a bookcase / lots of books
 - a table / below a window
 - computer / lamp on the table
 - two armchairs / opposite table
 - photos / on the walls

Why he likes the attic:

- study there
- play video games with friends
- listen to music
- read

Samuel's favourite place

Favourite place

Samuel's favourite place in the new house

It is _____ and _____. It _____ warm _____.

Description

*In the attic there is a bookcase _____,
there _____ table _____ a window. There _____ a
_____ and a lamp _____ the table. There
two _____ the _____. There
photos _____.*

Why he likes the attic

He likes the attic because



Unit 3 – Progress Test B

Instrumento de Avaliação – Compreensão Oral

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de informação	5 × 6 = 30	Certo / Errado
	B. Associação	5 × 6 = 30	Certo / Errado
	C. Completamento de espaços	8 × 5 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Correspondência	6 × 5 = 30	Certo / Errado
	B. Verdadeiro / Falso	5 × 6 = 30	Certo / Errado
	C. Resposta curta	5 × 6 = 30 (C. 1, C. 2, C. 3, C. 4, C. 5) 1 × 10 = 10 (C. 6)	Certo / Parcialmente certo / Errado (certo: 8 pontos; parcialmente certo: 1-7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico.	A. Legendagem de imagens	5 × 3 = 15	Certo / Errado
	B. Legendagem de imagens	9 × 3 = 27	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>prepositions of place, verb there to be (presente simple), past simple (regular and irregular verbs)</i> .	A. Completamento de espaços	4 × 4 = 16	Certo / Errado
	B. Completamento de espaços	5 × 3 = 15	Certo / Errado
	C. Completamento de espaços	9 × 3 = 27	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Escrever sobre pessoas, objetos e rotinas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Choose the correct option. Ⓢ CD 5 Tracks 17 • 18

1. Leo's favourite room in his house is
a. ☐ the attic. b. ☐ his bedroom.
2. It is very
a. ☐ comfortable. b. ☐ big.
3. In it he has his guitar, his _____ and his tennis racket.
a. ☐ surfboard b. ☐ skateboard
4. The bed is
a. ☐ opposite the desk. b. ☐ between the bedside table and the desk.
5. There is a _____ above the desk.
a. ☐ shelf b. ☐ lamp



B

Listen to part 2 and match the two columns. Ⓢ CD 5 Tracks 19 • 20

- | | | | | | |
|--|----------|---|---|----------|---|
| Erica's favourite part of the house is | 1 | • | • | a | between the fireplace and one of the windows. |
| Erica loves sitting on the floor | 2 | • | • | b | on the walls. |
| There is a bookcase | 3 | • | • | c | an important room for the whole family. |
| There are paintings | 4 | • | • | d | the living room. |
| The living room is | 5 | • | • | e | in front of the fireplace. |

C

Listen to part 3. Complete the sentences with the words: arrived, snack, Saturday, friends, rug, played, came, cosy. Ⓢ CD 5 Tracks 21 • 22

- Last **1.** _____ two friends of mine, Jack and David,
2. _____ to my house to spend the afternoon with me.
 They **3.** _____ at 3 o'clock. We started by playing some video games. Then I **4.** _____ the guitar and they sang.
 My mother made a **5.** _____ for us. We loved the chocolate cake.
 Next we watched a film. My friend Jack sat on the **6.** _____ and played with my dog. He didn't like the film.
 My **7.** _____ said that they like my bedroom very much because it is very
8. _____ and I have cool things.



Name		No.	Class
Date	Mark	Teacher	

Read the text.

Samuel's new home!

Six months ago my parents bought a new house. In the beginning I was very excited with the idea but when they told me it wasn't in the city I was very unhappy for some days!
5 I didn't want to live in the countryside and to go to a different school.

One Saturday my mother said: "We want to show you the house. Let's go there after lunch." When I looked at the house I really
10 liked it.

It is a detached house with two floors. Downstairs there is a small hall and there is a kitchen with modern appliances. Opposite the kitchen there is a dining room. Next to it there is a living room. It has big windows and very comfortable sofas. My parents love the fireplace.
15 There are beautiful paintings on the wall between the two windows.

Upstairs, there is a study where my father works, there are three bedrooms and a bathroom. Behind the house there is a big garden with lots of flowers and an old tree. At the weekend we spend a lot of time there. The garage is next to the front door.

At home everybody helps with the household chores. I always take the rubbish out and
20 walk the dog but yesterday I also washed my parents' car.

Now I like to live in the countryside. My new school is cool and I've got new friends. In my free time I can ride my bike with them.



A Match the underlined words in the text with their meaning.

- | | | | | | |
|----------------------------|---|---|---|---|---|
| detached (line 11) | 1 | • | • | a | activities at home |
| Downstairs (line 12) | 2 | • | • | b | machines or pieces of equipment you have in your home |
| appliances (line 13) | 3 | • | • | c | isolated |
| household chores (line 19) | 4 | • | • | d | on the ground floor |

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In the beginning, Samuel liked the idea of moving to a new house. | ☐ | ☐ |
| 2. He didn't want to move to the countryside. | ☐ | ☐ |
| 3. The dining room is next to the kitchen. | ☐ | ☐ |
| 4. The living room has small windows. | ☐ | ☐ |

C Choose the correct option.

- | | |
|--|--|
| <p>1. Samuel's parents bought</p> <p>a. ☐ a flat.</p> <p>b. ☐ a semi-detached house.</p> <p>c. ☐ a detached house.</p> <p>2. The kitchen is</p> <p>a. ☐ upstairs.</p> <p>b. ☐ in the attic.</p> <p>c. ☐ downstairs.</p> <p>3. The fireplace is in the</p> <p>a. ☐ living room.</p> <p>b. ☐ attic.</p> <p>c. ☐ dining room.</p> <p>4. Samuel's father works</p> <p>a. ☐ in the living room.</p> <p>b. ☐ on the first floor.</p> <p>c. ☐ in the dining room.</p> | <p>5. Samuel _____ household chores every day.</p> <p>a. ☐ does</p> <p>b. ☐ doesn't do</p> <p>c. ☐ likes</p> <p>6. Now Samuel likes living in the countryside because</p> <p>a. ☐ he does household chores every day.</p> <p>b. ☐ he loves nature.</p> <p>c. ☐ he has a lot of fun with his friends.</p> |
|--|--|

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** Label the photos with the names of the parts of the house: *bedroom, bathroom, attic, garden, dining room*.



1. _____ 2. _____ 3. _____



4. _____ 5. _____

- B** Identify the furniture in the pictures. Choose from the box.



1. _____
a. _____
b. _____
c. _____

2. _____
a. _____
b. _____
c. _____

cooker
bath
sink
toilet
washbasin
fridge

Grammar

A Circle the correct preposition of place.



1. There is a sofa **next to** / **opposite** the fireplace.
2. There is a coffee table **between** / **opposite** the sofa and the fireplace.
3. There is a small table **above** / **below** the window.
4. There are some paintings **in** / **on** the walls.

B Choose the correct option.

1. **There is** / **There are** lots of flowers in Samuel's garden but **there isn't** / **there aren't** any trees.
2. **Is there** / **Are there** a big TV in the living room?
3. **Is there** / **Are there** books on the coffee table? No, **there isn't** / **there aren't**.

C Complete the sentences with the past simple of the verbs in brackets.

1. Yesterday Samuel's parents _____ (**not go**) to work by car.
a. ☐ went b. ☐ didn't go c. ☐ don't go
2. Samuel and his family _____ (**move**) to a house in the countryside.
a. ☐ move b. ☐ is moving c. ☐ moved
3. His parents _____ (**not want**) to live in the city.
a. ☐ didn't want b. ☐ wanted c. ☐ don't want
4. Where _____ (**Samuel / meet**) his friends last weekend?
a. ☐ did Samuel meet b. ☐ does Samuel meet c. ☐ is Samuel meeting

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

**Complete the text about Samuel's favourite place in his new house.
Use the information in the box.**

big favourite plays video games below on the table
there is a bookcase studies There are likes attic

Samuel's **1.** _____ place in the new house is the **2.** _____



It is **3.** _____ and cosy.

In the attic **4.** _____



with lots of books. There is a table

5. _____ a window. There is a computer and a lamp

6. _____



7. _____

photos on the walls.

He **8.** _____ the attic because he **9.** _____



there and he

10. _____



with his friends.

Unit 3 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de informação	5 × 6 = 30	Certo / Errado
	B. Associação	5 × 6 = 30	Certo / Errado
	C. Completamento de espaços	8 × 5 = 40	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Correspondência	4 × 8 = 32	Certo / Errado
	B. Verdadeiro / Falso	4 × 8 = 32	Certo / Errado
	C. Seleção de alternativa	6 × 6 = 36	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico.	A. Legendagem de imagens	5 × 4 = 20	Certo / Errado
	B. Legendagem de imagens	6 × 4 = 24	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>prepositions of place, there to be - present simple, past simple (regular and irregular verbs)</i> .	A. Completamento de espaços	4 × 4 = 16	Certo / Errado
	B. Seleção de alternativa	5 × 4 = 20	Certo / Errado
	C. Seleção de alternativa	4 × 5 = 20	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Escrever sobre pessoas.	Resposta extensa	10 × 10 = 100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

This is my dream house

Present your dream house to your class.

First plan and prepare yourself. The questions below may help you.

- Where is it? (in the city, in the countryside, in the mountains...)
- What type of house is it? (terraced house, semi-detached, cottage...)
- Is it big or small?
- Is it old or new?
- How many floors are there?
- How many rooms are there? Describe them.
- What's your favourite room? Why?
- Is there an attic? Is there a basement?
- Is there a garage? Is there a garden?
- Is there a swimming pool?

Draw your house or find a picture to show while you speak.



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• City – public places, shops, places to see in a city	pages 102, 103, 104, 105, 112, 114, 124, 132	pages 44, 45	pages 46, 47, 50
• Means of transport	page 122	pages 44, 45	page 55
• Past continuous	pages 116, 117, 133	pages 22, 23	pages 51, 52
• Past continuous or past simple	page 117	page 22	page 53
• Linking words	pages 120, 133	pages 24, 25	page 54
• Comparative	pages 126, 133	pages 24, 25	page 56
• Superlative	pages 127, 133	pages 24, 25	page 57
• Describing an event	page 129		page 58

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to the dialogues and circle the correct letter. CD 5 Tracks 23 • 24

1. Where did David go on his school trip yesterday?

Manchester **Edinburgh** **Cambridge**

A

B

C

2. How did they travel?



A

B

C

3. How much did the students pay for the school trip?

20£

18£

15£

A

B

C

4. What was Beatrix doing last Sunday afternoon?



A

B

C

B

Listen to the dialogue and complete with the correct information. CD 5 Tracks 25 • 26

Type of school trip: camping trip

When: 1. _____

Price: 2. _____

Name of school secretary: 3. Mrs

How they travelled: 4. _____

Special equipment: 5. _____

Activities: 6. _____ and _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

The best school trip ever!

Hi! I'm Justin and I live in Cambridge. The school trip to London last week was a blast! The bus picked us up at school at half past seven and we arrived in London one hour and a half later.

We started the visit with a river cruise along the Thames. We really loved the view! Then we visited one of the most important tourist attractions in London, the amazing Madame Tussauds wax Museum.

We were having lunch in St James's park when the teachers told us they had a surprise. They showed us tickets to visit the Harry Potter studios. We were all so excited! We spent the whole afternoon there. It really was a magical afternoon.

At seven p.m. we started the Science Museum Astronight sleepover experience. When we arrived, the museum guides were waiting for the groups to do the check-in. Then they showed us the sleeping area where we put our overnight kits: sleeping bags, pillows and backpacks. It was the astronauts' area, so we were surrounded by spaceships and space suits.

Fifteen minutes later Susan Raikes, the director of learning, welcomed the visitors in the auditorium. She also invited the participants to stay in the museum for a guided tour after the Astronight.

At half past seven we started the activities and the workshops. Around ten we had a snack and then the trail activity began. It was my favourite. We didn't sleep much because we were too excited.

After breakfast we watched an amazing 3D movie and then we went back to the bus to return to school. This was the best school trip EVER! I will not forget this experience.



A

Match the columns to find synonyms. There is one extra option.

- | | | | | | |
|--------------------------|---|---|---|---|------------------------------------|
| a blast (line 2) | 1 | • | • | a | the entire |
| picked... up (line 3) | 2 | • | • | b | very special |
| the whole (lines 11-12) | 3 | • | • | c | popular |
| magical (line 12) | 4 | • | • | d | collected |
| overnight kits (line 15) | 5 | • | • | e | an exciting event |
| | | | • | f | a set of things to spend the night |

B What do the following words refer to?

1. us (line 3) _____
2. They (line 11) _____
3. there (line 12) _____
4. they (line 14) _____
5. She (line 18) _____

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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Justin's school trip to London was fantastic. | ☐ | ☐ |
| 2. The group arrived in London at half past eight. | ☐ | ☐ |
| 3. They first visited the wax museum. | ☐ | ☐ |
| 4. They put their overnight kits in the auditorium. | ☐ | ☐ |
| 5. It was hard for them to sleep. | ☐ | ☐ |

D Answer the questions about the text.

1. How did Justin and his friends travel to London?

2. What happened when they were having lunch?

3. Where was their sleeping area?

4. What activity did Justin like the most?

5. Did they return to school after breakfast?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos of public buildings.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Read the sentences and write the names of the shops.

1. This is where you can buy animal food: _____.
2. There is no bread. I'm going to the _____ to get some.
3. You can buy boots at the _____.
4. You can buy medicine at the _____.
5. I'm going to the _____ to buy a magazine.

C Use the means of transport in the photos to complete the sentences.



Eric lives in Cambridge. In the morning he usually drives his **1.** _____ to work but he sometimes meets his friend Thomas at the **2.** _____ stop and they go to work together. After work he often rides his **3.** _____ for one hour. Yesterday he travelled to London, so he caught a **4.** _____ at Victoria Station. Then he went to the airport and got on a **5.** _____ to fly to Paris.

Grammar

A Write sentences in the past continuous.

1. This time last year / I / have / a great time in Madrid.

2. Last night after dinner / they / not play / video games.

3. Sebastian / watch / a series on his computer / on Saturday afternoon.

4. she / take photos / on Sunday afternoon / ? No

5. Lucas / not / read / a magazine / yesterday morning.

B Write the verbs in the past continuous or past simple.

1. When she _____ (arrive) home, her husband _____ (cook) dinner.

2. They _____ (walk) to school when they _____ (see) a car accident.

3. I _____ (run) in the park when it _____ (start) raining.

4. Mark _____ (do) his homework while his sister _____ (listen) to music.

C Fill in the blanks with the correct linking words.

