

**NEW
FEATURES
AND FUN
STUFF :)**

**6.º ano
INGLÊS**

**High
Five**

6

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ASA



Over the last few months, as part of my role as consultant on the High Five project, I've travelled up and down the country, speaking to dozens of teachers and interacting and having fun with literally thousands of students.

The overwhelming message from those using the *High Five 5* course has been 'WE LOVE IT!'

Teachers love it as it's easy to use and engages students quickly and naturally. Students love it as it's fun, clear and motivating. It's a win-win situation!

We couldn't be prouder of *High Five 6*. We've taken everyone's favourite features and taken them one step further. The talented authors and the dedicated publishing team have made every effort to produce a complete set of teaching materials that will cater to

every student's needs and at the same time be intuitive and effortless to pick up and use.

All the favourites are here: the high production value songs and videos; clear and motivating presentation and practice of new language; cutting edge but easy to use digital materials; extension materials for every purpose and level; **a project planned for all teaching and learning contexts.**

The official High Five Day is on April 19th (it's true!) but use *High Five 6* and you'll feel like every day is High Five Day!

Engage, enjoy, learn... MORE! It's almost impossible not to.

Dave Tucker

NEW

High Five 6

SUPER!

NEW!



NEW!



NEW!



NEW!



Meet your new

High Five 6



Hello!
I'm Oliver,
I'm not a pig and I'm not
from Guinea, but I'm
a Guinea pig.
Let's go on a
coursebook tour!

Em cada unidade:

- Indicação de unidade
- Indicação de subunidade
- Título de rubrica
- Indicação de conteúdo a trabalhar

USEFUL everyday expressions

Irregular verbs

| Infinitive | Past simple | Meaning |
|------------|-------------|--------------------|
| be | was/were | ser/estar |
| become | became | tornar-se |
| buy | bought | comprar |
| come | came | vir |
| do | did | fazer |
| drink | drank | beber |
| drive | drove | conduzir |
| eat | ate | comer |
| fall | fell | cair |
| feel | felt | sentir |
| forget | forgot | esquecer |
| get | got | obter/conseguir |
| go | went | ir |
| have | had | ter |
| leave | left | partir/deixar |
| make | made | fazer |
| meet | met | conhecer/encontrar |
| read | read | ler |
| run | ran | correr |
| see | saw | ver |
| send | sent | enviar |
| sing | sang | cantar |
| sit | sat | sentar |
| sleep | slept | dormir |
| spend | spent | passar/gastar |
| swim | swam | nadar |
| take | took | levar |
| think | thought | pensar |
| win | won | ganhar |
| write | wrote | escrever |
| wear | wore | usar |

UNIT 1 Me and the world around me

1.1. This is me!

Vocabulary Countries and nationalities

A. Listen and repeat.

- 1. Dua Lipa is from the UK. She's British.
- 2. Calvin Harris is from Scotland. He's Scottish.
- 3. Niall Horan is from Ireland. He's Irish.
- 4. Drake is from Canada. He's Canadian.
- 5. Taylor Swift is from the USA. She's American.
- 6. Karol Sevilla (Luna) is from Mexico. She's Mexican.
- 7. David Guetta is from France. He's French.
- 8. Gustavo Lima is from Brazil. He's Brazilian.
- 9. David Carreira is from Portugal. He's Portuguese.

B. And you?

Where are you from?

What nationality are you?

Vocabulary

Vocabulário essencial apresentado com apoio de imagens apelativas e áudio.

Bridge the gap between years 5 and 6

Teacher's Guide:

- Metas Curriculares
- Recycled Language
- Soluções
- Sugestões didáticas
- Remissões para outros materiais: recursos multimédia (PowerPoint® - Aula Projetável,...) Teacher's Resource File

NEW!

Badanas:

- Classroom language
- Useful Everyday Expressions
- List of irregular verbs

Ideais para uma rápida consulta e consolidação das aprendizagens.



Have Fun

Pequenos desafios lúdicos (charadas, adivinhas, anedotas).

Articulação com

Grammar and Vocabulary Banks (integrados no final do Manual), **Homework** e **Workbook**.

Reading

Give your students exciting and clear contents

2 School is cool!

TEACHER'S GUIDE

Listen and read

Metas Curriculares

R6.6.3 – Entender mensagens.
R6.6.4 – Identificar a ideia principal e a informação essencial em textos diversificados.

Recursos

▶ **Track 23** – Standard

▶ **Track 24** – Slow

▶ Animação – Superhero Academy

Soluções

B.

1. 8:30

2. superhuman-strength

3. super-speed

4. karate

C.

1. Superhero Academy

2. superhuman-strength

3. timetable

4. Flash

Notas

- Antes da leitura do texto, e como *warming up*, o professor poderá perguntar aos alunos quais os heróis de BD que conhecem.

- O professor poderá pedir aos alunos que dramatizem o texto, como se fossem super-heróis.

Listen and read

A. Listen and read the dialogue.

SUPERHERO ACADEMY

Spider-Man and Wonder Woman are at the Superhero Academy.

Wonder Woman: Hi! How are you feeling today?
(They shake hands, but Wonder Woman is very strong¹ so she hurts² Spider-Man.)

Spider-Man: **UUCH!** I'm not feeling very well right now...

Wonder Woman: **OOFS!** Sorry! Superhuman-strength³ is my favourite subject and I practise a lot! I haven't got my timetable. What classes do we have today?

Spider-Man: **CHEE...** Today is Monday, so our first class is super-maths at 8:30. Then we have superhuman-strength! After lunch we have got crazy-science and super-speed⁴ with my favourite teacher, Flash. Look, he is running! He is really fast! **WOW!!**

Wonder Woman: What about tomorrow, what classes do we have?

Spider-Man: We have karate and superhero-history in the morning. We are learning about our past. We have the afternoon free, so there is some time to save the world! **YEAH!!**

Word Check

¹ strong = forte; ² hurts = magoa; ³ strength = força; ⁴ speed = rapidez

B. Complete the superheroes timetable with the words from the box.

| TIME | MONDAY | TUESDAY |
|-------|--------------------|-------------------|
| (1) | super-maths | (4) |
| 10:00 | (2) | superhero-history |
| 12:00 | LUNCH BREAK | |
| 13:30 | crazy-science | |
| 16:00 | (3) | free afternoon |

karate
8:30
super-speed
8:00
superhuman-strength
super-maths

C. Complete the sentences about the text.

1. Wonder Woman and Spider-Man are at the _____.
2. Wonder Woman's favourite subject is _____.
3. Wonder Woman hasn't got her _____.
4. Spider-Man's favourite teacher is _____.

Desperta a curiosidade através de **textos simples**, que incluem **referências do interesse dos alunos**.

Todos os textos contêm:

- **animações em AULA DIGITAL**
- **áudio com standard e slow versions**, falantes nativos e produção cuidada. Oferta de CD com os áudios das atividades de *listening* do Manual, da leitura extensiva, dos *listening tests* e das canções – incluindo a participação especial da Mia Rose!



Everyday Reading
Textos autênticos com pequenos exercícios de exploração.

NEW!



TEACHER'S GUIDE

Everyday reading

Metas Curriculares

R6.6.2 – Interpretar instruções e informação específica em documentos.

R6.6.4 – Identificar a ideia principal e a informação essencial em textos diversificados.

R6.7.3 – Identificar algumas alterações do discurso.

R6.7.2 – Saber procurar entradas e seus significados.

Recursos

PowerPoint – How to use the dictionary

Soluções

1. ...

2. ...

3. ...

Grammar

Build your students' confidence through graded presentation and practice

2 School is cool!

Grammar

Present continuous (interrogative)

Look at the example: **Is** Spider-Man climbing a building?



| Interrogative | | | Short answers | | | | | |
|---------------|-------------------|--------------|---------------|-------------------|-------------|-------------|-----------------|---------------|
| | | | Affirmative | Negative | | | | |
| Am | I | climbing...? | Yes, | I | am. | I | 'm not. | |
| Are | you | | | you | are. | you | aren't. | |
| Is | he she it | | | he she it | is. | No, | he she it | isn't. |
| Are | we you they | | | we you they | are. | you they | aren't. | |

TEACHER'S GUIDE

Apresentação faseada dos conteúdos; explicações sucintas acompanhadas de exemplos claros.

Keep in Mind! Chamadas de atenção, na sequência da interpretação de um texto ou de uma página de trabalho gramatical, que podem ser registadas no caderno diário.

Grammar

Present continuous (affirmative and negative)

Look at the examples.