1. I missed the train, _____ I travelled by bus.

2. Emma was ill; _____, she didn't do the science test.

3. There was too much traffic; _____, we arrived on time.

D Complete with the comparative.

1. Liam's mobile phone is _____ (good) mine.

2. Lions are _____ (dangerous) monkeys.

3. Geography is _____ (easy) maths.

E Complete with superlatives.

1. Elliot is _____ (intelligent) student in his class.

2. This is _____ (bad) football player in the team.

3. My brother is _____ (noisy) boy at school.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Use the information in the table to write a post for the school blog about a school trip to the London Dungeon.

Who	• your class and the English and the history teachers
Where	• the London Dungeon
When	• last Friday
How	• arrive in London by train / 9:00 / then by Tube to London Dungeon
What	• the London dungeon is an attraction / recreates scenes from London's scary history • watch 19 creepy shows / meet terrifying characters from the past • take part in workshops / learn about historic London • at 12:30 / have a delicious picnic / park • have a great time • after lunch / walk to the bus • then return to school
Opinion	• awesome but scary experience with lots of noises and screams • fantastic school trip

My class went on a school trip to



Unit 4 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	$4 \times 10 = 40$	Certo / Errado
	B. Completamento de espaços	$6 \times 10 = 60$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Correspondência	$5 \times 2 = 10$	Certo / Errado
	B. Resposta curta	$5 \times 2 = 10$	Certo / Errado
	C. Verdadeiro / Falso	Afirmacões verdadeiras e sem referênciA $2 \times 4 = 8$ (B. 1, B. 5) Afirmacões falsas $3 \times 4 = 12$ (B. 2, B. 3, B. 4) Correção das afirmacões falsas $3 \times 5 = 15$	Certo / Parcialmente certo / Errado
	D. Resposta curta	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organizaçãO do léxico.	A. Legendagem de imagens	$6 \times 1 = 6$	Certo / Errado
	B. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>past continuous, past continuous and past simple, linking words, comparative, superlative</i> .	A. Escrita de frases	$5 \times 4 = 20$	Certo / Errado
	B. Completamento de espaços	$8 \times 2 = 16$	Certo / Errado
	C. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	D. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	E. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – ProduçãO Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to the dialogues and circle the correct letter. Ⓢ CD 5 Tracks 23 • 24

1. Where did David go on his school trip yesterday?

Manchester **Edinburgh** **Cambridge**

A

B

C

2. How did they travel?



A

B

C

3. How much did the students pay for the school trip?

20£

18£

15£

A

B

C

4. What was Beatrix doing last Sunday afternoon?



A

B

C

B

Listen to the dialogue and complete with the information in the box. Ⓢ CD 5 Tracks 25 • 26

Type of school trip: camping trip

When: 1. _____

Price: 2. _____

Name of school secretary: 3. Mrs

How they travelled: 4. _____

Special equipment: 5. _____

Activities: 6. _____, _____ and _____

35£

by train

running

Bedford

playing games

last weekend

trainers and

training suits

walking

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

The best school trip ever!

Hi! I'm Justin and I live in Cambridge. The school trip to London last week was a blast! The bus picked us up at school at half past seven and we arrived in London one hour and a half later.

We started the visit with a river cruise along the Thames. We really loved the view! Then we visited one of the most important tourist attractions in London, the amazing Madame Tussauds wax Museum.

We were having lunch in St James's park when the teachers told us they had a surprise. They showed us tickets to visit the Harry Potter studios. We were all so excited! We spent the whole afternoon there. It really was a magical afternoon.

At seven p.m. we started the Science Museum Astronight sleepover experience. When we arrived, the museum guides were waiting for the groups to do the check-in. Then they showed us the sleeping area where we put our overnight kits: sleeping bags, pillows and backpacks. It was the astronauts' area, so we were surrounded by spaceships and space suits.

Fifteen minutes later Susan Raikes, the director of learning, welcomed the visitors in the auditorium. She also invited the participants to stay in the museum for a guided tour after the Astronight.

At half past seven we started the activities and the workshops. Around ten we had a snack and then the trail activity began. It was my favourite. We didn't sleep much because we were too excited.

After breakfast we watched an amazing 3D movie and then we went back to the bus to return to school. This was the best school trip EVER! I will not forget this experience.



A

Match the columns to find synonyms for these words/expressions.

a blast (line 2)	1	•	•	a	the entire
picked... up (line 3)	2	•	•	b	very special
the whole (lines 11-12)	3	•	•	c	collected
magical (line 12)	4	•	•	d	an exciting event
overnight kits (line 15)	5	•	•	e	a set of things to spend the night

B What do the following words refer to?

the director of learning	the teachers
Harry Potter studios	the guides the students

1. us (line 3) _____
2. They (line 11) _____
3. there (line 12) _____
4. they (line 14) _____
5. She (line 18) _____



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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Justin's school trip to London was fantastic. | ☐ | ☐ |
| 2. The group arrived in London at half past eight. | ☐ | ☐ |
| 3. They first visited the wax museum. | ☐ | ☐ |
| 4. They put their overnight kits in the auditorium. | ☐ | ☐ |
| 5. It was hard for them to sleep. | ☐ | ☐ |

D Answer the questions about the text.

1. How did Justin and his friends travel to London?

They _____ *to London* _____.

2. What happened when they were having lunch?

When they were having lunch _____

3. Where was their sleeping area?

It was _____.

4. What activity did Justin like the most?

The activity _____ *most* _____.

5. Did they return to school after breakfast?

No, they _____ *. They* _____ *first.*

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with: *theatre, police station, Town Hall, train station, airport, fire station.*



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Read the sentences and complete the names of the shops.

- This is where you can buy animal food: p _ _ s h _ _.
- There is no bread. I'm going to the _ _ k _ _ _ 's to get some.
- You can buy boots at the _ _ _ e s _ _ p.
- You can buy medicine at the c _ _ _ _ s _ 's.
- I'm going to the n _ _ _ a g _ _ t 's to buy a magazine.

C Look at the means of transport in the photos and circle the correct option.



Eric lives in Cambridge. In the morning he usually drives his **1. car / bike** to work but he sometimes meets his friend Thomas at the **2. train / bus stop** and they go to work together. After work he often rides his **3. bus / bike** for one hour. Yesterday he travelled to London, so he caught a **4. train / car** at Victoria Station. Then he went to the airport and got on a **5. plane / train** to fly to Paris.

Grammar

Remember this!

Past continuous

was / were + verb + *ing*

A Write sentences in the past continuous.

1. This time last year / I / have / a great time in Madrid.

2. Last night after dinner / they / not play / video games.

3. Sebastian / watch / a series on his computer / on Saturday afternoon.

4. she / take photos / on Sunday afternoon / ? No

5. Lucas / not / read / a magazine / yesterday morning.

B Choose the correct option in the past continuous or past simple.

1. When she **arrived** / **was arriving** home, her husband **cooked** / **was cooking** dinner.2. They **walked** / **were walking** to school when they **saw** / **were seeing** a car accident.3. I **ran** / **was running** in the park when it **started** / **was starting** raining.4. Mark **did** / **was doing** his homework while his sister **listened** / **was listening** to music.

C Complete with linking words. Use the words in the box.

1. I missed the train, _____ I travelled by bus.

2. Emma was ill; _____, she didn't do the science test.

3. There was too much traffic; _____, we arrived on time.

so
however
therefore

D Choose the correct form of the comparative from the table.

1. Liam's mobile phone is _____ (**good**) mine.2. Lions are _____ (**dangerous**) monkeys.3. Geography is _____ (**easy**) maths.

better than	the most dangerous
more dangerous than	easier than
the best	the easiest

E Choose the correct form of the superlative from the table.

1. Elliot is _____ (**intelligent**) student in his class.2. This is _____ (**bad**) football player in the team.3. My brother is _____ (**noisy**) boy at school.

worse than	the most intelligent
the noisiest	the worst
more intelligent than	noisier than

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Use the information in the table to write a post for the school blog about a school trip to the London Dungeon.

Who	• your class and the English and the history teachers
Where	• the London Dungeon
When	• last Friday
How	• arrive in London by train / 9:00 / then by Tube to London Dungeon
What	• the London dungeon is an attraction / recreates scenes from London's scary history • watch 19 creepy shows / meet terrifying characters from the past • take part in workshops / learn about historic London • at 12:30 / have a delicious picnic / park • have a great time • after lunch / walk to the bus • then return to school
Opinion	• awesome but scary experience with lots of noises and screams • fantastic school trip

My class went on a school trip to

with _____ and _____

teachers last

We _____ in London by

at _____ . Then we

to the London Dungeon.

_____ is an _____ . It

history. We

the past. We

and _____ London.

At 12:30

We _____ time.

After lunch _____ and then _____ time.

It _____ with _____

It _____ trip.



Unit 4 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	$4 \times 10 = 40$	Certo / Errado
	B. Completamento de espaços	$6 \times 10 = 60$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Correspondência	$5 \times 2 = 10$	Certo / Errado
	B. Correspondência	$5 \times 2 = 10$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 7 = 35$	Certo / /Errado
	D. Resposta curta	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Completamento de espaços	$8 \times 2 = 16$	Certo / Errado
	C. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>past continuous</i> , <i>past continuous and past simple</i> , <i>linking words</i> , <i>comparative</i> , <i>superlative</i> .	A. Escrita de frases	$5 \times 4 = 20$	Certo / Errado
	B. Seleção de alternativa	$8 \times 2 = 16$	Certo / Errado
	C. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	D. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	E. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to the dialogues and circle the correct letter. CD 5 Tracks 23 • 24

1. Where did David go on his school trip yesterday?

Manchester **Cambridge**

A

B

2. How did they travel?



A

B

3. How much did the students pay for the school trip?

18£

15£

A

B

4. What was Beatrix doing last Sunday afternoon?



A

B

B

Listen to the dialogue and circle the correct option. CD 5 Tracks 25 • 26

Type of school trip: camping trip

When: 1. Last **week** / weekend

Price: 2. **35** / 30 pounds

Name of school secretary: 3. Mrs **Bedford** / Ford

How they travelled: 4. by **Tube** / train

Special equipment: 5. **boots** / trainers and training suits

Activities: 6. walking, **running** / cycling and swimming

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

The best school trip ever!

Hi! I'm Justin and I live in Cambridge. The school trip to London last week was a blast! The bus picked us up at school at half past seven and we arrived in London one hour and a half later.

We started the visit with a river cruise along the Thames. We really loved the view! Then we visited one of the most important tourist attractions in London, the amazing Madame Tussauds wax Museum.

We were having lunch in St James's park when the teachers told us they had a surprise. They showed us tickets to visit the Harry Potter studios. We were all so excited! We spent the whole afternoon there. It really was a magical afternoon.

At seven p.m. we started the Science Museum Astronight sleepover experience. When we arrived, the museum guides were waiting for the groups to do the check-in. Then they showed us the sleeping area where we put our overnight kits: sleeping bags, pillows and backpacks. It was the astronauts' area, so we were surrounded by spaceships and space suits.

Fifteen minutes later Susan Raikes, the director of learning, welcomed the visitors in the auditorium. She also invited the participants to stay in the museum for a guided tour after the Astronight.

At half past seven we started the activities and the workshops. Around ten we had a snack and then the trail activity began. It was my favourite. We didn't sleep much because we were too excited.

After breakfast we watched an amazing 3D movie and then we went back to the bus to return to school. This was the best school trip EVER! I will not forget this experience.



A Match the columns to find synonyms for these words/expressions.

a blast (line 2)	1	•	•	a	the entire
picked... up (line 3)	2	•	•	b	very special
the whole (lines 11-12)	3	•	•	c	collected
magical (line 12)	4	•	•	d	an exciting event
overnight kits (line 15)	5	•	•	e	a set of things to spend the night

B What do the following words refer to? Circle the correct option.

1. us (line 3): **the students / the guides**
2. They (line 11): **the tickets / the teachers**
3. there (line 12): **Harry Potter studios / Madame Tussauds**
4. they (line 15): **the participants / the guides**
5. She (line 18): **Susan Raikes / Justin's mum**



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

1. Justin's school trip to London was fantastic.
2. The group arrived in London at half past eight.
3. They first visited the wax museum.
4. They put their overnight kits in the auditorium.
5. It was hard for them to sleep.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match the questions with the answers.

How did Justin and his friends travel to London?

1

• •

a

It was the astronaut's area.

What happened when they were having lunch?

2

• •

b

No, they didn't.

Where was their sleeping area?

3

• •

c

By bus.

What activity did Justin like the most?

4

• •

d

It was the trail activity.

Did they return to school after breakfast?

5

• •

e

The teachers showed them the tickets to visit the Harry Potter studios.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Circle the correct option to label the photos.



1. airport / train station



2. fire station / theatre



3. Town Hall / post office



4. restaurant / fire station



5. library / police station



6. train station / cinema

B Read the sentences and circle the correct name of the shop.

1. This is where you can buy animal food: **pet shop** / shoe shop.
2. There is no bread. I'm going to the **butcher's** / baker's to get some.
3. You can buy boots at the **shoe shop** / clothes shop.
4. You can buy medicine at the **music shop** / chemist's.
5. I'm going to the **newsagent's** / sports shop to buy a magazine.

C Look at the means of transport in the photos and circle the correct option.



bus



train



plane



car



bike

Eric lives in Cambridge. In the morning he usually drives his **1. car / bike** to work but he sometimes meets his friend Thomas at the **2. train / bus stop** and they go to work together. After work he often rides his **3. bus / bike** for one hour. Yesterday he travelled to London, so he caught a **4. train / car** at Victoria Station. Then he went to the airport and got on a **5. plane / train** to fly to Paris.

Grammar

A Tick (✓) the sentences in the past continuous.

1. ☐ a. This time last year I had a great time in Madrid.
☐ b. This time last year I was having a great time in Madrid.
2. ☐ a. Last night after dinner they weren't playing video games.
☐ b. Last night after dinner they played video games.
3. ☐ a. Sebastian was watching a series on his computer on Saturday afternoon.
☐ b. Sebastian watched a series on his computer on Saturday afternoon.
4. ☐ a. Did she take photos on Sunday afternoon?
☐ b. Was she taking photos on Sunday afternoon?
5. ☐ a. Lucas didn't read a magazine yesterday morning.
☐ b. Lucas wasn't reading a magazine yesterday morning.

Remember this!

Past continuous
was / were + verb + *ing*

B Choose the correct option in the past continuous or past simple.

1. When she **arrived** / **was arriving** home, her husband **cooked** / **was cooking** dinner.
2. They **walked** / **were walking** to school when they **saw** / **were seeing** a car accident.
3. I **ran** / **was running** in the park when it **started** / **was starting** raining.
4. Mark **did** / **was doing** his homework while his sister **listened** / **was listening** to music.

C Circle the correct linking word.

1. I missed the train, **so** / **however** I travelled by bus.
2. Emma was ill; **however** / **therefore**, she didn't do the science test.
3. There was too much traffic; **so** / **however**, we arrived on time.

D Choose the correct form of the comparative.

1. Liam's mobile phone is **good** / **better than** mine.
2. Lions are **more dangerous than** / **the most dangerous** monkeys.
3. Geography is **easier than** / **the easiest** maths.

E Choose the correct form of the superlative.

1. Elliot is **the most intelligent** / **more intelligent** student in his class.
2. This is **the bad** / **the worst** football player in the team.
3. My brother is **the noisiest** / **the noisiest** boy at school.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Use the information in the table to write a post for the school blog about a school trip to the London Dungeon.

Where	• the London Dungeon	My class went on a school trip to
Who	• your class and the English and the history teachers	1. _____ (where) with
When	• last Friday	2. _____ (who)
How	• arrive in London by train / 9:00 / then go to the London Dungeon by Tube	last 3. _____ (when).
What	• the London Dungeon an attraction / recreates scenes from London's scary history • watch 19 creepy shows / meet terrifying characters from the past • take part in workshops / learn about historic London • at 12:30 / have a delicious picnic / park / have a great time • after lunch / walk to the bus / then return to school	We arrived in London by 4. _____ at 9 o' clock. Then we 5. _____ by train. The London Dungeon is an 6. _____ It 7. _____ history. We 8. _____ shows and 9. _____ characters 10. _____ past. We 11. _____ in workshops and 12. _____ about historic London. At 12:30 we 13. _____ picnic in the park. We 14. _____ time. After lunch we 15. _____ bus and then we 16. _____ school. It 17. _____ an 18. _____ with 19. _____ screams. It 20. _____ trip.
Opinion	• be / an awesome but scary experience with lots of noises and screams • be / fantastic school trip	



Unit 4 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de alternativas	$4 \times 10 = 40$	Certo / Errado
	B. Seleção de alternativas	$6 \times 10 = 60$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Correspondência	$5 \times 2 = 10$	Certo / Errado
	B. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 7 = 35$	Certo / Errado
	D. Correspondência	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Seleção de alternativa	$6 \times 1 = 6$	Certo / Errado
	B. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
	C. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>past continuous</i> , <i>past continuous and past simple</i> , <i>linking words</i> , <i>comparative</i> , <i>superlative</i> .	A. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
	B. Seleção de alternativa	$8 \times 2 = 16$	Certo / Errado
	C. Seleção de alternativa	$3 \times 2 = 6$	Certo / Errado
	D. Seleção de alternativa	$3 \times 2 = 6$	Certo / Errado
	E. Seleção de alternativa	$3 \times 2 = 6$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Escrever sobre pessoas.	Resposta extensa	$20 \times 5 = 100$	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

A fun day out

1. Choose the place you went to.
2. Fill in the table in note form to prepare your presentation (use the information next to the pictures).
3. Tell the class about your fun day out. Start like this...

I went to...



Sea Life London Aquarium

- Learn about the oceans and the incredible creatures that live in them.
- Discover all about weird and wonderful creatures with a fun and interactive learning experience.
- Take part in workshops.



ArcelorMittal Orbit

- The world's longest and tallest tunnel slide.
- Visit exhibition about the building of the Orbit tunnel slide.
- Admire the stunning views of London's skyline in the viewing platform at the top of the Orbit.
- Ride down the Orbit slide.

Where you went	
When you went there	
Who you went with	
How you got there (train, Tube, bus, plane, bike, taxi...)	
What you did (activities)	
Opinion (terrifying, great, cool, exciting, scary...)	

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Let's get moving: do sports, types of holidays, holiday activities	pages 136, 137, 144, 145, 146, 148, 150, 152, 154	pages 46, 47	pages 62, 67, 68
• <i>Play / Go / Do</i> with sports	page 139	pages 46, 47	page 63
• Future: <i>will</i>	pages 140, 155	pages 26, 27	page 64
• Future: <i>be going to</i>	page 141, 155	pages 26, 27	page 65
• Modal verbs	pages 143, 155	pages 28, 29	page 66
• First conditional	pages 147, 155	pages 30, 31	page 69
• Describing plans for the future (dream holiday)	page 151		page 70

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1: Listen to four young people talking about the type of holidays they prefer. Match the names with the type of holidays. There is one extra option. Ⓢ CD5 Tracks 27 • 28

1. ☐ Anna

2. ☐ Alex

3. ☐ Martin

4. ☐ Laura



a. cruise



b. farm stay



c. beach holidays



d. adventure holidays



e. city break

B

Listen to part 1 again and identify (✓) who... Ⓢ CD5 Tracks 27 • 28

1. has got a sister or a brother.

2. has got a camera.

3. likes going to a museum.

4. has got a pet.

5. likes quiet activities.

6. usually stays in a holiday house near the beach.

Anna

Alex

Martin

Laura

☐
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☐

C

Listen to part 2 and complete the sentences. Ⓢ CD5 Tracks 29 • 30

1. Mark lives in _____, but his friend lives _____.

2. Mark's friend will travel by _____.

3. Mark's favourite activities are reading books and _____.

4. There are more than _____ shops and _____ restaurants at the market.

5. The best way to see the city is by going on a _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Samuel's weekend in London

My grandparents had a wonderful idea: they invited me to go with them to London. My parents loved the idea and I was so happy! My grandparents wanted to celebrate my grandfather's birthday in London at the end of July, so we planned a weekend in London. We decided to choose a hotel near the centre and we also went to the train station to buy the
5 tickets for our weekend in London!

The first place we will probably visit is London Eye. It's a very tall wheel¹ and we can take photos of London. If we are lucky, the weather will be sunny, and the photos will be fantastic. My grandfather and I love taking photos. London Eye is not very far from Green Park. We will have lunch there at a small café. The park is one of my grandmother's favourite places. She
10 thinks it's a nice place to do her favourite thing: reading.

The second place we will visit is Buckingham Palace. It's the Queen's residence in London. It's a large building with 775 rooms, including 52 royal and guest bedrooms and 78 bathrooms. When the Queen is at home, you can see her royal flag flying on the roof of the Palace. My grandmother loves painting and she wants to look at the Palace painting collection. It's not
15 something that my grandfather and I like, so we will probably go for a walk in the gardens.

Finally, I think we will go on a river cruise and get out at the Tower of London. It's a very old place with lots of history. It was also a prison in the past. We will have a very good time there because we all like history. The tour guides at the Tower of London are very interesting and they tell lots of stories about the Tower.

20 We will have a great time in London! I can't wait!

¹ wheel: roda

A

Look for the names of the following London places of interest in the text and label the pictures.



1. _____



2. _____



3. _____

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Samuel's parents will go with him to London. | ☐ | ☐ |
| 2. Samuel will spend a weekend in London. | ☐ | ☐ |
| 3. They are certain the weather will be sunny. | ☐ | ☐ |
| 4. Green Park isn't far from the wheel. | ☐ | ☐ |
| 5. You cannot visit the Buckingham Palace gardens. | ☐ | ☐ |

C Complete the sentences with information from the text.

1. Their hotel is _____ of London.
2. Green Park is a nice place _____.
3. The Queen is at home _____.
4. You can listen to the guides' _____.

D Answer the questions about the text.

1. Why did Samuel's grandparents want to go to London?

2. How will they go to London?

3. What do Samuel's grandfather and grandmother like to do?

4. What will Samuel's grandmother do in the Palace?

5. Why will they have a great time at the Tower of London?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the correct activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Complete the sentences with the correct words. There are two extra words.

activities

seaside

brochure

holidays

travel

cloudy

- Look at this _____. There are lots of activities you can do!
- The weather will be _____ in the capital next Saturday.
- We're going to _____ by car to the countryside.
- I like to go to the _____. There are so many things to do: going to the beach, playing games and sports on the beach, having an ice cream...

C Complete the sentences with: *play, go, do*.

- We always _____ snorkelling in the summer.
- Samuel's cousins, Amy and Clara, like to _____ ballet.
- They prefer to _____ horse riding because they like horses very much.
- Why don't you _____ badminton?
- I _____ gymnastics at school.

Grammar

A Complete the sentences with the future with *will*.

- I'm going to the beach.
I _____ (**go**) with you.
- I promise I _____ (**buy**) you a souvenir from London.
- _____ (**they / buy**) a boat one day?
Yes, I think they _____.
- We think Samuel _____ (**travel**) to China in the future.

B Write sentences with *be going to*.

- Samuel's parents / watch / a film / after dinner

- Samuel / play / football / with his friends

- he / ride / his bike / in the park / tomorrow?

- I / study / in the living room

- my grandparents / not buy / a new car

C Complete the sentences with the correct modal verb.

- _____ we come in, Mrs Harris? Sorry we're late.
- I'm very hungry!
You _____ eat an apple or a yoghurt.
- These students _____ play football really well! They are very good.
- It's very cold today. You _____ put on your coat and your gloves.
- I don't know where Samuel is. He _____ be in the library.

D Complete the sentences with the first conditional.

- Samuel will miss the train if he _____ (**not run**).
- If they go to the British Museum, they _____ (**see**) Greek statues.
- If she _____ (**go**) to London, she'll have a great time.
- They _____ (**have**) lunch with us if they are free today.
- If I am late again, my mum _____ (**be**) very angry.

Name

No.

Class

Date

Mark

Teacher

**Write about your future dream holiday for the school online newspaper.
First complete the table with your ideas.**

Where will you go? (city, countryside, beach...)	
Who will you go with? (a family member, a friend...)	
When will you go there? (in the summer, in July...)	
How will you get there? (by plane, by train, by car...)	
How long will you stay? (for a weekend, for a week...)	
Where will you stay? (a hotel, a friend's house...)	
What will you do there? (activities: swimming, visiting a place, taking pictures...)	



School online newspaper

A student's future dream holiday

Unit 5 – Progress Test A

Instrumento de Avaliação – Compreensão Oral

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Associação	$4 \times 4 = 16$	Certo / Errado
	B. Associação	$7 \times 6 = 42$	Certo / Errado
	C. Completamento de espaços	$7 \times 6 = 42$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Legendagem de imagens	$3 \times 4 = 12$	Certo / Errado
	B. Verdadeiro / Falso	Afirmacões verdadeiras $2 \times 3 = 6$ (B. 2, B. 4) Afirmacões falsas $3 \times 3 = 9$ (B. 1, B. 3, B. 5) Correção das afirmacões falsas $3 \times 3 = 9$	Certo / Errado
	C. Completamento de frases	$4 \times 6 = 24$	Certo / Errado
	D. Resposta curta	$5 \times 8 = 40$	Certo / Parcialmente certo / Errado (certo: 8 pontos; parcialmente certo: 1-7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Completamento de espaços	$4 \times 2 = 8$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>future with will, be going to, modal verbs, first conditional</i> .	A. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	B. Resposta restrita	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	D. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Descrever planos para o futuro.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1: Listen to four young people talking about the type of holidays they prefer. Match the names with the type of holidays. © CD 5 Tracks 27 • 28

1. ☐ Anna

2. ☐ Alex

3. ☐ Martin

4. ☐ Laura



a. cruise



b. farm stay



c. adventure holidays



d. city break

B

Listen to part 1 again and identify (✓) who...

© CD 5 Tracks 27 • 28

1. has got a sister or a brother.
2. has got a camera.
3. likes going to a museum.
4. has got a pet.
5. likes quiet activities.
6. usually stays in a holiday house near the beach.

Anna	Alex	Martin	Laura
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

C

Listen to part 2 and complete the sentences with: *fifty, train, New York, cruise boat, Boston, watching films, fourteen.* © CD 5 Tracks 29 • 30

1. Mark lives in _____, but his friend lives _____.
2. Mark's friend will travel by _____.
3. Mark's favourite activities are reading books and _____.
4. There are more than _____ shops and _____ restaurants at the market.
5. The best way to see the city is by going on a _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Samuel's weekend in London

My grandparents had a wonderful idea: they invited me to go with them to London. My parents loved the idea and I was so happy! My grandparents wanted to celebrate my grandfather's birthday in London at the end of July, so we planned a weekend in London. We decided to choose a hotel near the centre and we also went to the train station to buy the
5 tickets for our weekend in London!

The first place we will probably visit is **London Eye**. It's a very tall wheel¹ and we can take photos of London. If we are lucky, the weather will be sunny, and the photos will be fantastic. My grandfather and I love taking photos. London Eye is not very far from Green Park. We will have lunch there at a small café. The park is one of my grandmother's favourite places. She
10 thinks it's a nice place to do her favourite thing: reading.

The second place we will visit is **Buckingham Palace**. It's the Queen's residence in London. It's a large building with 775 rooms, including 52 royal and guest bedrooms and 78 bathrooms. When the Queen is at home, you can see her royal flag flying on the roof of the Palace. My grandmother loves painting and she wants to look at the Palace painting collection. It's not
15 something that my grandfather and I like, so we will probably go for a walk in the gardens.

Finally, I think we will go on a river cruise and get out at the **Tower of London**. It's a very old place with lots of history. It was also a prison in the past. We will have a very good time there because we all like history. The tour guides at the Tower of London are very interesting and they tell lots of stories about the Tower.

20 We will have a great time in London! I can't wait!

¹ wheel: roda

A

Match the following London places of interest with the words in bold in the text.



1. _____



2. _____



3. _____

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

1. Samuel's parents will go with him to London.
2. Samuel will spend a weekend in London.
3. They are certain the weather will be sunny.
4. Green Park isn't far from the wheel.
5. You cannot visit the Buckingham Palace gardens.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Complete the sentences with information in the box. There is one extra option.

interesting stories about the Tower near the centre a wonderful place
to read when the flag is flying on the roof of Buckingham Palace

1. Their hotel is _____ of London.
2. Green Park is a nice place _____.
3. The Queen is at home _____.
4. You can listen to the guides' _____.

D Answer the questions about the text.

1. Why did Samuel's grandparents want to go to London?

Samuel's grandparents wanted

2. How will they go to London?

They will go

3. What do Samuel's grandfather and grandmother like to do?

*Samuel's grandfather likes _____ and his grandmother likes _____
_____ . They also like _____*

4. What will Samuel's grandmother do in the Palace?

Samuel's grandmother will

5. Why will they have a great time at the Tower of London?

*They will have a great time at the _____ because they all _____
and the guides _____*

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the correct activities.



1. f _____



2. s _____



3. i _____



4. s _____



5. p _____ b _____



6. v _____

B Complete the sentences with the words in the box.

seaside

brochure

travel

cloudy

- Look at this _____. There are lots of activities you can do!
- The weather will be _____ in the capital next Saturday.
- We're going to _____ by car to the countryside.
- I like to go to the _____. There are so many things to do: going to the beach, playing games and sports on the beach, having an ice cream...