- We **are learning** about our past.
- I **'m not feeling** very well.

| Affirmative | | | Negative | | |
|-------------------|------------------|----------|-------------------|-------------------------|----------|
| I | am ('m) | learning | I | am not ('m not) | learning |
| You | are ('re) | | You | are not (aren't) | |
| He She It | is ('s) | | He She It | is not (isn't) | |
| We You They | are ('re) | | We You They | are not (aren't) | |



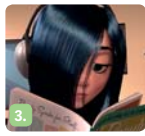
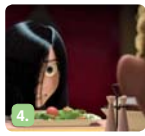
Keep in Mind!

Spelling of -ing form:

- most verbs
talk – talking
study – studying
- verbs ending in -e
write – writing
- one-syllable verbs ending in consonant + vowel + consonant
run – running
stop – stopping

A. The Incredibles are at the Academy, too! What are they doing? Use the verbs from the box and write sentences.

have run play read

- Dash _____.
- Dash and Violet _____.
- Violet _____ the school newspaper.
- Violet _____ lunch in the canteen.

B. Complete with the present continuous (negative).

- Jack and his friend Liam _____ (go) to school on foot.
- I _____ (play) in the classroom.
- My brother _____ (write) a text for the Portuguese class.
- You _____ (do) a maths worksheet.
- We _____ (learn) history today.

TEACHER'S GUIDE

Grammar

Recycled language
LG3 8.21 (present continuous)
LG3 4.1 (present continuous)

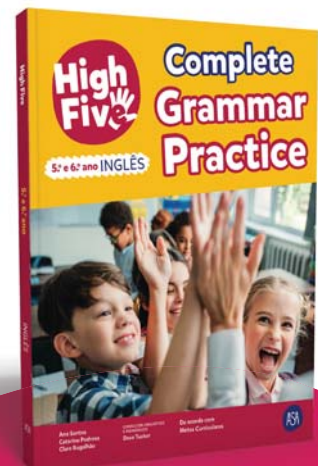
Recursos
Animação (Gramática) – Present continuous
Teacher's Resource File – "Apoio ao estudo" Worksheets – 4. Present continuous (pp. 82-83)
NEE Worksheets – 4. Present continuous (pp. 118-119)
Extra Grammar Worksheets – 4. Present continuous (pp. 176-178)

Soluções

A.
1. is running | 2. are playing
3. is reading | 4. is having

C.
1. are not (aren't) going
2. am not ('m not) playing
3. is not (isn't) writing
4. are not (aren't) doing
5. are not (aren't) learning

thirty-five 35



Nova publicação High Five! Complete Grammar Practice

Para obter mais informações queira contactar o seu delegado ou o serviço de apoio.

Speak

Provide opportunities for students to speak, write and sing along!

5 Around the world!

TEACHER'S GUIDE

Speak

Metas Curriculares

SP6 7.6 – Contar uma pequena história.

Recursos

Simulador – Talking avatar
Simulador – Recorder
Speaking – Unit 5 (pp. 244-245; p. 252)

Notas

- O professor poderá explicar aos alunos que o funicular é um meio de transporte que eles conhecerão com mais detalhe ao abordar o *Guess what*. E como se fosse um ascensor inclinado.

- De forma a guiar os alunos em B, o professor poderá relembrar-lhes algum vocabulário que poderá aparecer em cada categoria da tabela:

• **When/where I went** – last summer; beach; at home...

• **How I went** – by car; bus; train; plane...

• **Who I went with** – parents; friends...

• **What I did** – went to the beach; played sports; went out with friends...

• **What happened** – sister/brother played a trick; missed the bus/train/plane; forgot something (ticket; passport; luggage) – os cenários de resposta aqui poderão ser vários pelo que o professor poderá fazer uma pequena atividade de brainstorming com os alunos.

• **How I felt in the end** – happy; scared; sad; bored; angry...

- O professor poderá jogar *Change it round* (ver *Games Bank no TRF*) com o texto do exercício A, para o personalizar.

Guess what

Metas Curriculares

ID6 9.2 – Reconhecer monumentos e figuras históricas.

ID6 9.3 – Reconhecer algumas celebridades e figuras públicas.

Recursos

Video – Funicular
Travel Guide – Australia, p. 14

Animação – Travel Guide – Australia

Speak

Telling a short story

Take a look!

This is Tom. He is talking about a funny moment in his last summer holidays.



When Last summer holidays I went to a beach in Melbourne with some friends. We went by bus. It was an unusual and colourful bus.
Who I went with My friends wanted to go to the mountains and try the funicular, but I convinced them to go to the beach. We played beach volleyball, ate ice creams and swam in the sea.
How My friends played a trick on me. They moved away and they left me alone for some seconds! First I was a bit sad, but then I laughed a lot. It was a funny moment!

Now you!

B. Think about a funny moment in your last summer holidays and fill in the table. Then tell the class about it, using the information from the table.

| When and where I went | How I went | Who I went with |
|-----------------------|---------------|-----------------------|
| | | |
| What I did | What happened | How I felt in the end |
| | | |

Guess what

Some means of transport are unusual: the toboggan in Funchal, the bamboo train in Cambodia or the funicular in Australia. A funicular is like a small train or a tram which goes up a mountain. It moves on the ground and a cable pulls it up. Check your *Travel Guide* to learn more about Australia.



Atividades de speaking e writing apoiadas em modelos, tabelas e orientações step by step.

Take a look!

Now you!

Guess what
Pequenas curiosidades culturais sobre os English-speaking countries, ao longo das unidades do Manual (em articulação com o *Travel Guide*).

Get your students talking in everyday situations

Everyday Talk

Rubrica de *Speaking* que promove a comunicação focada em situações do quotidiano.

Inclui o apoio de modelos e diagramas.



Listen and Read



Listen and read

A. Listen to the song.

My best friend is a tiger



Hello, I'm Calvin, I'm a young boy
 What am I like, do you want to know?
 I'm **short** and **slim**, I've got a **small chin**
 I'm just a child, so I am not old
 I am really **intelligent**
 But a bit **impatient**
 And not very **sociable**
 I'm **friendly** and **funny**
 But sometimes a bit **lazy**
 I love playing and hate going to school
 Now let me tell you about Hobbes
 He is my best friend
 And he's funny like me
 Friendly and funny like me
 We play together happily¹
 So, Hobbes is not dangerous²
 He is my best friend
 And he's funny like me
 Friendly and funny like me
 We play together happily

My best friend is a tiger
 He is so **sweet** and **clever**
 He's **polite** and **quiet**, too
 My best friend is a tiger
 We talk a lot, it's true!
 And I miss him³ when I'm at school
 Every day we play and run,
 Lots of things we do
 I love him and he loves me too
 Oh-my-oh-my-oh-my-oh-my
 My best friend is a tiger
 Oh-my-oh-my-oh-my-oh-my
 My best friend is a tiger
 Oh-my-oh-my-oh-my-oh-my
 My best friend is a tiger
 Every day we play and run,
 Lots of things we do
 I love him and he loves me too

Music "Shape of you", by Ed Sheeran

Word Check

- ¹ happily = alegremente; ² dangerous = perigoso;
³ I miss him = tenho saudades dele

B. Put the words in bold in the correct place.

| Physical features | Personality |
|-------------------|-------------|
| | |

C. Listen to the song again and sing along!

TEACHER'S GUIDE

Listen and read

Metas curriculares
 L6.7.1 – Identificar o contexto do discurso.
 L6.7.3 – Entender informações simples.

Recursos
 40 **ÍTEC 3.37**
Karaoke – My best friend is a tiger

Soluções
B.
Physical features: short, slim, small chin
Personality: intelligent, impatient, sociable, friendly, funny, lazy, sweet, clever, polite, quiet

Nota
 O professor poderá pedir aos alunos que descrevam o Hobbes ou o Calvin. Por exemplo: *What is Hobbes like? He is sweet, clever, polite and quiet.* O professor poderá, ainda, optar por fazer uma revisão de vocabulário pedindo aos alunos para fazerem também a descrição física destas personagens.

Think twice

Recursos
Video – Ferdinand

Soluções
 No, Ferdinand isn't scary. He's sweet, strong and friendly.

Canções com **melodias conhecidas dos alunos** e letra adaptada.

Todas as canções incluem: **karaoke**

20 AULA DIGITAL



Think twice
 Pequenas tarefas que visam desenvolver o pensamento crítico.

Think twice

Watch the video and meet Ferdinand. When people look at him, they think he is scary. But is he scary? What is he like?



Remember! Personality is more important than physical appearance!



Watch and Learn

Excertos de **filmes e séries do interesse dos alunos**, acompanhados de exercícios de compreensão do oral.

Vídeos com legendas opcionais.

TEACHER'S GUIDE

Watch and learn

Metas Curriculares

L6.7.1 – Identificar o contexto do discurso.