C Complete the sentences with: *play, go, do*.

- We always _____ **snorkelling** in the summer.
- Samuel's cousins, Amy and Clara, like to _____ **ballet**.
- They prefer to _____ **horse riding** because they like horses very much.
- Why don't you _____ **badminton**?
- I _____ **gymnastics** at school.

Grammar

A Complete the sentences with the future with *will* + infinitive.

- I'm going to the beach.
I _____ (**go**) with you.
- I promise I _____ (**buy**) you a souvenir from London.
- _____ (**they / buy**) a boat one day?
Yes, I think they _____.
- We think Samuel _____ (**travel**) to China in the future.

B Write sentences with *be going to*.

- Samuel's parents / watch / a film / after dinner

- Samuel / play / football / with his friends

- he / ride / his bike / in the park / tomorrow?

- I / study / in the living room

- my grandparents / not buy / a new car

C Complete the sentences with the correct modal verb: *can, may, might, should* (x2).

- _____ we come in, Mrs Harris? Sorry we're late.
- I'm very hungry!
You _____ eat an apple or a yoghurt.
- These students _____ play football really well! They are very good.
- It's very cold today. You _____ put on your coat and your gloves.
- I don't know where Samuel is. He _____ be in the library.

D Complete the sentences with the first conditional.

- Samuel will miss the train if he _____ (**not run**).
- If they go to the British Museum, they _____ (**see**) Greek statues.
- If she _____ (**go**) to London, she'll have a great time.
- They _____ (**have**) lunch with us if they are free today.
- If I am late again, my mum _____ (**be**) very angry.

Remember this!**First conditional**If + present + future with *will*

Name

No.

Class

Date

Mark

Teacher

**Write about your future dream holiday for the school online newspaper.
First complete the table with your ideas.**

Where will you go? (city, countryside, beach...)	
Who will you go with? (a family member, a friend...)	
When will you go there? (in the summer, in July...)	
How will you get there? (by plane, by train, by car...)	
How long will you stay? (for a weekend, for a week...)	
Where will you stay? (a hotel, a friend's house...)	
What will you do there? (activities: swimming, visiting a place, taking pictures...)	



School online newspaper

A student's future dream holiday

I will

Unit 5 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Associação	$4 \times 4 = 16$	Certo / Errado
	B. Associação	$7 \times 6 = 42$	Certo / Errado
	C. Completamento de espaços	$7 \times 6 = 42$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Associação	$3 \times 5 = 15$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 5 = 25$	Certo / Errado
	C. Completamento de frases	$4 \times 5 = 20$	Certo / Errado
	D. Resposta curta	$5 \times 8 = 40$	Certo / Parcialmente certo / Errado (certo: 8 pontos; parcialmente certo: 1-7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Associação	$4 \times 2 = 8$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>future with will, be going to, modal verbs, first conditional</i> .	A. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	B. Resposta restrita	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	D. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Descrever planos para o futuro.	Resposta extensa	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Part 1: Listen to four young people talking about the type of holidays they prefer. Circle the type of holiday they prefer. Ⓢ CD 5 Tracks 27 • 28

1. Anna: **farm stay** / adventure holidays
2. Alex: **cruise** / adventure holidays
3. Martin: **farm stay** / cruise
4. Laura: **city break** / beach holiday



cruise



farm stay



beach holidays



adventure
holidays



city break

- B** Listen to part 1 again and choose the correct options. Ⓢ CD 5 Tracks 27 • 28

1. Anna has got a **boat** / camera.
2. Anna likes **noisy** / calm activities.
3. Alex has got a **sister** / brother.
4. Alex has got a **pet** / bike.
5. Martin has got a **sister** / brother.
6. Martin's uncle has got a house **in the city** / at the beach.
7. Laura **likes** / doesn't like to visit museums.

- C** Listen to part 2 and choose the correct options. Ⓢ CD 5 Tracks 29 • 30

1. Mark lives in **New York** / Boston, but his friend lives in **New York** / Boston.
2. Mark's friend will travel by **plane** / train.
3. Mark's favourite activities are reading books and **watching films** / playing sports.
4. There are more than **30** / 50 shops and **14** / 40 restaurants at the market.
5. The best way to see the city is by going on a **bus** / cruise boat.

Name	No.	Class
Date	Mark	Teacher

Read the text.

Samuel's weekend in London

My grandparents had a wonderful idea: they invited me to go with them to London. My parents loved the idea, and I was so happy! My grandparents wanted to celebrate my grandfather's birthday in London at the end of July, so we planned a weekend in London. We decided to choose a hotel near the centre and we also went to the train station to buy the
5 tickets for our weekend in London!

The first place we will probably visit is London Eye. It's a very tall wheel¹ and we can take photos of London. If we are lucky, the weather will be sunny, and the photos will be fantastic. My grandfather and I love taking photos. London Eye is not very far from Green Park. We will have lunch there at a small café. The park is one of my grandmother's favourite places. She
10 thinks it's a nice place to do her favourite thing: reading.

The second place we will visit is Buckingham Palace. It's the Queen's residence in London. When the Queen is at home, you can see her royal flag flying on the roof of the Palace. My grandmother loves painting and she wants to look at the Palace painting collection. It's not something that my grandfather and I like, so we will probably go for a walk in the gardens.

15 Finally, I think we will go on a river cruise and get out at the Tower of London. It's a very old place with lots of history. It was also a prison in the past. We will have a very good time there because we all like history. The tour guides at the Tower of London are very interesting and they tell lots of stories about the Tower.

¹ wheel: roda

A Choose the correct option.



1. London Eye /
Buckingham Palace



2. Tower of London /
London Eye



3. Tower of London /
Buckingham Palace

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

1. Samuel's parents will go to London.
2. Samuel will spend a weekend in London.
3. They will visit Big Ben.
4. Green park is near London Eye.
5. You cannot visit the Buckingham Palace gardens.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Match the columns.

- | | | | | | |
|-------------------------------|---|---|---|---|--|
| Their hotel is | 1 | • | • | a | interesting stories about the Tower. |
| Green Park is a nice place | 2 | • | • | b | when the flag is flying on the roof of the Palace. |
| The Queen is at home | 3 | • | • | c | to read. |
| You can listen to the guides' | 4 | • | • | d | near the centre of London. |

D Match the two columns.

- | | | | | | |
|------------------------------------|---|---|---|---|--|
| Samuel's grandparents wanted | 1 | • | • | a | to take pictures. |
| They decided to | 2 | • | • | b | to go to London to celebrate his grandfather's birthday. |
| Samuel's grandfather likes | 3 | • | • | c | travel by train. |
| Samuel's grandmother will look | 4 | • | • | d | Tower of London. |
| They will have a great time at the | 5 | • | • | e | at the painting collection. |



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Choose the correct option.



1. fishing / swimming



2. swimming / sunbathing



3. ice skating / ice hockey



4. swimming / snorkelling



5. playing rugby / baseball



6. visiting a museum /
visiting a church

B Choose the correct option.

1. Look at this **travel / brochure**. There are lots of activities you can do!
2. The weather will be **cloudy / indoor** in the capital next Saturday.
3. We're going to **look / travel** by car to the countryside.
4. I like to go to the **seaside / city tour**. There are so many things to do: going to the beach, playing games and sports on the beach, having an ice cream...

C Choose the correct option.

1. We always **go / play** snorkelling in the summer.
2. Samuel's cousins, Amy and Clara, like to **play / do** ballet.
3. They prefer to **do / go** horse riding because they like horses very much.
4. Why don't you **go / play** badminton?
5. I **do / go** gymnastics at school.

Grammar

A Complete the sentences with the future with *will* + infinitive. Follow the example.

- She will walk (**walk**) in the park tomorrow.
- I'm going to the beach.
I _____ (**go**) with you.
 - I promise I _____ (**buy**) you a souvenir from London.
 - _____ (**they / buy**) a boat one day?
Yes, I think they _____.
 - We think Samuel _____ (**travel**) to China in the future.

B Choose the correct form of *be going to*.

- Samuel's parents **is going to / are going to** watch a film after dinner.
- Samuel **is going to / are going to** play football with his friends.
- Is he going to / Are he going to** ride his bike in the park tomorrow?
- I **am going to / is going to** study in the living room.
- My grandparents **isn't going to / aren't going to** buy a new car.

C Choose the correct modal verb.

- Should / May** we come in, Mrs Harris? Sorry we're late.
- I'm very hungry!
You **can / should** eat an apple or a yoghurt.
- These students **should / can** play football really well! They are very good.
- It's very cold today. You **should / may** put on your coat and your gloves.
- I don't know where Samuel is. He **might / can** be in the library.

D Match the columns.

Samuel will miss the train	1	•	•	a	she'll have a great time.
If they go to the British Museum,	2	•	•	b	if he doesn't run.
If she goes to London,	3	•	•	c	my mum will be very angry.
They will have lunch with us	4	•	•	d	they will see Greek statues.
If I am late again,	5	•	•	e	if they are free today.

Name

No.

Class

Date

Mark

Teacher

A student's future dream holiday.
Read the online newspaper and choose the correct option.



School online newspaper

A student's future dream holiday

I will go to Paris. Paris is the capital city of France.

I will go to Paris with my **1. parents / train** and my cousin, Samuel.

I will go to Paris in the **2. time / summer** because the weather is always **3. sunny / interesting** and warm.

I will travel to Paris by **4. plane / activity** because it's very fast and very comfortable.

I will stay in Paris for two **5. holiday / weeks**. It's a very big city and it takes time to visit everything.

I will stay in a **6. hotel / beach** near the centre of the city.

I will visit the Eiffel Tower on the first day and I will take a lot of **7. places / photos** with my family and my cousin.

Then I will visit the Louvre Museum because it's a very **8. cloudy / famous** museum.

I will go on a river **9. centre / cruise** to see more **10. monuments / summer** and famous places.

Unit 5 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	B. Seleção de alternativa	$7 \times 6 = 42$	Certo / Errado
	C. Seleção de alternativa	$7 \times 6 = 42$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Entender textos narrativos sobre temas abordados no domínio intercultural.	A. Seleção de alternativa	$3 \times 5 = 15$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 5 = 25$	Certo / Errado
	C. Associação	$4 \times 5 = 20$	Certo / Errado
	D. Associação	$5 \times 8 = 40$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico.	A. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	B. Seleção de alternativa	$4 \times 2 = 8$	Certo / Errado
	C. Seleção de opção	$5 \times 2 = 10$	Certo / Errado
Gramática Conhecer algumas estruturas frequentes do funcionamento da língua: <i>future with will, be going to, modal verbs, first conditional</i> .	A. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	B. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
	C. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	D. Associação	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Descrever planos para o futuro.	Seleção de opções	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the questions in the bubbles carefully. They help you prepare what you will say.

The photos can also help you, but you can think of other sports or holidays (type of holidays and holiday activities).

Which sport is your favourite? (football, hockey, badminton...)
Why?



Do you practise any sport? How often? (once a week, on Mondays...)



What sport will you try in the future, when you're older?



Which place or country will you visit in the future, when you're older?



Which holiday activity is your favourite? (sunbathing, visiting a city...)



What is your favourite type of holidays? (cruise, beach holiday...)

Produção de texto – Níveis de desempenho

Pragmática	N3	Escreve um texto simples, claro e coerente, respeitando as instruções dadas e/ou os elementos fornecidos, podendo apresentar elementos próprios. Articula as ideias de forma adequada, utilizando mecanismos de coesão, por exemplo, conectores simples e concordância nominal e verbal, com alguma eficácia.	60
	N2		40
	N1	Escreve um texto muito simples, respeitando as instruções dadas, embora revelando alguma inadequação e podendo não usar todos os elementos fornecidos. Escreve expressões e frases muito simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Não usa conectores simples para ligar frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	N3	Escreve um texto bem estruturado. Pode ainda revelar alguma influência da língua materna, por exemplo, na organização sintática, na escolha de vocabulário, na grafia ou na pontuação, que não causa incompreensão. Utiliza vocabulário adequado para se exprimir. Revela geralmente bom domínio gramatical, não cometendo erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto pouco estruturado. Utiliza vocabulário elementar limitado. Utiliza, com pouco controlo, palavras ou expressões memorizadas. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática, que causam, frequentemente, incompreensão ou impedem a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Avaliação de produção oral

Na componente oral são consideradas quatro categorias para a classificação do desempenho do aluno.

	Desenvolvimento temático e coerência	Fluência / Comunicação	Gramática / Vocabulário	Pronúncia
5	Apresenta ideias excelentes de uma forma clara e lógica. A informação é organizada de uma forma fácil de compreender.	Fala fluentemente. Não apresenta dificuldades de comunicação. Repetições são raras.	Usa com correção, geralmente elevada, estruturas gramaticais (variadas). Vocabulário adequado e variado. Uso de palavras novas.	A pronúncia e a entoação são geralmente claras e naturais.
4	Apresenta boas ideias de uma forma clara e lógica. Informação, por vezes, incompleta, mas fácil de compreender.	Fala sem grande esforço ou perda de coerência. Alguma hesitação/repetição. Autocorrigi-se, por vezes.	Os erros ocasionais não perturbam a comunicação. Vocabulário adequado. Usa algumas palavras novas.	Quase sempre correta e clara. Muito poucos erros que não prejudicam a comunicação.
3	Fornecer informação simples e direta, exprimindo o essencial. Contudo, a informação nem sempre está organizada.	Produz um discurso com relativo à-vontade. Pausas para planear e remediar. Podem ocorrer eventuais hesitações.	Usa com correção estruturas gramaticais simples. Usa com correção vocabulário adequado, mas pouco variado.	Ocorrência de erros fonológicos que apenas ocasionalmente perturbam a compreensão e a comunicação.
2	Fornecer informações básicas, faltando aspetos importantes. Discurso, por vezes, desorganizado.	O discurso flui lentamente. Repetições frequentes. Dificuldades em comunicar.	Comete erros gramaticais importantes. Usa um repertório de palavras/expressões memorizado.	A pronúncia é entendida com algum esforço. Erros fonológicos frequentes.
1	Apresentação pobre, faltando informação, mesmo básica. Discurso desorganizado.	Discurso sem fluência o que dificulta a comunicação. Muitas pausas. Palavras isoladas. Uso da língua materna.	Comete muitos erros gramaticais. Usa um repertório de palavras muito básico e pouco adequado à situação.	Na maior parte incompreensível. Demasiados erros, na sua maioria ininteligíveis.

Avaliação de produção oral

DATA: ____ / ____ / ____

Ano: ____

Turma: ____

Atividade: ____

Categorias		Total 100%	Desenvolvimento Temático e Coerência 30%						Fluência / Comunicação 20%						Gramática / Vocabulário 30%						Pronúncia 20%								
			30	24	18	12	6	0	20	16	12	8	4	0	30	24	18	12	6	0	20	16	12	8	4	0			
	Pontos		30	24	18	12	6	0		20	16	12	8	4	0		30	24	18	12	6	0		20	16	12	8	4	0
	Nível		N5	N4	N3	N2	N1			N5	N4	N3	N2	N1			N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		
	N.º Aluno																												
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	27																												
	28																												
	29																												
	30																												

Nota: Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Answer Keys

Tests

Placement test

Listening

A. 1. William 2. twelve 3. 13th April 4. American 5. sister; dog 6. address 7. skateboarding
B. 1. F 2. T 3. T 4. F 5. F 6. T

Vocabulary

1. b 2. c 3. b 4. b 5. c 6. a 7. c 8. b 9. c 10. b 11. a 12. a 13. a 14. c 15. c

Grammar

1. c 2. c 3. a 4. a 5. b 6. c 7. b 8. c 9. c 10. c 11. b 12. a 13. a 14. c 15. b

Unit 1

Progress Test A

Listening

A. 1. Arthur Brown 2. Art 3. 12 4. 2nd October
5. Liverpool 6. tall and thin, straight brown hair and green eyes 7. friendly and hard-working
8. skateboarding and playing video games
B. 1. 5 2. Emily; 6 3. cat; lazy 4. thin 5. curly 6. nurse; police officer
C. 1. every day – at the weekend 2. hate – like
3. grandma – mum 4. eating – sleeping

Reading

A. 1. Hamilton 2. twelve 3. brown eyes and long brown hair 4. parents, twin sister, grandparents 5. dog
B. 1. F – They live in Manchester, England. 2. T
3. F – They are both in year 7, but in different schools. 4. T 5. F – Stella's school is having a Christmas party.
C. 1. riding a bike; playing lots of games; reading about cars and bikes 2. riding a bike; playing lots of games; walking their dog
3. riding a bike; playing lots of games; reading *Harry Potter* books; playing the violin 4. riding a bike; playing lots of games; reading *Harry Potter* books; ballet dancing
D. 1. The twins are American. 2. Mr Hamilton is a motorbike mechanic and Mrs Hamilton is a nurse. 3. Ally has got music lessons three times a week, on Mondays, Wednesdays and Fridays. 4. Ally is reading a *Harry Potter* book.

Vocabulary

A. 1. swimming 2. chatting on the internet
3. singing 4. watching TV 5. listening to music
6. flying a kite
B. 1. straight; freckles 2. stubborn; selfish
3. Greek; French 4. daughter; wife
C. 1. waiter/waitress 2. vet/veterinary 3. chef
4. pilot 5. firefighter

Grammar

A. 1. our 2. his 3. her 4. your; My
B. 1. have got 2. hasn't got 3. is 4. has got
5. aren't
C. 1. Stella's ballet shoes are pink. 2. They live in their grandparents' house. 3. This Lewis's new skateboard. 4. The children's school is in Manchester.
D. 1. aren't cooking; are watching 2. Are you studying; am not; am getting

Progress Test B

Listening

A. 1. Arthur Brown 2. Art 3. 12 4. 2nd October
5. Liverpool 6. tall and thin, straight brown hair and green eyes 7. friendly and hard-working
8. skateboarding and playing video games
B. 1. five 2. Emily; six 3. cat; lazy 4. thin
5. curly 6. nurse; police officer
C. 1. T 2. T 3. F 4. F

Reading

A. 1. Hamilton 2. twelve 3. brown eyes and long brown hair 4. parents, twin sister, grandparents 5. dog
B. 1. F 2. T 3. F 4. T 5. F
C. 1. riding a bike; playing lots of games; reading about cars and bikes 2. riding a bike; playing lots of games; walking their dog
3. riding a bike; playing lots of games; reading *Harry Potter* books; playing the violin 4. riding a bike; playing lots of games; reading *Harry Potter* books; ballet dancing
D. 1. are American. 2. is a motorbike mechanic (...) is a nurse. 3. music lessons three times a week, on Mondays, Wednesdays and Fridays. 4. reading a *Harry Potter* book.

Vocabulary

A. 1. swimming 2. chatting on the internet
3. singing 4. watching TV 5. listening to music
6. flying a kite
B. 1. straight; freckles 2. stubborn; selfish
3. Greek; French 4. daughter; wife
C. 1. waiter/waitress 2. vet/veterinary 3. chef
4. pilot 5. firefighter

Grammar

A. 1. our 2. his 3. her 4. your; My
B. 1. have got 2. hasn't got 3. is 4. has got
5. aren't
C. 1. 's 2. ' 3. 's 4. 's
D. 1. aren't cooking; are watching 2. Are you studying; am not; am getting

Progress Test C

Listening

A. 1. Arthur Brown 2. 12 3. October 4. hair; green 5. friendly 6. skateboarding; video games
B. 1. six 2. thin 3. nurse; police officer
C. 1. T 2. T 3. F 4. F

Reading

A. 1. Hamilton 2. twelve 3. brown eyes and long brown hair 4. twin sister, grandparents, dad, mum 5. dog
B. 1. T 2. T 3. F 4. T
C. 1. a bike; lots of games; about cars and bikes 2. a bike; lots of games; their dog
3. a bike; lots of games; *Harry Potter* books; the violin 4. a bike; lots of games; *Harry Potter* books; dancing
D. 1. c 2. d 3. a 4. b

Vocabulary

A. 1. swimming 2. chatting on the internet
3. singing 4. watching TV 5. listening to music
6. flying a kite
B. 1. straight 2. selfish 3. French 4. daughter
C. 1. b 2. e 3. d 4. a 5. c

Grammar

A. 1. our 2. his 3. her 4. your; My
B. 1. have got 2. hasn't got 3. is 4. has got
5. aren't
C. 1. 's 2. ' 3. 's 4. 's
D. 1. aren't cooking; are watching 2. Are you studying; am not; am getting

Writing

His name is Andrew and his surname is Nolan. His birthday is on 3rd January. He was born in Toronto, Canada. He is Canadian. He has got brown hair and blue eyes. He is hard-working and friendly. He is a student and a surfer. His father is a police officer and his mother is a shop assistant. He has got a brother, Henry. He is 16 years old. In his free time, he likes surfing, listening to music and cooking with his parents.

Writing

is Andrew; Nolan; 3rd January; in Toronto, Canada; Canadian; brown hair; blue eyes; hard-working and friendly; a student and a surfer; father is a police officer and his mother is a shop assistant. He has got a brother, Henry. He is 16 years old; likes surfing, listening to music and cooking with his parents.

Writing

1. Nolan 2. Canadian 3. brown 4. eyes
5. friendly 6. father 7. shop assistant 8. brother
9. time 10. cooking

Unit 2

Progress Test A

Listening

A. 1. 3/three 2. 2/two 3. 2/two 4. 3/three 5. 2/two 6. 3/three
B. 1. modern; very good facilities 2. office; canteen; toilets 3. building 4. brown
C. 2
D. 1. F 2. F 3. F 4. T 5. T

Reading

A. 1. 12 2. Norwegian 3. Stavanger 4. cereal with juice 5. International School of Stavanger 6. English, French and art
B. 1. F – Kristoffer gets up at quarter past seven. 2. F – He does some physical exercise before his morning shower. 3. T 4. F – There are students from around the world. 5. T
C. 1. He loves his school because he has schoolmates from around the world. 2. He has lunch in the cafeteria. 3. At the moment he's getting dressed for his skiing lesson. 4. When he arrives home, he usually relaxes for half an hour and then he does his homework. 5. Yes, he does.

Vocabulary

A. 1. lab 2. gym 3. computer room 4. library 5. canteen
B. 1. geography 2. history 3. art 4. French 5. chemistry 6. ICT
C. 1. have a shower 2. brush her teeth 3. do his homework 4. have lunch 5. wake up/get up 6. get dressed

Grammar

A. 1. the afternoon; June 2. Monday; 23rd September 3. 7 o'clock; Easter 4. the lesson; dinner
B. 1. theirs 2. hers 3. yours; mine; his
C. 1. Kristoffer **never** rides his bike to school. 2. We **sometimes** go to the cinema. 3. Alice is **always** busy at the weekend. 4. My parents **often** visit Paris.
D. 1. wake up 2. doesn't watch; listens 3. catch 4. does she have 5. don't start 6. studies 7. do they do
E. 1. are doing 2. enjoys 3. is listening 4. have

Progress Test B

Listening

A. 1. 3/three 2. 2/two 3. 2/two 4. 3/three 5. 2/two 6. 3/three
B. 1. modern; very good facilities 2. office; canteen; toilets 3. building 4. brown
C. 2
D. 1. gets up 2. the last 3. by car 4. doesn't always go 5. going to bed

Reading

A. 1. 12 2. Norwegian 3. Stavanger 4. cereal with juice 5. English, French and art
B. 1. F 2. F 3. T 4. F 5. T
C. 1. his school; he has schoolmates from around the world 2. has lunch; cafeteria 3. is getting dressed for his skiing lesson 4. usually relaxes for half an; does his homework 5. he does

Vocabulary

A. 1. lab 2. gym 3. computer room 4. library 5. canteen
B. 1. geography 2. history 3. art 4. French 5. chemistry 6. ICT
C. 1. have a shower 2. brush her teeth 3. do his homework 4. have lunch 5. wake up 6. get dressed

Grammar

A. 1. the afternoon; June 2. Monday; 23rd September 3. 7 o'clock; Easter 4. the lesson; dinner
B. 1. theirs 2. hers 3. yours; mine; his
C. 1. Kristoffer **never** rides his bike to school. 2. We **sometimes** go to the cinema. 3. Alice is **always** busy at the weekend. 4. My parents **often** visit Paris.
D. 1. wake up 2. doesn't watch; listens 3. catch 4. does 5. don't 6. studies 7. do
E. 1. are doing 2. enjoys 3. is listening 4. have

Progress Test C

Listening

A. 1. three 2. two 3. two 4. three 5. two 6. three
B. 1. modern; good facilities 2. office; canteen; toilets 3. building 4. brown
C. 2
D. 1. c 2. e 3. d 4. a 5. b

Reading

A. 1. twelve 2. Norwegian 3. Stavanger 4. cereal with juice 5. English, French and art
B. 1. F 2. F 3. T 4. F 5. T
C. 1. d 2. e 3. c 4. a 5. b

Vocabulary

A. 1. lab 2. gym 3. computer room 4. library 5. canteen
B. 1. geography 2. history 3. art 4. French 5. chemistry 6. ICT
C. 1. have a shower 2. brush her teeth 3. do his homework 4. have lunch 5. wake up 6. get dressed

Grammar

A. 1. in 2. on 3. at 4. before / after
B. 1. theirs 2. hers 3. yours; mine; his
C. 1. b 2. a 3. b 4. a
D. 1. a 2. b 3. b 4. a 5. a 6. a 7. b 8. b
E. 1. present continuous 2. present simple 3. present continuous 4. present simple

Writing

Ishani usually gets up at quarter past seven/7:15 on school days.

Next she puts on her training suit and does yoga for 15 minutes.

Then she has a shower and she gets dressed.

She has breakfast in the kitchen. She usually has rice pancakes and milk.

At ten past eight/8:10 she goes to school by bus.

Her lessons start at half past eight/8:30.

She attends the Indian Middle School. It's not big but it is comfortable. The facilities are great.

There is a cricket field, a gym, a music room, three computer rooms, two labs and a library.

Her favourite subjects are French and history.

She has lunch in the canteen at half past one/1:30.

Then she has after-school activities. She has Indian guitar lessons twice a week.

Next she does her homework.

At half past seven/7:30 she lays the table. Then she has dinner with her family.

After dinner she chats with her friends and she goes to bed at ten o'clock/10:00.

Writing

Ishani usually gets up at quarter past seven/7:15 on school days.

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Next she does her homework.

At half past seven/7:30 she lays the table. Then she has dinner with her family.

After dinner she chats with her friends and she goes to bed at ten o'clock/10:00.

Writing

1. 7:15/quarter past seven 2. puts on; does 3. has a shower; gets dressed 4. has; kitchen 5. usually has; pancakes; milk 6. goes; by bus 7. lessons start; 8:30/half past eight 8. attends 9. isn't; is 10. are 11. is; field; gym; music; computer rooms; labs; library 12. favourite; art; history 13. has lunch; at 14. has; activities 15. has; twice 16. 7:30/half past seven; lays 17. has dinner 18. chats 19. At 10:00/ten o'clock; goes

Unit 3

Progress Test A

Listening

A. 1. the attic – his bedroom 2. big – comfortable 3. surfboard – skateboard 4. opposite the bedside table – between the bedside table and the desk 5. lamp – shelf

B. 1. T 2. F 3. F 4. F 5. T

C. 1. Saturday 2. came 3. arrived 4. played 5. snack 6. rug 7. friends 8. cosy

Reading

A. 1. detached (line 13) 2. Downstairs (line 14) 3. household chores (line 21) 4. At first (line 2) 5. disappointed (line 4) 6. appliances (line 14)

B. 1. T 2. T 3. F – The dining room is opposite the kitchen/is next to the living room. 4. F – The toilet is downstairs. 5. T

C. 1. Samuel's parents bought a new house six months ago. 2. It is in the countryside. 3. He felt disappointed because he didn't want to live in the countryside and go to a different school. 4. It is a detached house. 5. The living room has big windows and very comfortable sofas. There is a fireplace. Above it there is a big mirror and there are beautiful paintings on the wall between the two windows. 6. Yes, he has. Now he thinks it's OK to live in the countryside. He likes his new school and he has got new friends.

Vocabulary

A. 1. attic 2. dining room 3. bathroom 4. garden 5. bedroom

B.

1. a. toilet b. washbasin c. bath

2. a. chest of drawers b. bedside table c. wardrobe

3. a. fridge b. cooker c. sink

Progress Test B

Listening

A. 1. b 2. a 3. b 4. b 5. a

B. 1. d 2. e 3. a 4. b 5. c

C. 1. Saturday 2. came 3. arrived 4. played 5. snack 6. rug 7. friends 8. cosy

Reading

A. 1. c 2. e 3. d 4. f 5. b 6. a

B. 1. T 2. T 3. F 4. F 5. T

C. 1. bought... six months ago 2. is... countryside 3. felt disappointed... he didn't want to live in the countryside and go to a different school 4. is... detached 5. big windows and very comfortable sofas... there is a big mirror... there are beautiful paintings on the wall between the two windows 6. Yes, he has. Now he thinks it's OK to live in the countryside. He likes his new school and he has got new friends.