L6.7.2 – Identificar informações simples.

L6.7.3 – Entender informações simples.

Recursos

Video – Despicable Me 3

Soluções

1. a, b, c
 2. a, b, c
 3. a, b, c
 4. a, b, c
 5. a, b, c
 6. a, b, c



Self-check *Encourage your students' autonomy!* Speedy me

1 Me and the world around me...

Self-check

TEACHER'S GUIDE

Read the text

Elle's routine

This is Elle. Getting she is an English singer and she lives in London. She wakes up really early at 6 o'clock. Then she has a quick shower, brushes her hair and gets dressed. She often has some toast and milk for breakfast.

She goes to the studio by motorbike every day. She practices and writes her lyrics from 9pm to 12 pm. She has lunch with her best friend, Prince Harry twice a week. After lunch she exercises in the studio and practices her songs.

At 6 pm, she goes back home, prepares a light meal and sees the table. After that she'll do some and does the washing up. She brushes her teeth and goes to bed at 10 pm.

Check (to check) / **remains** / **regains**

TRUE FALSE

- Elle is a singer who lives in London.
- She always has toast and milk for breakfast.
- She goes to work by motorbike once a week.
- She practices her songs at the studio.

Answer the questions. Give complete answers.

- Where does Elle live?
- What time does she wake up?
- How often does she have lunch with her best friend?
- What does she do before dinner?

Complete the table with the countries and nationalities.

| Country | Nationalities | Country | Nationalities |
|---------|---------------|---------|---------------|
| The USA | US | UK | British |
| Mexico | Mexican | Spain | Spanish |
| Canada | Can | FR | French |
| | | BR | Brazilian |

Miniteste de verificação rápida de conhecimentos.

Inclui momento de autoavaliação das aprendizagens.

Atividades extra para os alunos *fast-finishers*.

1 Me and the world around me...

Speedy me

TEACHER'S GUIDE

Unscramble the names of the countries. What nationality are they?

ITALY **CRAENF** **LEIDNAR**

- Lin from ...
- Lin from ...
- Lin from ...

Complete the text with the verb to be in the affirmative.

My name is ... I'm ... I'm ... I'm ... I'm ... I'm ... I'm ... I'm ...

Read the sentences and connect them. There is one example.

Judith has got a detached house. Judith has got a detached house.

- Johs and Ally haven't got a cottage.
- She has got three hours an about his, it hasn't.

Label the daily activities.

No final do Manual:

Celebrations!
Festividades típicas dos *English-speaking countries*

Celebrations
October

HALLOWEEN

Complete the crossword puzzle.

TEACHER'S GUIDE

Let's see if you remember Halloween FR in the gaps using the words/expressions from the box.

Tick or cross! 31st October Jack-o'-lantern monsters horror

People celebrate Halloween on the night of 31st October. Children often play **jack-o'-lantern** and they dress as witches, vampires, skeletons, **monsters** or ghosts. They go to costume parties and they carve **jack-o'-lantern** from old scary stories and play **horror** songs.

Check (to check) / **remains** / **regains**

Vocabulary Bank
Vocabulário fundamental por cada unidade (Inglês/Português - Português/Inglês)

Grammar Bank
Explicações gramaticais em português

Vocabulary | Unit 1
Me and the world around me...

Countries and nationalities (Países e nacionalidades)

| Country | Nationality (en) | Country | Nationality (es) |
|--------------|------------------|----------|------------------|
| Brazil | Brazilian | England | English |
| Canada | Canadian | Ireland | Irish |
| Mexico | Mexican | Scotland | Scottish |
| South Africa | South African | Spain | Spanish |
| The USA | American | The UK | British |

Types of houses (Tipos de casas)

- block of flats - prédio
- castle - castelo
- cottage - casa de campo/casinhola
- detached house - vivenda
- flat - apartamento
- semi-detached house - casa geminada
- tennesed house - casa em banda

Daily routine (rotina diária)

- wake up - acordar
- get up - levantar-se
- have breakfast - tomar o pequeno-almoço
- brush your teeth - lavar os dentes
- get dressed - vestir-se
- comb your hair - pentear o cabelo
- go to school/work - ir para a escola/trabalho
- have classes - ter aulas
- go to the gym - ir ao ginásio
- have a shower - tomar duche
- have dinner - jantar
- have lunch - almoçar
- go to bed - ir para a cama
- clean the bathroom - limpar a casa de banho
- do the laundry - passar a ferro
- do the washing up - lavar a loiça
- make the bed - fazer a cama
- set the table - pôr a mesa
- take the rubbish out - levar o lixo
- tidy the bedroom - arrumar o quarto
- wash the car - lavar o carro

Vocabulary | Unit 3
What do you look like?

Physical features (Características físicas)

- Height (Altura) - medium height - estatura média
- short - baixo
- tall - alto
- Weight (Peso) - fat - gordinho/a
- skin - fair - claro
- hair - long - comprido
- eyes - blue - azul
- nose - straight - reto
- mouth - small - pequeno
- teeth - white - branco
- General appearance (Aparência geral) - friendly - simpático
- smart - elegante
- casual - casual
- neatly - bem cuidado
- rough - descuidado
- well-dressed - bem vestido/a
- Personality (Personalidade) - clever - esperto/a
- friendly - simpático
- happy - feliz
- shy - tímido/a
- intelligent - inteligente
- lazy - preguiçoso/a
- polite - educado/a
- quiet - quieto/a
- social - sociável
- ambitious - ambicioso/a
- shrewd - astuto/a
- serious - sério/a

Clothes, footwear & accessories

- shirt - camisa
- shorts - shorts
- trousers - calças
- skirt - saia
- coat - casaco
- hat - chapéu
- scarf - lenço
- gloves - luvas
- boots - botas
- slippers - chinelos
- socks - meias
- trousers - calças
- trainers - sapatos desportivos
- shorts - shorts
- boots - botas
- trousers - calças
- trainers - sapatos desportivos
- shorts - shorts
- boots - botas
- trousers - calças
- trainers - sapatos desportivos

Extensive Reading
Retold de um clássico da literatura infanto-juvenil
The Adventures of Tom Sawyer

Tudo no Manual para os alunos não perderem!

The adventures of Tom Sawyer

The fence

Tom Sawyer was very naughty. He didn't like going to school or doing chores because his parents were dead. He used with his aunt Polly.

One day he didn't go to school, so his aunt said, "Tomorrow you can't play with your friends. You're going to paint the fence!"

The following day Tom was painting the fence, but he wasn't happy. His friend Ben appeared and said, "I'm going to swim. You can't come with me because you are working right?" On this last sentence he said, "I'm not working."

Ben asked to paint too, but Tom said, "You can paint if you give me that blue kite you want." Ben gave him the kite and started painting objects. While his friends did his work, Tom talked.

In a few hours they finished it. Aunt Polly was very surprised, but happy. So she let Tom play with his friends for the rest of the afternoon.

Word Check

- naughty - desobediante
- naughty - desobediante
- naughty - desobediante
- naughty - desobediante
- naughty - desobediante

Order according to the story. Write away.

- Tom loved going to school.
- Tom was lazy.
- Ben wanted to paint the fence too.
- They finished the work in some days.

TEACHER'S GUIDE

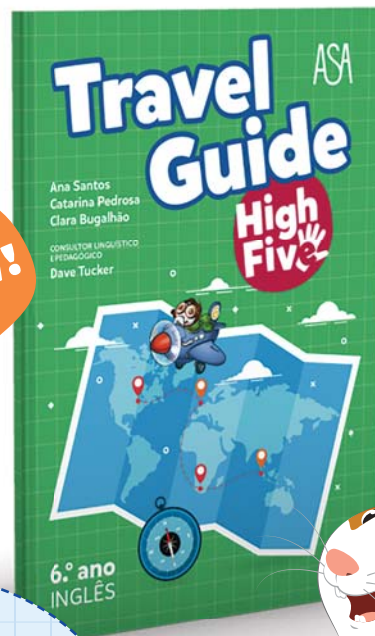


Travel Guide

Para descobrir as cidades mais importantes dos *English-speaking countries*. Em articulação com a rubrica *Guess What*, presente em todas as unidades do Manual.

- *Places to visit*
- *Fun things to do*
- *Typical food and drinks*
- *Means of transport*
- *Curiosities and...*
lots of other cool stuff

Ignite your students' curiosity



NEW!

Oferta com o Manual



LONDON (England)

Places to visit

Buckingham Palace (the Queen's home)

Eating in London

A typical English breakfast

Fish and chips

COME WITH ME TO...
The United Kingdom!
Let's go on a tour to some of the UK's main cities!

LONDON (England)

Places to visit

Buckingham Palace (the Queen's home)

Big Ben

Tower Bridge

Fun things to do

Visit the London Dungeon.