Vocabulary

A. 1. attic 2. dining room 3. bathroom 4. garden 5. bedroom

B.

1. a. toilet b. washbasin c. bath

2. a. chest of drawers b. bedside table c. wardrobe

3. a. fridge b. cooker c. sink

Progress Test C

Listening

A. 1. b 2. a 3. b 4. b 5. a

B. 1. d 2. e 3. a 4. b 5. c

C. 1. Saturday 2. came 3. arrived 4. played 5. snack 6. rug 7. friends 8. cosy

Reading

A. 1. c 2. d 3. b 4. a

B. 1. T 2. T 3. F 4. F

C. 1. c 2. c 3. a 4. b 5. a 6. c

Vocabulary

A. 1. attic 2. dining room 3. bathroom 4. garden 5. bedroom

B.

1. a. toilet; b. washbasin; c. bath

2. a. chest of drawers b. bedside table c. wardrobe

3. a. fridge; b. cooker; c. sink

Grammar

- A. 1. opposite 2. between 3. below 4. on
B. 1. There are; there aren't 2. Is there 3. Are there; there aren't
C. 1. didn't go; went 2. moved; didn't want 3. did Samuel meet 4. was; had 5. Did Samuel's father cook; did

Writing

Samuel's favourite place in the new house is the attic.

It is big and cosy. It is warm in the winter.

In the attic there is a bookcase with lots of books and there is a table below a window.

There is a computer and a lamp on the table.

There are two armchairs opposite the table.

There are photos on the walls.

He likes the attic because he studies there. He

also plays video games with his friends, listens to music and reads.

Grammar

- A. 1. opposite 2. between 3. below 4. on
B. 1. There are; there aren't 2. Is there 3. Are there; there aren't
C. 1. didn't go; went 2. moved; didn't want 3. did Samuel meet 4. was; had 5. Did Samuel's father cook; did

Writing

is the attic; big; cosy; is; in the winter; with lots of books; is a; below; is; computer; on; are; armchairs opposite; table; are; on the walls; he studies there. He also plays video games with his friends, listens to music and reads.

Grammar

- A. 1. opposite 2. between 3. below 4. on
B. 1. There are; there aren't 2. Is there 3. Are there; there aren't
C. 1. b 2. c 3. a 4. a

Writing

1. favourite 2. attic 3. big 4. there is a bookcase
5. below 6. on the table 7. There are 8. likes
9. studies 10. plays video games

Unit 4

Progress Test A

Listening

- A. 1. A 2. B 3. C 4. B
B. 1. last weekend 2. 35£/pounds 3. Bedford 4. by train 5. trainers and training suits 6. walking; running; playing games

Reading

- A. 1. e 2. d 3. a/b 4. b/a 5. f
B. 1. the students 2. the teachers 3. Harry Potter studios 4. the guides 5. the director of learning/Susan Raikes
C. 1. T 2. F – The group arrived to London at nine o'clock. 3. F – They first went on a river cruise along the Thames. 4. F – They put their overnight kits in their sleeping area. 5. T
D. 1. They travelled to London by bus. 2. When they were having lunch the teachers showed them the tickets to visit the Harry Potter studios. 3. It was in the astronauts' area. 4. The activity Justin liked the most was the trail activity. 5. No, they didn't. They watched a 3D movie first.

Vocabulary

- A. 1. airport 2. theatre 3. Town Hall 4. fire station 5. police station 6. train station
B. 1. pet shop 2. baker's 3. shoe shop 4. chemist's 5. newsagent's
C. 1. car 2. bus 3. bike 4. train 5. plane

Grammar

- A. 1. This time last year I was having a great time in Madrid. 2. Last night after dinner they weren't playing video games. 3. Sebastian was watching a series on his computer on Saturday afternoon. 4. Was she taking photos on Sunday afternoon? No, she wasn't. 5. Lucas wasn't reading a magazine yesterday morning.
B. 1. arrived; was cooking 2. were walking; saw 3. was running; started 4. was doing; was listening
C. 1. so 2. therefore 3. however
D. 1. better than 2. more dangerous than 3. easier than
E. 1. the most intelligent 2. the worst 3. the noisiest

Progress Test B

Listening

- A. 1. A 2. B 3. C 4. B
B. 1. last weekend 2. 35£ 3. Bedford 4. by train 5. trainers and training suits 6. walking; running; playing games

Reading

- A. 1. d 2. c 3. a 4. b 5. e
B. 1. the students 2. the teachers 3. Harry Potter studios 4. the guides 5. the director of learning
C. 1. T 2. F 3. F 4. F 5. T
D. 1. travelled; by bus 2. the teachers showed them the tickets to visit the Harry Potter studios 3. in the astronauts' area 4. Justin liked the; was the trail activity 5. didn't; watched a 3D movie.

Vocabulary

- A. 1. airport 2. theatre 3. Town Hall 4. fire station 5. police station 6. train station
B. 1. pet shop 2. baker's 3. shoe shop 4. chemist's 5. newsagent's
C. 1. car 2. bus 3. bike 4. train 5. plane

Grammar

- A. 1. This time last year I was having a great time in Madrid. 2. Last night after dinner they weren't playing video games. 3. Sebastian was watching a series on his computer on Saturday afternoon. 4. Was she taking photos on Sunday afternoon? No, she wasn't. 5. Lucas wasn't reading a magazine yesterday morning.
B. 1. arrived; was cooking 2. were walking; saw 3. was running; started 4. was doing; was listening
C. 1. so 2. therefore 3. however
D. 1. better than 2. more dangerous than 3. easier than
E. 1. the most intelligent 2. the worst 3. the noisiest

Progress Test C

Listening

- A. 1. A 2. B 3. B 4. A
B. 1. weekend 2. 35 3. Bedford 4. train 5. trainers 6. running

Reading

1. d 2. c 3. a/b 4. b/a 5. e
B. 1. the students 2. the teachers 3. Harry Potter studios 4. the guides 5. Susan Raikes
C. 1. T 2. F 3. F 4. F 5. T
D. 1. c 2. a 3. a 4. b 5. b

Vocabulary

- A. 1. airport 2. theatre 3. Town Hall 4. fire station 5. police station 6. train station
B. 1. pet shop 2. baker's 3. shoe shop 4. chemist's 5. newsagent's
C. 1. car 2. bus 3. bike 4. train 5. plane

Grammar

- A. 1. b 2. a 3. a 4. b 5. b
B. 1. arrived; was cooking 2. were walking; saw 3. was running; started 4. was doing; was listening
C. 1. so 2. therefore 3. however
D. 1. better than 2. more dangerous than 3. easier than
E. 1. the most intelligent 2. the worst 3. the noisiest

Writing

(...) the London Dungeon with my class and the English and the history teachers last Friday. We arrived in London by train at 9 o'clock. Then we went to the London Dungeon by Tube. The London Dungeon is an attraction. It recreates scenes from London's scary history. We watched 19 creepy shows and met terrifying characters from the past. We took part in workshops and learnt about historic London. At 12:30 we had a delicious picnic in the park. We had a great time. After lunch we walked to the bus and then we returned to school. It was an awesome experience with lots of noises and screams. It was a fantastic school trip.

Writing

(...) the London Dungeon with my class and the English and the history teachers last Friday. We arrived in London by train at 9 o'clock. Then we went to the London Dungeon by Tube. The London Dungeon is an attraction. It recreates scenes from London's scary history. We watched 19 creepy shows and met terrifying characters from the past. We took part in workshops and learnt about historic London. At 12:30 we had a delicious picnic in the park. We had a great time. After lunch we walked to the bus and then we returned to school. It was an awesome experience with lots of noises and screams. It was a fantastic school trip.

Writing

1. the London Dungeon 2. my class and the English and the history teachers 3. Friday 4. train 5. went to the London Dungeon 6. attraction 7. recreates scenes from London's scary 8. watched 19 creepy 9. met terrifying 10. from the 11. took part 12. learnt 13. had a delicious 14. had a great 15. walked to the 16. returned to 17. was 18. awesome experience 19. lots of noises and 20. was a fantastic school

Unit 5

Progress Test A

Listening

- A. 1. b 2. d 3. a 4. e
B. 1. Alex and Martin 2. Anna 3. Laura 4. Alex 5. Anna 6. Martin
C. 1. Boston; New York 2. train 3. watching films 4. fifty/50; fourteen/14 5. cruise boat

Reading

- A. 1. Buckingham Palace 2. London Eye 3. Tower of London
B. 1. F – Samuel's grandparents will go with him./They invited him to go with them. 2. T 3. F – They are not certain, only if they're lucky. 4. T 5. F – Samuel and his grandfather will probably go for a walk in the gardens.
C. 1. near the centre 2. to read 3. when the flag is flying on the roof of Buckingham Palace. 4. interesting stories about the Tower
D. 1. Samuel's grandparents wanted to go to London to celebrate his grandfather's birthday. 2. They will go to London by train. 3. Samuel's grandfather likes to take pictures and his grandmother likes to read. They also like history. 4. Samuel's grandmother will look at the painting collection. 5. They will have a great time at the Tower of London because they all like history and the guides are very interesting and they tell lots of stories about the Tower.

Vocabulary

- A. 1. fishing 2. sunbathing 3. ice skating 4. swimming 5. playing baseball 6. visiting a museum
B. 1. brochure 2. cloudy 3. travel 4. seaside
C. 1. go 2. do 3. go 4. play 5. do

Progress Test B

Listening

- A. 1. b 2. c 3. a 4. d
B. 1. Alex and Martin 2. Anna 3. Laura 4. Alex 5. Anna 6. Martin
C. 1. Boston; New York 2. train 3. watching films 4. fifty; fourteen 5. cruise boat

Reading

- A. 1. Buckingham Palace 2. London Eye 3. Tower of London
B. 1. F 2. T 3. F 4. T 5. F
C. 1. near the centre 2. to read 3. when the flag is flying on the roof of Buckingham Palace 4. interesting stories about the Tower
D. 1. to go to London to celebrate his grandfather's birthday 2. to London by train 3. to take photos; to read; history 4. look at the painting collection 5. Tower of London; like history; are very interesting and they tell lots of stories about the Tower

Vocabulary

- A. 1. fishing 2. sunbathing 3. ice skating 4. swimming 5. playing baseball 6. visiting a museum
B. 1. brochure 2. cloudy 3. travel 4. seaside
C. 1. go 2. do 3. go 4. play 5. do

Progress Test C

Listening

- A. 1. farm stay 2. adventure holidays 3. cruise 4. city break
B. 1. camera 2. calm 3. brother 4. pet 5. sister 6. at the beach 6. likes
C. 1. Boston; New York 2. train 3. reading; watching films 4. 50; 14 5. cruise boat

Reading

- A. 1. Buckingham Palace 2. London Eye 3. Tower of London
B. 1. F 2. T 3. F 4. T 5. F
C. 1. d 2. c 3. b 4. a
D. 1. b 2. c 3. a 4. e 5. d

Vocabulary

- A. 1. fishing 2. sunbathing 3. ice skating 4. swimming 5. playing baseball 6. visiting a museum
B. 1. brochure 2. cloudy 3. travel 4. seaside
C. 1. go 2. do 3. go 4. play 5. do

Grammar

A. 1. will go 2. will buy 3. Will they buy; will
4. will travel

B. 1. Samuel's parents are going to watch a film after dinner. 2. Samuel is going to play football with his friends. 3. Is he going to ride his bike in the park tomorrow? 4. I am going to study in the living room. 5. My grandparents aren't going to buy a new car.

C. 1. May 2. should 3. can 4. should/must
5. may/might

D. 1. doesn't run 2. will see 3. goes 4. will have
5. will be

Writing

Personal answer

Grammar

A. 1. will go 2. will buy 3. Will they buy; will
4. will travel

B. 1. Samuel's parents are going to watch a film after dinner. 2. Samuel is going to play football with his friends. 3. Is he going to ride his bike in the park tomorrow? 4. I am going to study in the living room. 5. My grandparents aren't going to buy a new car.

C. 1. May 2. should 3. can 4. should 5. might
D. 1. doesn't run 2. will see 3. goes 4. will have
5. will be

Writing

Personal answer

Grammar

A. 1. will go 2. will buy 3. Will they buy... will
4. will travel

B. 1. are going to 2. is going to 3. Is he going to
4. am going to 5. aren't going to

C. 1. May 2. should 3. can 4. should 5. might
D. 1. b 2. d 3. a 4. e 5. c

Writing

1. parents 2. summer 3. sunny 4. plane 5.
weeks 6. hotel 7. photos 8. famous 9. cruise
10. monuments

AUDIOSCRIPTS

Placement test

Part 1:

Hello! I'm William Emerson. I'm twelve years old. I was born on 13th April. I was born in Boston. I'm American.

I've got an older sister and a dog called Rufus. My address is 35 Walker Street in Boston, USA. My favourite hobby is skateboarding.

Part 2:

Hi there. I'm Mia and I go to a school in London. It's my favourite city.

My school is not very far from my house, so I walk to school all the time. My brother's school is far, so he catches the bus to go to his school. I'm in the canteen now because it's lunch time. It's not very sunny today. In fact, it's raining.

Today I like my lunch. It's chicken and rice. Hmm, delicious! I don't really like fish and sausages at home or in the canteen.

We have got a pet too. Our pet is a cat. I think he's very lazy because he sleeps all day. I'm 12 years old and I'm tall and thin. My eyes are black and my hair is curly and black. My father is a nurse and my mother is a police officer.

Part 3:

My family is very special to me. We like doing family-friendly activities at the weekend. We have a lot of fun together. For example, we like riding our bikes, going for walks in the park or watching films. At the moment I am writing this text, I like writing a lot, my father is cooking a special dinner with my mum, but we don't think he's a good cook. My grandma likes cooking too but now she is reading a story to Emily. And our cat? Well, can you guess? He is sleeping next to my grandma.

Part 3:

Oliver's alarm clock rings at 7 o'clock every day. He always stays in bed a bit more and he gets up at ten past seven. He has a shower, gets dressed and runs down the stairs to have breakfast. His parents are always in the kitchen and his baby brother too. Oliver usually goes to school by bus, but his father sometimes drives him there. After the morning lessons he always has lunch in the school canteen. After school he has violin lessons three times a week. When he gets home, he does his homework. After dinner, the family stays in the living room: his parents watch TV, his brother plays with his toys and Oliver likes to play with him.

Unit 1 – Listening Test A/B/C

Part 1:

Hi! I'm Derek and I want to tell you about my best friend. His name is Arthur Brown, but I call him Art. He is twelve years old. He was born in October just like me. He was born on 2nd and I on 22nd. He's from Liverpool but he and his family live in Oxford in my street. Their address is Queen Mary's Street, number 63 and mine is number 65. Art is tall and thin. He's got straight brown hair and green eyes. He's very friendly and hard-working. We always go to school together. We have got the same interests: we like skateboarding and playing video games.