See the Changing of the Guard.

Moving around

The Underground (also called "The Tube")

The double-decker bus

The British Taxi

Do you know that...?

- ★ Big Ben is not the name of the clock. It's the name of the bell inside the clock!
- ★ There are 775 rooms inside Buckingham Palace.

Travel tip!

Be careful with the weather! Take an umbrella and a raincoat, because it usually rains a lot!

Workbook **SUPER!**

Apoia a consolidação da aprendizagem.

Indispensável para o estudo autónomo.

Inclui 4 secções:

- Workbook
- Fun Activities
- Scrapbook
- Bookmarks

1 Workbook

Exercícios de vocabulário e gramática, organizados por grau de dificuldade.

E ainda:

- Testes formativos
- Soluções

Give your students plenty opportunities for practice and a lot of fun...

UNIT 1

Me and the world around me...

1.1. This is me!

Countries and nationalities

A. Look at the pictures, unscramble the letters and find the nationality of each person. Then complete the sentences. There is one example.
(Observa as imagens, organiza as letras e encontra a nacionalidade de cada pessoa. Depois, completa as frases. Segue o exemplo.)

Verb to be

A. Complete the sentences with the correct form of the verb 'to be' (affirmative).
(Completa as frases com a forma correta do verbo 'to be' afirmativa.)

- I _____ thirteen years old.
- Lou's grandparents _____ Scottish.
- Dua Lipa and Harry Styles _____ my friends.
- Tyler _____ Welsh but his girlfriend _____.

B. Make negative sentences with 'm not, aren't, isn't'.
(Constrói frases negativas com 'm not, aren't, isn't'.)

- Julia and Max / Japanese Julia and Max aren't Japanese.
- Jason / English _____
- You / Jimmy's cousin _____

C. Look at the table and write questions about Steve and Gabriela. There is one example. (Observa a tabela e escreve perguntas sobre o Steve e a Gabriela. Há um exemplo.)

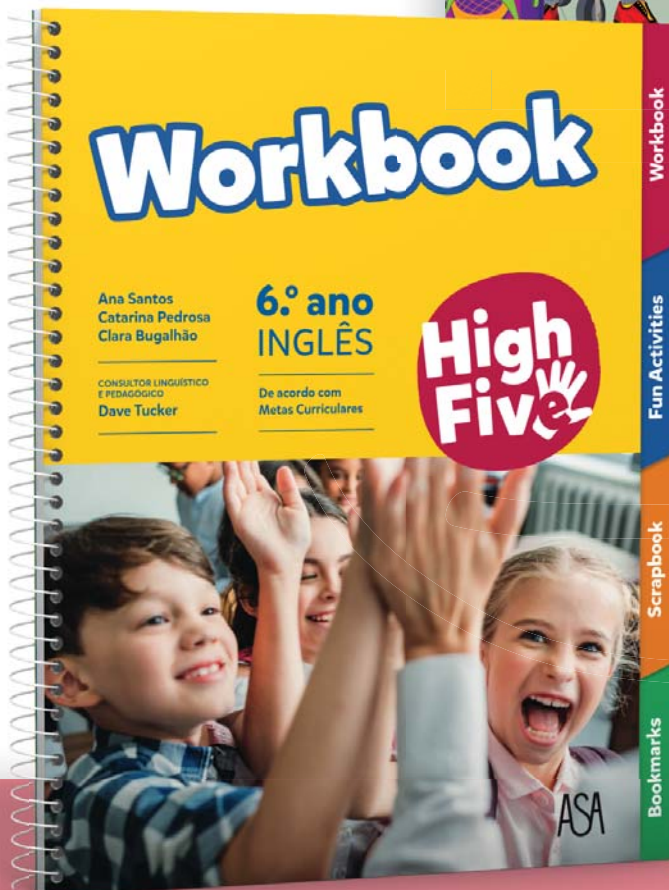
| | Steve |
|----------------|---------|
| Age | 13 |
| Country | Ireland |
| Favourite city | Madrid |

- Steve / fourteen years old / ?
Is Steve fourteen years old? No, he isn't.
- Gabriela and Steve / from the UK / ?

- Madrid / Steve's favourite city / ?

- Gabriela / Australian / ?

- New Orleans / Gabriela's favourite city / ?



UNIT 2

School subjects

- art = educação visual
- citizenship = formação cívica
- English = inglês
- geography = geografia
- history = história
- ICT – Information and Communication Technology = TIC – Tecnologias da Informação e Comunicação
- maths = matemática
- music = educação musical
- PE – Physical Education = educação física
- Portuguese = português
- religious education = educação moral e religiosa
- science = ciências naturais

School facilities

- art room = sala de educação visual
- assembly hall = sala de convívio/polivalente
- canteen = cantina
- changing room = balneário
- classroom = sala de aula
- computer room = sala de informática
- gym = ginásio
- headmaster's office = gabinete do diretor
- library = biblioteca
- music room = sala de música
- playground = recreio
- sports field = campo desportivo
- staff room = sala dos professores
- swimming pool = piscina
- teacher's room = sala dos professores
- workshop = oficina

UNIT 5

Means of transport

- bike = bicicleta
- boat = barco
- bus = autocarro
- car = carro
- helicopter = helicóptero
- lorry = camião
- motorbike = moto
- plane = avião
- ship = navio
- taxi
- train = comboio
- truck = ground = metro

Places to stay

- beach resort = estância balnear
- campsite = acampamento
- caravan = caravana
- holiday home = casa de férias
- hotel = hotel
- tent = tenda

Things to take

- camera = máquina fotográfica
- passport = passaporte
- rucksack = mochila
- suitcase = mala
- ticket = bilhete de viagem

2 Fun Activities

FUN activities

What do you look like?

Physical features

A. Mike clues each (A fan e e escr



Player number 1 is Mike's father. He is tall and fat. He's got long straight brown hair. He doesn't wear glasses.

Player number 3 He's tall and fat. He's got long straight brown hair. He doesn't wear glasses.

Player number 2 is Mike's sister. She is slim and very short. She wears glasses. She has got long wavy black hair.

Player number 4 He's tall and fat. He has got brown hair. He wears glasses.

66 sixty-six

FUN activities

City life! Places in a city

A. Look at this picture of Silly City! Read the clues and find out who each person is. (Olha para a imagem de Silly City! Lê as pistas e descobre quem é cada pessoa.)



- Silly Sam has got a lot of money. B
- Silly Sophie and her dog are football fans.
 - Silly Scott has got lots of books.
 - Silly Sarah is carrying a big bag with letters.
 - Silly Sabrina has got lots of popcorn. The film was very scary!
 - Silly Spencer is looking at Silly Sam.
 - Silly Sandy is crossing the street. She is wearing a swimsuit.

B. Where was each person? (Onde esteve cada pessoa?)

- Silly Sam bank
- Silly Sophie _____
 - Silly Scott _____
 - Silly Sarah _____
 - Silly Sabrina _____
 - Silly Spencer _____
 - Silly Sandy _____

68 sixty-eight

NEW!

3 Scrapbook



4 Bookmarks

Um apoio ao estudo com a sistematização dos conteúdos vocabulares e gramaticais de cada unidade.



Past simple - verb to be

| | Affirmative | Negative |
|------|-------------|--------------------|
| I | was | was not (wasn't) |
| You | were | were not (weren't) |
| He | was | was not (wasn't) |
| She | was | was not (wasn't) |
| It | was | was not (wasn't) |
| We | were | were not (weren't) |
| You | were | were not (weren't) |
| They | were | were not (weren't) |

| Interrogative | Short answers |
|---------------|---------------|
| Was I...? | I was. |
| Were you...? | you weren't. |
| Was he...? | he weren't. |
| Was she...? | she was. |
| Was it...? | it wasn't. |
| Were we...? | No, we were. |
| Were you...? | you weren't. |
| Were they...? | they were. |

Past simple - there + verb to be

| | Affirmative | Negative |
|-------|-------------|---------------------------|
| Sing. | There was | There was not (wasn't). |
| Pl. | There were | There were not (weren't). |

| Interrogative | Short answers |
|---------------------|--------------------|
| Sing. Was there...? | Yes, there was. |
| Pl. Were there...? | No, there wasn't. |
| | Yes, there were. |
| | No, there weren't. |

Past simple - regular verbs

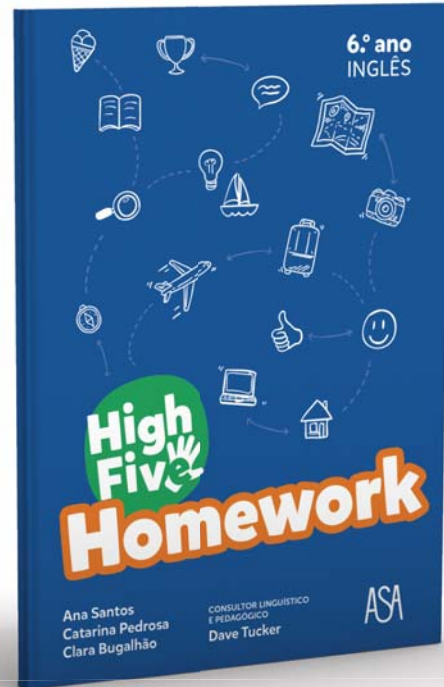
| | Affirmative | Negative |
|-----|-------------|--------------------|
| I | was | was not (wasn't) |
| You | were | were not (weren't) |

Homework

Inclui:

- Worksheets de Grammar, Vocabulary e Reading
- Soluções

Give your students further practice exercises



...s. Use the words from

T-shirt scarf dress
sandals boots sunglasses

wearing a wool
has got white
very happy!