Part 2:

Now I want to tell you about my family because it is very important to me. There are five members in my family: my parents, my little sister Emily, 6 years old, my grandma and me.

Unit 2 – Listening Test A/B/C

Part 1:

This term I'm in a new school and I like it a lot because it's modern with very good facilities. There are three buildings in my new school: a big building and two small ones. In the big building, downstairs, there is the school office, the staffroom, the canteen and two toilets. Upstairs there are classrooms, two laboratories, three computer rooms, a cafeteria, a library and the students' room. One of the other buildings is for art subjects. There are two music rooms, three art rooms and an auditorium. The brown building is the gym.

Part 2:

I like maths and science, but these aren't the subjects I prefer. My friends think I'm very good at chemistry and they are right. It's the top subject for me. Physical education is good because students can do exercise and play games like football or basketball.

Unit 3 – Listening Test A/B/C

Part 1:

Hi, I'm Leo! In my house I like the attic very much. It's a place where I can have fun and relax, but the room I really like is my bedroom. I like everything about it and it's really comfortable. All my favourite things are there: my guitar, my skateboard, my tennis racket... The bed is between the bedside table and the desk. On the desk there is a computer and a lamp. There is a shelf above the desk. There is a poster on the wall. At the weekend I sometimes invite my best friends to visit me.

Part 2:

My name is Erica and I want to tell you about my favourite room in my house. My friends usually say that their favourite room is their bedroom but mine is the living room. It is big and it has two windows and a balcony. There is a comfortable sofa opposite the fireplace. I love sitting on the floor in front of the fireplace and listening to music. There is a bookcase between the fireplace and one of the windows. There are also two armchairs and a coffee table. There are nice paintings on the walls.

After dinner everybody stays in the living room and relaxes.

Part 3:

Last Saturday two friends of mine, Jack and David, came to my house to spend the afternoon with me.

They arrived at 3 o'clock. We started by playing some video games. Then I played the guitar and they sang.

My mother made a snack for us. We loved the chocolate cake.

Next we watched a film.

My friend Jack sat on the rug and played with my dog. He didn't like the film. My friends said that they liked my bedroom very much because it is very cosy and I have cool things.

Unit 4 – Listening Test A/B/C

Part 1:

1. Where did David go on his school trip yesterday?

Grandfather: Did you go to Edinburgh on your school trip, David?

David: No, I didn't because the trip was very expensive. Cambridge was the second option, but the PE teacher didn't agree.

Grandfather: Why was that?

David: He suggested Manchester because he wanted the students to visit the Manchester United Stadium. It was fantastic. We all loved it.

2. How did they travel?

Grandfather: How did you travel to Manchester?

David: The teachers went to Victoria station to buy tickets but there was a problem. The first train was very late, so they changed their minds. We met at school and took the tube to the bus station. The bus was very comfortable.

3. How much did the students pay for the school trip?

David: Mum, you gave me 20 pounds for the school trip but I only paid 15 pounds.

Mum: But you were supposed to pay 18 pounds. Why was the trip cheaper?

David: The bus company made a special price. Here is the change.

Mum: You can keep it.

4. What was Beatrix doing last Sunday afternoon?

Archie: Hi Beatrix, did you go with your brother David on the school trip last Sunday afternoon? I tried to call you but your mobile was off.

Beatrix: Hi, Archie! No, I didn't go with my brother. Let me see... In the morning I was

at the park with my younger brother. I was skateboarding while my brother was riding his bike. In the afternoon Florence and I were watching a film at the cinema. My phone was off for 2 hours.

Part 2:

You will hear two teachers talking about a school camping trip.

Teacher 1: When was the camping trip?

Teacher 2: It was last weekend. The students were very happy about the trip.

Teacher 1: I am going to organise a school trip with my students next month. Can you help me?

Teacher 2: Yes, of course.

Teacher 1: How much was your trip?

Teacher 2: 35 pounds but everything was included.

Teacher 1: Did the students pay in advance?

Teacher 2: Yes, they did. All the students gave the money to Mrs Bedford, B-E-D-F-O-R-D, the school secretary, before the trip started.

Teacher 1: What time did you leave school?

Teacher 2: The students all got to school at quarter to eight on Friday and we left 15 minutes later.

Teacher 1: How did you travel?

Teacher 2: We usually travel by bus but this time we caught the train.

Teacher 1: Did they take any special equipment?

Teacher 2: We asked the students to take trainers as well as training suits because there were lots of activities: walking, running, playing games...

Unit 5 – Listening Test A/B/C

Part 1:

Anna: I'm not a very outgoing person. I prefer calm over noisy, so my idea of a fun holiday is walking in the forest or visiting small places with lots of beautiful trees, farms or typical cottages. I sometimes take my bike with me on holiday because I enjoy being on my own and stop when I want to. I usually take pictures of animals, flowers or trees.

Alex: My twin brother and I are quite the opposite! He never goes on holiday. In fact, he usually stays home and takes care of our dog and our garden. I always travel somewhere... I prefer doing unusual activities! Things we sometimes only do when we are on holiday. I enjoy exciting sports, for example climbing a mountain and sleeping in a tent. I'm not afraid of trying new things or meeting new people!

Martin: Every year, I go to the beach with my

sister. She enjoys sunbathing and watersports and we always have fun together. We stay at our uncle's house near the beach. This time, I'm going to do choose something just for me. Going to the beach is fun, but what I really enjoy is travelling by ship and going to different places. We meet people with different nationalities and there are lots of different activities you can do on a ship.

Laura: When I was younger, I really liked going to the countryside and take care of animals in July or August. I'm older now, and I don't really enjoy spending a lot of time away from home. That's why my favourite thing is visiting one place only for two or three days. Going on a sightseeing tour bus and visiting one or two museums are the things I now enjoy the most.

Part 2:

I'm Mark and I'm very happy about next weekend. My best friend, Jeremy, and his younger brother, Adam, will come to visit me in Boston. They live in New York now, so we don't see each other much. They will catch the six o'clock train to get here. I don't have a car, but I'll ask my neighbour to go to the station with me to get them.

When they get here, I won't probably stay at home as usual because I think Jeremy will want to enjoy his time here. He likes outdoor activities, not like me. I don't like outdoor activities. I prefer reading books and watching films.

One of the first things we will do is go to Quincy Market. The old market is completely transformed. It's now a place with more than 50 shops and 14 restaurants.

After that we will go on a cruise boat adventure on the Charles River. It's the most perfect way to see the city and to spend the afternoon.

Just for fun

INGLÊS
7º ANO



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Video

Peter Rabbit 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Class survey: What pets have your classmates got? Work in groups and fill in the survey.

1. Group work: Have you got a pet?

Students' names \ Pets						Other pets?
1. _____						
2. _____						
3. _____						
4. _____						

2. Class work: How many dogs/cats/fish/turtles or other pets can you count in total? Are there any rabbits?

B Watch the video. Who says what? Tick (✓) the correct option.

	Peter 	Thomas 	Bea 	Benjamin 
1. My family is in trouble.				
2. Families come in all shapes and sizes.				
3. Go easy on him.				
4. I'm just going to wait until we get home where the food isn't decomposing.				
5. I'm speeding up a little.				
6. I would never put you in danger.				

C Order the sentences.

- ☐ The family is having fun rolling downhill.
- ☐ Thomas and Bea are helping Peter to save his sisters and friends.
- ☐ Peter, his sisters and his cousin Benjamin catch the train to go to the city.
- ☐ Peter's family and friends are in cages.
- ☐ Peter Rabbit picks a bad apple from the tree.
- ☐ Next, they all go to the farmers' market.

D What is Peter Rabbit like? Choose the best adjectives to describe him.

Peter Rabbit is _____

naughty stubborn kind adventurous
shy funny lazy talkative patient

Video

Harry Potter

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Acceda ao Vídeo na  aula digital

A

How well do you know Harry Potter? Look at the photos and complete the gaps with the words in the box.

Hermione Diagon Alley Hogwarts Hagrid Ron 4 Privet Drive Golden Snitch James



1. Harry _____ Potter.



2. It's _____.



3. _____ is half-giant.



4. This is _____.



5. _____ was Harry's first address.



6. _____ is a very famous school.



7. This is _____ and he's Harry's friend.



8. Catch the _____ to win at Quidditch.

B

Now watch the video. Choose the correct option.

- What does Harry need to buy now?
a. ☐ a book of magic b. ☐ a wand c. ☐ a magic box
- Ollivander's is _____ shop to buy one.
a. ☐ the oldest b. ☐ the most expensive c. ☐ the best
- Who bought their first ones there?
a. ☐ Harry's best friends b. ☐ Harry's grandparents c. ☐ Harry's parents
- What does Mr Ollivander tell Harry?
a. ☐ "Give it a shake." b. ☐ "Give it a wave." c. ☐ "Give it a wake."
- What happens with the first wand?
a. ☐ the drawers open b. ☐ the door opens c. ☐ the windows close
- What happens with the second wand?
a. ☐ the lamp breaks b. ☐ the glass breaks c. ☐ the vase breaks
- What happens with the third wand? It's _____ for Harry.
a. ☐ the wrong one b. ☐ the right one c. ☐ too weak
- What's curious about the last wand?
a. ☐ It had a brother. b. ☐ It was Harry's father's. c. ☐ It belonged to another wizard.

C

Imagine you have a magic wand and you can do magic tricks. What would your first magic trick be?

Video

Scoob!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A What do you know about California? Say if the sentences are True (T) or False (F). Correct the false ones.

	T	F	
1. California's capital is Los Angeles.	☐	☐	_____
2. California is next to the Pacific Ocean.	☐	☐	_____
3. Los Angeles is the biggest city in California.	☐	☐	_____
4. California's nickname is the Golden State.	☐	☐	_____

B Watch the video. Who says what? Tick (✓) the correct option.

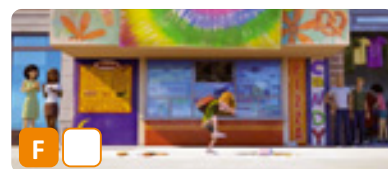
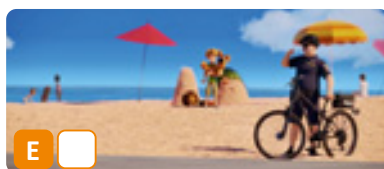
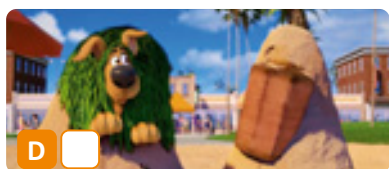
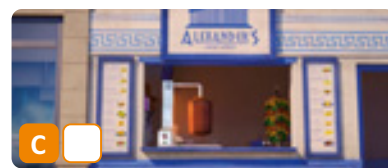
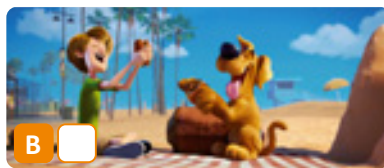
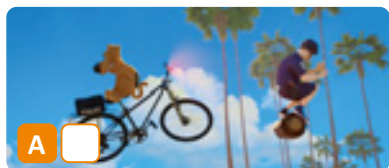
	Shaggy 	Scooby 	police officer 
1. Like, slow down, dude.			
2. Excuse me! Coming through!			
3. He's coming with me.			
4. I get it. Nobody likes my sandwiches.			
5. I have a stray dog on a tube of compressed meat.			

C Complete the sentences with the words in the box.

- Scooby is in _____, California.
- Alexander's is a _____ restaurant.
- The police officer is looking at _____.
- Today Shaggy's challenge is to _____.
- Shaggy's _____ is very strange!

make friends
Greek
sunglasses
sandwich
Venice

D Put the pictures in the correct order.



Fun activities

Unit 1

Name _____

No. _____

Class _____

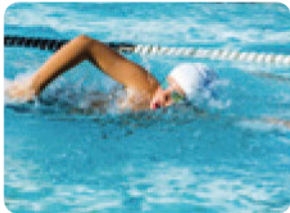
Date _____

Mark _____

Teacher _____

A

Look at the photos and complete the sentences with the correct hobbies.



1. Josh likes _____.



2. Sophia's favourite hobby is _____.



3. The kids love _____.



4. Helen's hobby is _____.



5. Their hobby is _____.



6. The girls love _____.



7. Henry's hobby is _____.



8. They love _____.

B

Complete the questions with the question words in the word snake.



1. "_____ cat is this?" "It's Charlotte's."
2. "_____ is the football match?" "It's at 6 o'clock."
3. "_____ video games have you got?" "I've got 7."
4. "_____ is your birthday party?" "It's next Saturday."
5. "_____ are they from?" "They're from Milan."
6. "_____ are you?" "I'm fine, thanks."
7. "_____ dress is your favourite, the blue or the white one?"
8. "_____ is superman your hero?" "Because he's very strong."

Fun activities

Unit 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

What's in the school backpack? Add the missing vowels (a, e, i, o, u) to the words to find out.

1. pncl cs _____
2. rbbr _____
3. pn _____
4. rlr _____
5. bks _____
6. ntbk _____



B

Put the words with the same colour in the correct order to write sentences about daily routines.

They dinner breakfast where

half lunch don't Our o pas

I In his she homework

He school s ar

have by eigh he

lessons before go

does bus does a have

ki chen

1. yellow _____
2. blue _____
3. green _____
4. purple _____
5. red _____

Fun activities

Unit 3

Name _____

No. _____

Class _____

Date _____

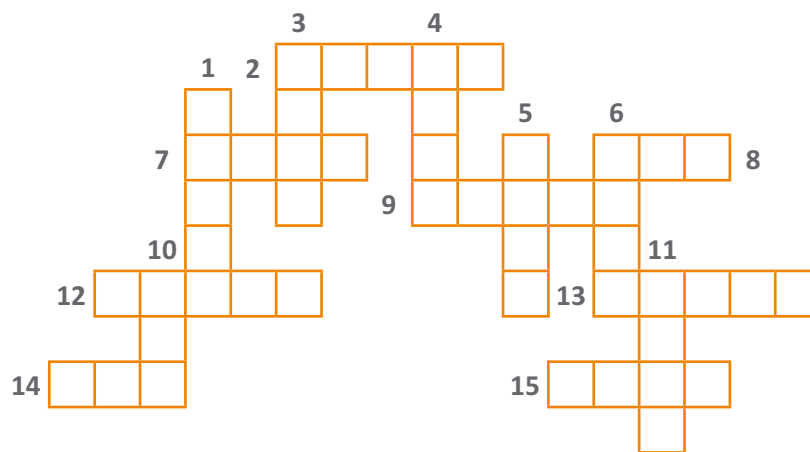
Mark _____

Teacher _____

A

Complete the crossword with the past simple of these verbs.