Oferta com o Manual

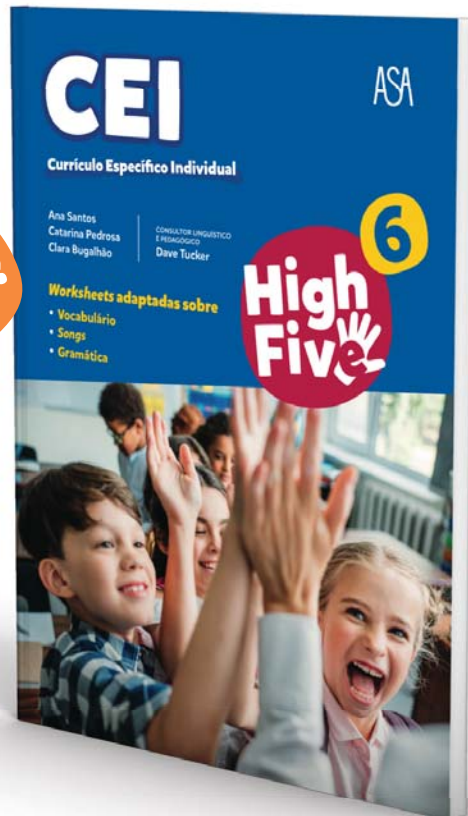
CEI

Make your classes more inclusive

Booklet com atividades inclusivas:

- Exercícios de vocabulário e canções semelhantes ao Manual.
- Atividades complementares que promovem a autonomia e a capacidade de concentração.

NEW!



2 School is cool!

School facilities

A. Observa a imagem da escola.
(Look at the school picture.)



B. Coloca os números nos locais da escola abaixo indicados.
(Number the school facilities below.)

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> headmaster's office (gabinete do diretor) | <input type="checkbox"/> classroom (sala de aula) | <input type="checkbox"/> art room (sala de EVT) | <input type="checkbox"/> lab (laboratório) |
| <input type="checkbox"/> stationer's (papeleria) | <input type="checkbox"/> gym (ginásio) | <input type="checkbox"/> computer room (sala de informática) | <input type="checkbox"/> sports field (campo) |
| <input type="checkbox"/> assembly hall (sala de convívio) | <input type="checkbox"/> playground (parque de recreio) | <input type="checkbox"/> changing room (balneários) | <input type="checkbox"/> library (biblioteca) |
| | | <input type="checkbox"/> music room (sala de música) | |

C. Agora ouve...
(Now listen...)

20 twenty

Para o professor de Inglês

Para o professor de Apoio

After-school clubs

A. Legenda as imagens com o nome dos clubes que estão na caixa. Depois ouve e verifica as tuas respostas.
(Label the pictures with the school clubs from the box. Then listen and check your answers)

- | | |
|----------------------------------|---------------------------------|
| Music Club (Clube de Música) | Drama Club (Clube de Teatro) |
| Maths Club (Clube de Matemática) | Dance Club (Clube de Dança) |
| Science Club (Clube de Ciências) | Nature Club (Clube da Natureza) |



B. Completa as frases com os clubes da caixa.
(Complete the sentences with the after-school clubs from the box.)

- I love playing football! (Eu adoro jogar futebol!)
My favourite club is _____
- I love board games! (Eu adoro jogos de tabuleiro!)
My favourite club is _____

Sports Club
(Desporto escolar)
Chess Club
(Clube de xadrez)

C. E TU? Que clube(s) frequentas?
(What about YOU? Which after-school club(s) are you in?)

twenty-one 21

Teacher's Resource File

Materiais editáveis em 20 Aula Digital

Inclui:

- Games Bank
- Review Worksheets
- “Apoio ao Estudo” Worksheets
- NEE – Vocabulary, Grammar and Tests
- Extra Worksheets (two levels)*
 - Vocabulary*
 - Grammar **NEW!**
 - Reading*
 - Speaking (para treinar ou avaliar)
 - Celebrations
 - Cross-Curricular

- Grammar on screen **NEW!**
- Fichas “Get ready for the test” **NEW!**
- Assessment
 - Diagnostic tests (two levels)
 - Listening tests (2 per unit, two levels) **NEW!**
 - 12 Progress tests (2 per unit, two levels)
 - Progress test – Extensive Reading **NEW!**

Be prepared for mixed-ability classes



Apoio completo ao Professor

Envio regular de materiais de avaliação, ao longo da vigência do projeto

Grammar on Screen Comparative

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

A. Do you have the characteristics of a kung fu hero? Tick (✓) the ones that are true for you. Compare with a friend.

| | |
|---|---------------------------------------|
| 1. strong <input type="checkbox"/> | 6. confident <input type="checkbox"/> |
| 2. fast <input type="checkbox"/> | 7. dangerous <input type="checkbox"/> |
| 3. intelligent <input type="checkbox"/> | 8. heavy <input type="checkbox"/> |
| 4. lazy <input type="checkbox"/> | 9. calm <input type="checkbox"/> |
| 5. strong <input type="checkbox"/> | |

B. Watch the video of Po (the Kung Fu Panda) and Tai Lung. Separate the adjectives in exercise A for the two characters. Complete the diagram.

| Po | Po and Tai Lung | Tai Lung |
|----|-----------------|----------|
| | | |

C. Watch the video again. Make comparisons about Po and Tai Lung. Use the adjectives in exercises A and B.

- Po is **heavier** than Tai Lung.
- Po is **lozier** than Tai Lung.

D. Complete the sentences. Compare Po and Shifu.

- Po is _____ (tall) Shifu.
- Shifu is _____ (old) Po.
- Shifu is _____ (intelligent) Po.
- Po is _____ (happy) Shifu.
- Shifu is _____ (powerful) Po.

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Apoio ao estudo 3 Daily routine (Unit 1)

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

STUDY TIPS

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

Para melhorar a tua descrição, deverás indicar as horas: nas horas certas utilizas a expressão *o'clock* (ex: 7 o'clock); *half* significa "meia hora" e *a quarter* "um quarto de hora". Em inglês, dizes primeiro os minutos, seguidos de "past", até à meia hora. "To", depois da meia hora.

Só depois dizes as horas. Ora repara: 8:00 - *It's twenty past eight; 6:50 - It's ten to seven.*

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

Bom estudo! 😊

A. What time is it? It's... Tick (✓) the correct option.
 (Que horas são? São... Assinala a opção correta.)

1. a) ... ten past ten. a) ...
 b) ... ten to ten. b) ...
 c) ... ten to eleven. c) ...

B. Match the pictures to the activities.

1. go to bed 4. have breakfast

C. Complete the sentences with the words in the box.
 (Completa as frases com a palavra correta.)

- usually
- My parents and I
- At 8:15 a.m. my brother and I
- After school I
- At 10:00 p.m. we all

Worksheet 1A Countries and nationalities (Unit 1)

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

A. Unscramble the letters to find the name of the countries. Then complete the puzzle to find the hidden country.

ASU
 1. HNIAC
 2. LPTUGAOR
 3. YILAT
 4. GNLDGAN
 5. ZRIABL
 6. NAERFC
 7. DNCAAA

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

| -ish | -ese | -ian | -an | Irregular |
|------|------|------|----------|-----------|
| | | | American | |

C. Look at the pictures and answer the questions. There is one example.
 (Observa as imagens e responde às perguntas. Segue o exemplo.)

• Where is she from? She's from **South Africa**.
 What's her nationality? She's **South African**.

- Where is he from? He is from _____
 What's his nationality? He is _____
- Where are they from? They are from _____
 What's their nationality? They are _____
- Where is she from? She is from _____
 What's her nationality? She is _____
- Where is he from? He is from _____
 What's his nationality? He is _____
- And you? Where are you from? I am from _____
 What's your nationality? I am _____

ASA

High Five 6

Planning

Ana Santos
 Catarina Pedrosa
 Clara Bugalhão

• **Planificação anual** para duas cargas letivas

• **Planificação periódica** para duas cargas letivas

• **Planos de aula por sequência** que permitem uma gestão mais adequada das diferentes cargas horárias

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Planning

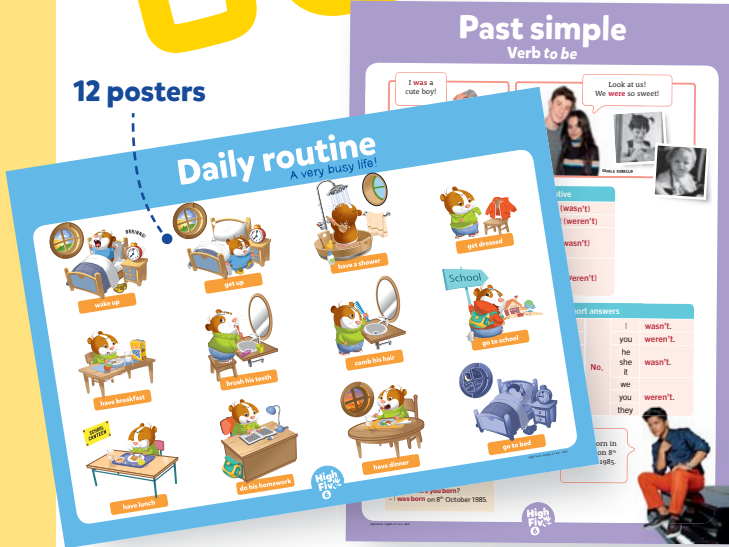
Propostas de planificação e planos de aula para duas cargas letivas, que permitem uma gestão mais adequada das diferentes cargas horárias.

Fun Pack

Make the most out of your classes



12 posters



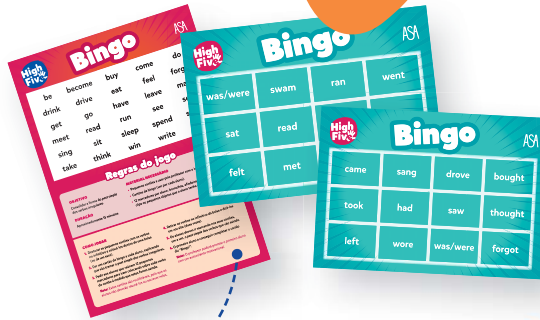
100 Flashcards + 100 Word Cards



180 motivational stickers



NEW!



Bingo (30 cards)

English-opoly (board game)



NEW!



4 motivational stamps



12 Posters

Promovem a compreensão e a consolidação dos principais conteúdos vocabulares e gramaticais.

Grammar

NEW!

Vocabulary

Past simple

Verb to be

I was a cute boy!

SOUHO PUES

Look at us! We were so sweet!

SUAMIN HINDIG

CAMILA GABRILO

| Affirmative | | Negative | |
|-------------|------|----------|--------------------|
| I | was | I | was not (wasn't) |
| You | were | You | were not (weren't) |
| He | | He | |
| She | was | She | was not (wasn't) |
| It | | It | |
| We | | We | |
| You | were | You | were not (weren't) |
| They | | They | |

| Interrogative | | Short answers | |
|---------------|----------|---------------|-------|
| Was | I...? | I | was. |
| Were | you...? | you | were. |
| Was | he...? | he | was. |
| Were | she...? | she | were. |
| Was | it...? | it | was. |
| Were | we...? | we | were. |
| Was | you...? | you | were. |
| Were | they...? | they | were. |

Keep in Mind!

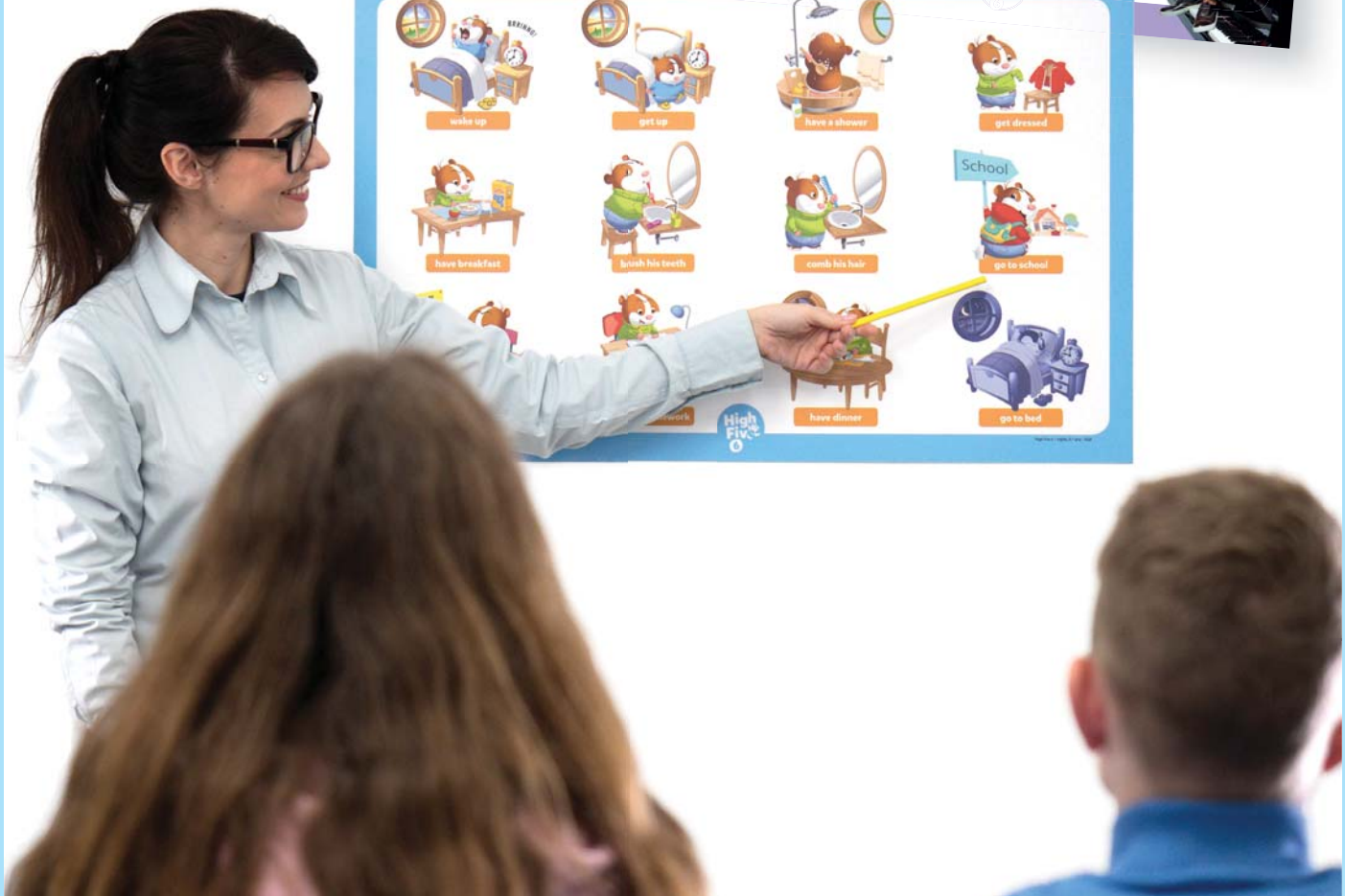
- Where were you born?
- I was born in Hawaii.

I was born in Hawaii on 8th October 1985.

Daily routine

A very busy life!

High Five 0



Posters em formato A1

Be going to

| Affirmative | | |
|-------------|-----------|------------------------|
| I | am ('m) | play video games. |
| You | are ('re) | surf the net. |
| He | is ('s) | take photos. |
| She | is ('s) | do sports. |
| It | is ('s) | run. |
| We | are ('re) | hang out with friends. |
| You | are ('re) | go to the beach. |
| They | | send text messages. |

| Negative | | |
|----------|------------------|------------------------|
| I | am not ('m not) | play video games. |
| You | are not (aren't) | surf the net. |
| He | is not (isn't) | take photos. |
| She | is not (isn't) | do sports. |
| It | is not (isn't) | run. |
| We | are not (aren't) | hang out with friends. |
| You | are not (aren't) | go to the beach. |
| They | | send text messages. |

| Interrogative | | |
|---------------|------|------------------------|
| Am | I | play video games? |
| Are | you | surf the net? |
| Is | he | take photos? |
| Is | she | do sports? |
| Is | it | run? |
| Are | we | hang out with friends? |
| Are | you | go to the beach? |
| Are | they | send text messages? |

Short answers

| | |
|----------------|-----|
| Yes, I am. | / N |
| Yes, you are. | / N |
| Yes, he is. | / N |
| Yes, she is. | / N |
| Yes, it is. | / N |
| Yes, we are. | / N |
| Yes, they are. | / N |

What are you going to do this summer?