- | | | | |
|----------|---------|-----------|-----------|
| 1. break | 5. take | 9. drive | 13. drink |
| 2. write | 6. read | 10. put | 14. get |
| 3. go | 7. ring | 11. ride | 15. make |
| 4. tell | 8. run | 12. spend | |



B

Look at the colours in the table to find 6 verbs. Then complete the sentences with the verbs in the past simple.

i	e	b	v	s	g
s	k	s	d	a	a
t	e	n	e	n	e
e	h	p	o	e	g

- Last summer my parents _____ a week in Paris.
- The school trip _____ fantastic.
- The students _____ the mummies in the museum.
- The kids _____ a great time at the park.
- The girl _____ beautiful songs.
- I _____ lots of photos in Cambridge.

Unit 4

Name

No.

Class

Date

Mark

Teacher

A

Look at the photos and write the types of houses in the squares.



B Unscramble the words to find shops and places in the city. Read the clues to help you.

1. tep ohps _____ (you can buy toys and food for animals)
2. hcucr _____ (a building for christian activities)
3. semumu _____ (you can admire works of art)
4. ehso posh _____ (you can buy a pair to cover your feet)
5. nakb _____ (people keep their money here)
6. nrati tositna _____ (you can catch one here to travel)
7. lohet _____ (people can spend the night here)
8. sokohbop _____ (you can buy books and magazines here)

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

Shops	Places in the city

D Someone stole the headmaster's mobile phone yesterday. The police officer is asking people what they were doing yesterday at 9 o'clock. Match the sentences with the photos.



☐ I was reading in the library.

☐ I was driving to school.

☐ I was making a phone call.

☐ I was having breakfast at home.

Fun activities

Unit 5

Name _____

No. _____

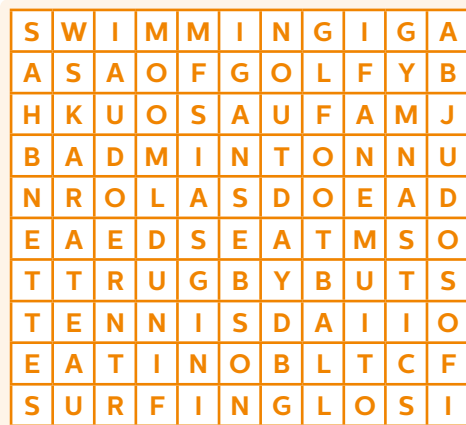
Class _____

Date _____

Mark _____

Teacher _____

A Find ten sports in the word search.



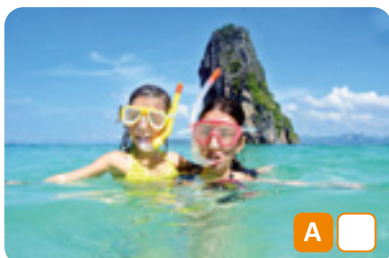
B Write the sports from exercise A in the correct column.

Play	Go	Do

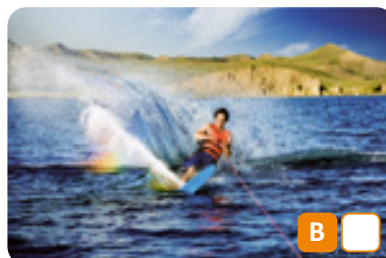
C Read the sentences and guess the holiday activities.

1. To go _____ a bike you need a helmet, gloves and glasses.
2. To do this activity you need a mask, a snorkel and a pair of fins. _____
3. When you do this activity you must wear a swimming suit and a lifejacket. You also need a boat, a rope and skis. _____

D Match the sentences from exercise C with the photos below.



A ☐



B ☐



C ☐

Name

No.

Class

Date

Mark

Teacher

Aceda ao Kahoot na  aula digital

Q1. What countries are part of the UK?



1. England, Scotland and Ireland
2. England, Wales and Scotland
3. England, Ireland, Wales and Scotland
4. England, Wales, Scotland and Northern Ireland

Q2. What is the capital of England?



1. Oxford
2. Edinburgh
3. London
4. Dublin

Q3. London is a very big city. How many people live in the capital?



1. About 5 million
2. About 6 million
3. About 8 million
4. About 9 million

Q4. There are lots of bridges in London. This one opens into two platforms. What's its name?



1. Tower Bridge
2. London Bridge
3. Big Bridge
4. Platform Bridge

Q5. Oxford and Cambridge are very famous



1. universities.
2. hospitals.
3. cathedrals.
4. monuments.

Q6. The Royal family's official residence is called



1. Tower of London.
2. Buckingham Palace.
3. London Palace.
4. Houses of Parliament.

Q7. How many states are there in the USA?



1. 40
2. 50
3. 55
4. 60

Q8. Where does the American President live?



1. New York
2. Boston
3. Washington, D.C.
4. Philadelphia

Q9. Which bird is the symbol of the USA?



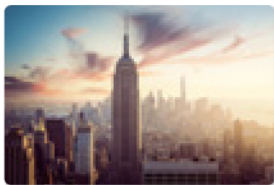
1. bear
2. eagle
3. lion
4. phoenix

Q10. What is New York's nickname?



1. The Big Apple
2. The Big City
3. The Big Light
4. The Big Centre

Q11. What's the name of this famous tall building?



1. The Empire State Building
2. The New York Times Building
3. Central Park Tower
4. The Freedom Tower

Q12. What do Americans celebrate on July 4th?



1. Thanksgiving Day
2. President's Day
3. Independence Day
4. Mother's Day

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. Your father's father is your _____.



- 1. uncle
- 2. brother
- 3. grandfather
- 4. stepfather

Q2. Your parents' son is your _____.



- 1. cousin
- 2. brother
- 3. father
- 4. stepson

Q3. My daughter's brother is my _____.



- 1. son
- 2. mother
- 3. stepbrother
- 4. grandson

Q4. My father's sister is my _____.



- 1. mother
- 2. half-sister
- 3. stepsister
- 4. aunt

Q5. If I am Peter's uncle, Peter is my _____.



- 1. niece
- 2. nephew
- 3. aunt
- 4. son

Q6. He's married to my mother but he isn't my father. He's my _____.



- 1. grandfather
- 2. stepfather
- 3. husband
- 4. father-in-law

Q7. The man married to my mother is her _____.



1. husband
2. brother-in-law
3. stepbrother
4. wife

Q8. My son's son is my _____.



1. nephew
2. grandson
3. stepson
4. granddaughter

Q9. My sister's daughter is my _____.



1. sister
2. cousin
3. niece
4. stepdaughter

Q10. My mother is my father's _____.



1. wife
2. grandmother
3. sister
4. stepmother

Q11. My stepfather's son is my _____.



1. father
2. stepbrother
3. half-brother
4. cousin

Q12. John's stepmother and his father have got a daughter. She's his _____.



1. half-sister
2. stepsister
3. sister
4. cousin

Name

No.

Class

Date

Mark

Teacher

Aceda ao Kahoot na  aula digital

Q1. Students have science and chemistry in the



1. gym.
2. library.
3. staffroom.
4. lab.

Q2. Lucas loves painting. His favourite subject is



1. maths.
2. art.
3. geography.
4. ICT.

Q3. When have you got ICT?



1. In the computer room.
2. After lunch.
3. Yes, I have.
4. On Sunday.

Q4. We have _____ in the gym.



1. history
2. French
3. PE
2. English

Q5. Where do the students have lunch at school?



1. headmaster's office
2. playground
3. music room
4. canteen

Q6. Students learn about kings and queens in _____ lessons.



1. history
2. maths
3. ICT
4. geography

Q7. What can you see in the picture?



1. A pencil and a backpack.
2. A rubber and a pen.
3. A backpack and a pen.
4. A book and a pen.

Q8. Ann loves doing experiments. She belongs to the _____ club.



1. sports
2. theatre
3. science
4. art

Q9. My first lesson _____ Monday is chemistry.



1. at
2. on
3. in
4. before

Q10. Helen has got PE on Tuesdays and Fridays _____ half past ten.



1. in
2. after
3. at
4. on

Q11. Look at the pencil case. The _____ is white.



1. pencil
2. ruler
3. pencil sharpener
4. rubber

Q12. What's your favourite subject?



1. It's maths.
2. I don't like maths.
3. Yes, it is.
4. It's very difficult.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

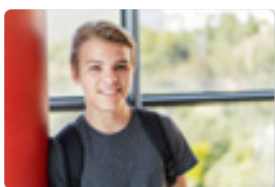
Aceda ao Kahoot na  aula digital

Q1. We use the past simple to describe



1. future actions or situations.
2. finished actions or situations in the past.
3. present actions or situations.
4. unfinished actions or situations in the past.

Q2. Was he at school yesterday morning?



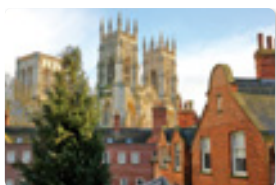
1. Yes, he did.
2. No, he didn't.
3. Yes, he was.
4. No, he doesn't.

Q3. Last weekend they _____ a funny film.



1. watch
2. watched
3. watches
4. was

Q4. Yesterday Lucas _____ a post about his school trip to York.



1. uploads
2. upload
3. were
4. uploaded

Q5. The students _____ apple juice at lunchtime last Saturday.



1. didn't drink
2. don't drink
3. doesn't drink
4. didn't drank

Q6. She _____ for a souvenir at a local shop yesterday.



1. look
2. looked
3. looks
4. is looking

Q7. How _____ to Madrid two days ago?



1. did he travelled
2. is he travelling
3. did he travel
4. does he travel

Q8. My father _____ at a school in New York.



1. studied
2. study
3. studies
4. studied

Q9. My mum _____ at the zoo last Saturday.



1. was
2. is
3. are
4. were

Q10. He _____ on time yesterday morning.



1. didn't arrived
2. didn't arrive
3. don't arrive
4. doesn't arrive

Q11. They _____ at a party yesterday.



1. wasn't
2. weren't
3. aren't
4. isn't

Q12. We really _____ the school trip to Manchester last week.



1. is enjoying
2. enjoys
3. enjoyed
4. enjoy

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. Carl _____ an ice cream yesterday.



1. had
2. has
3. have

Q2. Sarah's parents _____ a new house last month.



1. buy
2. bought
3. buys

Q3. Mr Collins _____ his car to work last Monday.



1. don't drive
2. didn't drive
3. isn't driving

Q4. Yesterday David _____ the bust to school.



1. catches
2. catch
3. caught

Q5. Their old house _____ near the school.



1. were
2. was
3. are

Q6. When _____ Mary at the museum?



1. were
2. are
3. was

Q7. Justin _____ a text about his house.



1. wrote
2. writes
3. write

Q8. Carol _____ a great time in London last weekend.



1. had
2. is having
3. has

Q9. _____ you _____ a new rug for your bedroom?



1. Does ... buy
2. Do ... buy
3. Did ... buy

Q10. _____ she _____ her homework yesterday.



1. Did ... do
2. Do ... do
3. Does ... do

Q11. The kids _____ to the cinema last Sunday.



1. are going
2. didn't go
1. don't go

Q12. We _____ in the garden last weekend.



1. sat
2. are sitting
3. sit

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. For Jack, visiting the Zoo is _____ weekend activity.



1. more exciting than
2. exciting
3. the most exciting

Q2. We went to Paris by plane. It was _____ by train.



1. fast
2. the fastest
3. faster than

Q3. My little brother is _____ my sister.



1. funnier than
2. funny
3. the funniest

Q4. _____ activity we did last Sunday was skateboarding.



1. Good
2. Better
3. The best

Q5. Last Saturday at the party I was _____ everybody else.



1. happy
2. the happiest
3. happier than

Q6. When we visited London, we walked a lot. That was _____ part.



1. worse
2. the worst
3. worse than

Q7. Kate's house is _____ mine.



1. smaller than
2. the smallest
3. small

Q8. My parents love the new museum. They say it's _____ in the city.



1. interesting
2. the most interesting
3. more interesting

Q9. Look at that tree. It's _____ in our garden.



1. older
2. old
3. the oldest

Q10. My best friend's cat is _____ yours.



1. nicer than
2. the nicest
3. nice

Q11. I was in Oxford yesterday. It was _____ usual.



1. cold
2. colder than
3. the coldest

Q12. There was a dog race at the park. My dog was _____ of all.



1. the fastest
2. fast
3. faster than

Answer Key

VIDEOS

Peter Rabbit 2

- A. Personal answers
 B. 1. Peter 2. Thomas 3. Bea 4. Benjamin 5. Thomas 6. Peter
 C. 2, 6, 3, 5, 1, 4
 D. **Possible answer:** Peter Rabbit is naughty, stubborn, kind, adventurous, funny and talkative.

Harry Potter

- A. 1. James 2. Diagon Alley 3. Hagrid 4. Hermione 5. 4 Privet Drive 6. Hogwarts 7. Ron 8. Golden Snitch
 B. 1. b 2. c 3. c 4. b 5. a 6. c 7. b 8. a
 C. Personal answer

Scoob!

- A. 1. F – It's Sacramento. 2. T 3. T 4. T
 B. 1. Shaggy 2. Scooby 3. police officer 4. Shaggy 5. police officer
 C. 1. Venice 2. Greek 3. sunglasses 4. make friends 5. sandwich
 D. C, A, F, D, B, E

FUN ACTIVITIES

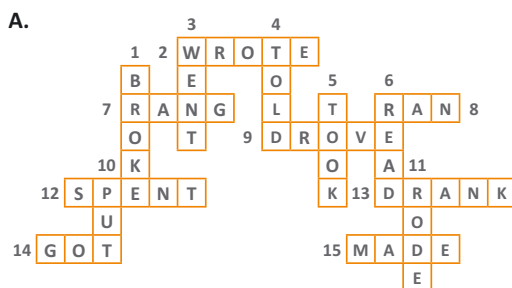
Unit 1

- A. 1. swimming 2. singing 3. skateboarding 4. taking photos 5. dancing 6. chatting on the internet 7. playing the guitar 8. listening to music
 B. 1. Whose 2. What time 3. How many 4. When 5. Where 6. How 7. Which 8. Why

Unit 2

- A. 1. pencil case 2. rubber 3. pen 4. ruler 5. books 6. notebook
 B. 1. They don't go to school by bus. 2. Where does she have lunch? 3. I have breakfast in the kitchen. 4. He does his homework before dinner. 5. Our lessons start at half past eight.

Unit 3



AMOSTRA NÃO COMERCIALIZÁVEL