Am / Ver

High Five O

Comparative and superlative

Neymar is **younger** than Ronaldo.
Ronaldo is **more successful** than Neymar.

Taylor Swift is the **taller**.
Ariana Grande is the **shorter**.
Ed Sheeran is the **more popular**.

The **comparative** is used to compare two people or things.

The **superlative** is used to compare three or more people or things.

| Regular adjectives | Comparative | Superlative |
|--|----------------------------|--------------------------------|
| old | older | oldest |
| fast | faster | fastest |
| big | bigger | biggest |
| fat | fatter | fattest |
| One syllable ending in consonant + vowel + consonant | big - bigger | big - the biggest |
| Two syllables ending in -y | happy - happier | happy - the happiest |
| Two or more syllables | funny - funnier | funny - the funniest |
| | famous - more famous | famous - the most famous |
| | beautiful - more beautiful | beautiful - the most beautiful |

| Irregular adjectives | Comparative | Superlative |
|----------------------|-------------|-------------|
| good | better | best |
| bad | worse | worst |

High Five O

Past simple Irregular verbs

| Affirmative | | |
|-------------|------|--------------------------|
| I | went | to Madagascar last year. |
| You | left | Central Park zoo. |
| He | ran | a lot. |
| She | swam | in the sea. |
| It | ate | delicious food. |
| We | had | a lot of fun. |
| You | took | photos. |
| They | met | new animals. |

| Negative | | |
|----------|-------|--------------------------|
| I | go | to Madagascar last year. |
| You | leave | Central Park zoo. |
| He | run | a lot. |
| She | swim | in the sea. |
| It | eat | delicious food. |
| We | have | a lot of fun. |
| You | take | photos. |
| They | meet | new animals. |

| Interrogative | | |
|---------------|-------|-----------------|
| I | go | to Madagascar? |
| you | leave | the zoo? |
| he | run | a lot? |
| she | swim | in the sea? |
| it | eat | delicious food? |
| we | have | a lot of fun? |
| you | take | photos? |
| they | meet | new animals? |

Short answers

| | |
|----------------|-------------------|
| Yes, I did. | / No, I didn't |
| Yes, you did. | / No, you didn't |
| Yes, he did. | / No, he didn't |
| Yes, she did. | / No, she didn't |
| Yes, it did. | / No, it didn't |
| Yes, we did. | / No, we didn't |
| Yes, you did. | / No, you didn't |
| Yes, they did. | / No, they didn't |

Keep in Mind!

Did + subject + verb in the infinitive

High Five O

Present simple

| Affirmative | | |
|-------------|-------|--|
| I | live | |
| You | | |
| He | lives | |
| She | | |
| It | | |
| We | live | |
| You | | |
| They | | |

| Negative | | |
|----------|--------------------|--|
| I | do not (don't) | |
| You | | |
| He | does not (doesn't) | |
| She | | |
| It | | |
| We | do not (don't) | |
| You | | |
| They | | |

| Interrogative | | |
|---------------|-----|-------|
| Do | I | live? |
| Does | he | live? |
| Does | she | live? |
| Do | we | live? |
| Do | you | live? |

Short answers

| | |
|----------------|-------------------|
| Yes, I do. | / No, I don't |
| Yes, you do. | / No, you don't |
| Yes, he does. | / No, he doesn't |
| Yes, she does. | / No, she doesn't |
| Yes, we do. | / No, we don't |
| Yes, you do. | / No, you don't |

Keep in Mind!

- Springer notes - 3rd person singular
- go - goes
- eat - eats
- watch - watches
- wash - washes
- live - lives
- play - plays
- conjugate + y
- try - tries

Mr. Bem goes home by bike.

To describe FACTS: The Earth moves around the sun.

To describe HABITS and ROUTINES: I play tennis every week. She gets up early every day.

To describe SCHEDULES: The train leaves at 8:30 a.m.

Time Expressions

- every (day, week, year...)
- at (Monday...)
- always, usually, often, sometimes, hardly, never, never
- once, twice... (a day, a week, a year)

High Five O

Countries & nationalities

Where are you from?
I'm from the United Kingdom!

What nationality are you?
I'm British!

High Five O

Let's have fun in the city!

In the city we can...

- play football in the park
- go to the stadium
- buy new clothes at the shopping centre
- visit a museum
- read a book at the library
- walk along the streets
- catch the train at the railway station
- swim in the local swimming pool
- watch a film at the cinema

High Five O

Daily routine A very busy life!

High Five O

I love summer!

In summer I like...

- doing sports
- going to the beach
- hanging out with friends
- running
- canoeing
- having a picnic
- snorkelling
- surfing
- swimming in the sea

High Five O

Motivational stickers + stamps

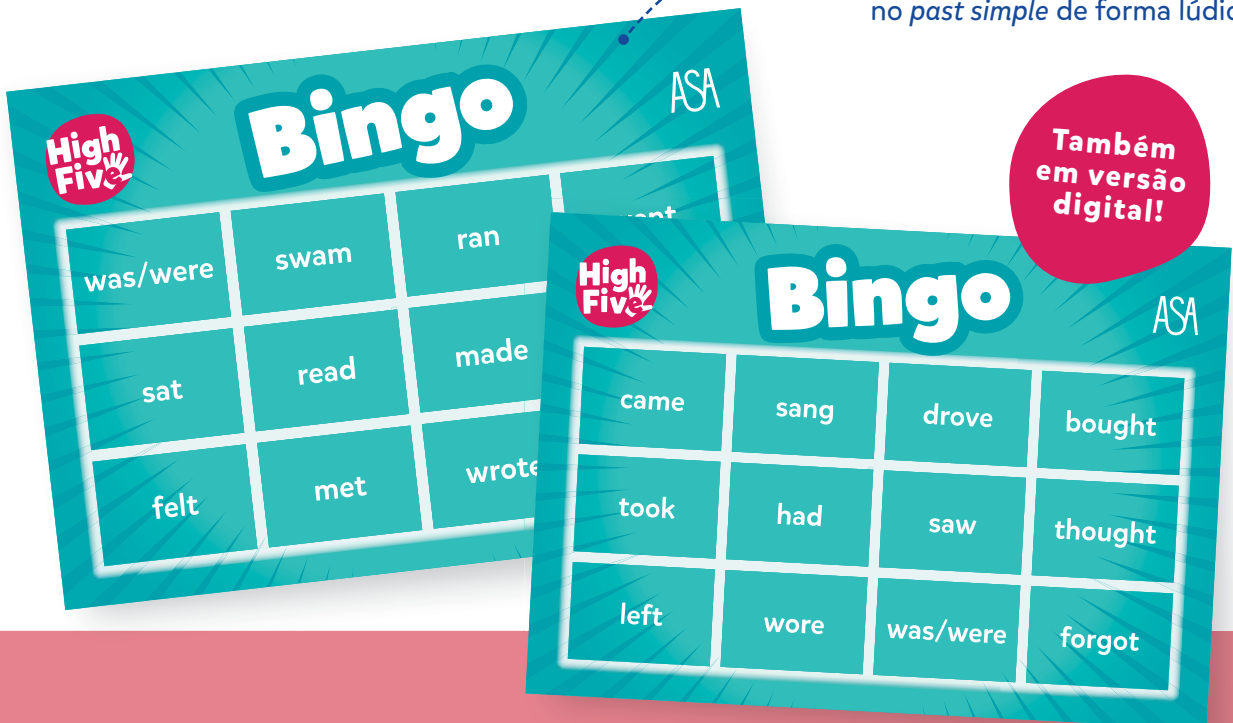
Para usar nas *celebrations*:

- Halloween
- Christmas
- Easter
- Happy Birthday



Bingo

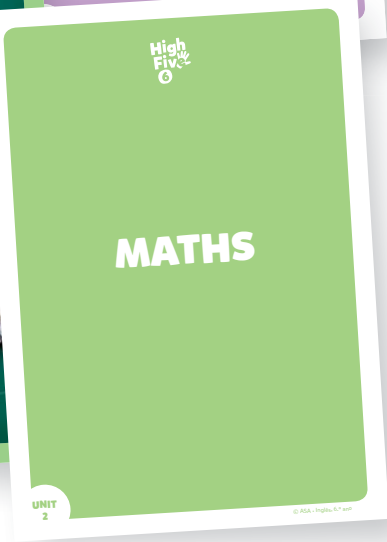
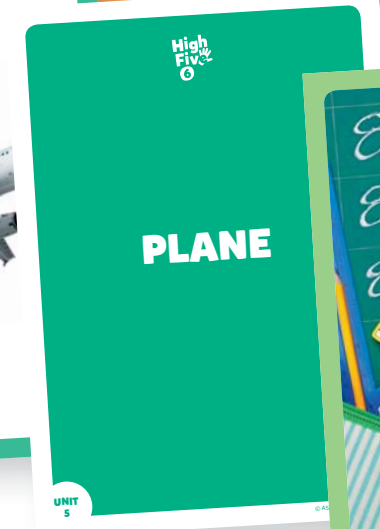
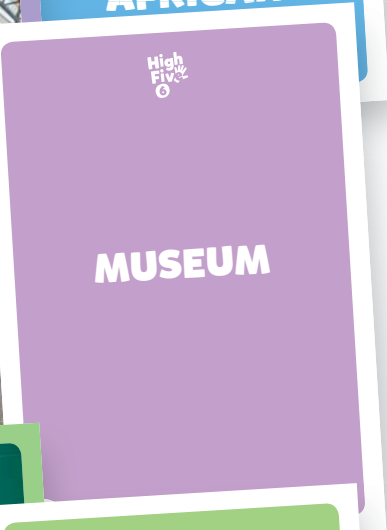
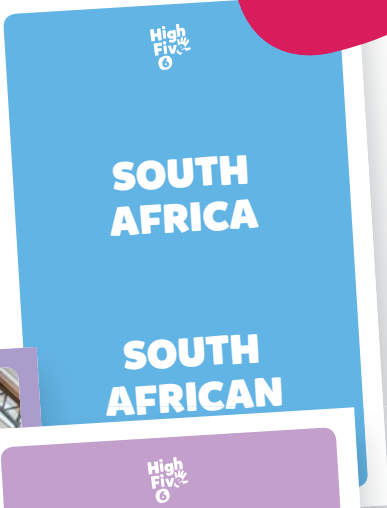
Para aplicar e consolidar os verbos irregulares no *past simple* de forma lúdica!



Também em versão digital!

100 Flashcards
+ 100 word cards
em formato A4

Também em versão digital!



English-opoly

Answer the questions
and travel round the greatest
English-speaking cities!

NEW!



Para explorar ao longo
das unidades.

Inclui:

- 1 game board
- 6 counters
- 2 dice
- 24 city property cards
- 120 question cards
- 12 chance cards



**Também
em versão
digital!**



Manual interativo

Exclusivo
aos utilizadores
do projeto

Online

e offline!

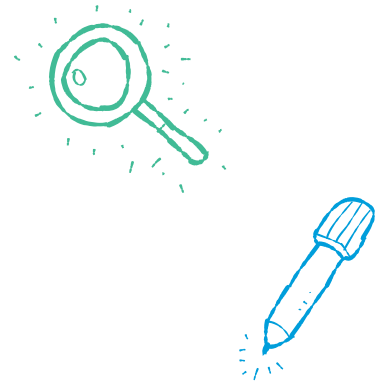
Take it
to the
next level

www.highfive6.asa.pt



Novos recursos!

- **Animações** de textos, de situações de comunicação e do *Extensive Reading* **Exclusivo!**
- **English-opoly** interativo **Exclusivo!**
- **Irregular verbs bingo** **Exclusivo!**
- **Recorder**
- **Talking Avatar** para construir personagens. O que é escrito pode ser posteriormente ouvido.
- **Imagination Starter** para criar frases e histórias simples de forma imaginativa! **Exclusivo!**
- **Animação My first Travel Guide** **Exclusivo!**



Irregular verbs bingo



Animações



Talking Avatar



Recorder



Animação My First Travel Guide



Imagination Starter

O que mais pode encontrar!

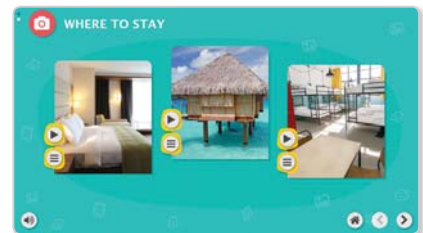
- **PowerPoint®** – Aula Projetável
- **PowerPoint®** vários
- **Interactive Board Game** **Exclusivo!**
- **Animações:** Everyday talk **Exclusivo!**
- **Animações:** Gramática **Exclusivo!**
- **Flashcards** interativos
- **Karaokes** **Exclusivo!**
- **Vídeos:** Trailers (filmes) e cultura **Exclusivo!**
- **Glossário:** Interactive vocabulary bank **Exclusivo!**
- **Jogo:** Quiz **Exclusivo!**
- **Áudios**
- **Digital Resources Guide** **Exclusivo!**
- **Random Number Generator** **Exclusivo!**
- **Timer** **Exclusivo!**



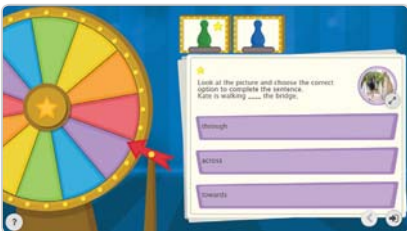
Videos



Animações de gramática



Flashcards



Quiz



Karaoke



Animações

Conheça o Banco de Recursos que merece um



Descubra rapidamente o recurso ideal

- Filtre a tipologia do recurso que procura: **Animações, PowerPoint®**, testes, etc.
- Defina o ano ou ciclo do recurso de que necessita.
- Marque os seus favoritos para aceder mais rapidamente no futuro.
- Use qualquer termo para pesquisar
- Saiba mais em **20 AULA DIGITAL**



Exclusivo
aos utilizadores
do projeto



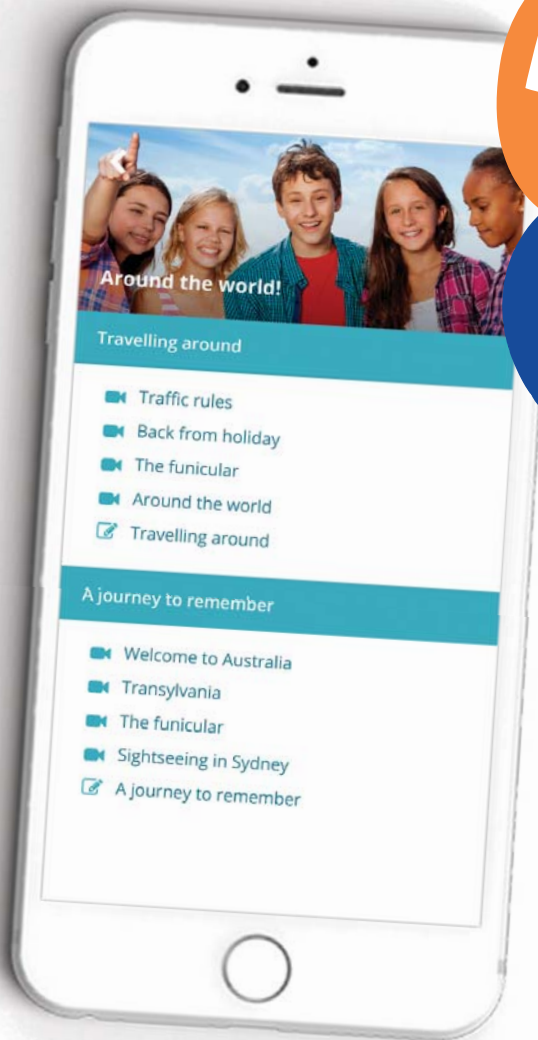
Smart

Agora é mais fácil estudar!

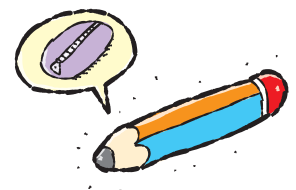


NEW!

**Oferta
com o
Manual**



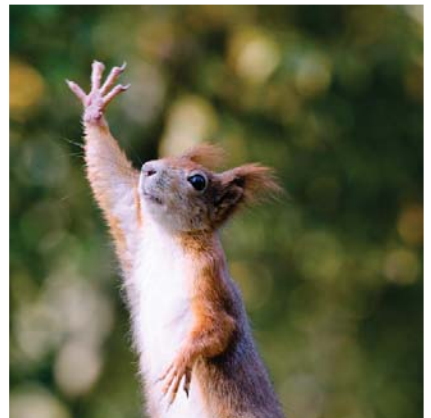
- **Vídeos** para compreender e rever melhor a matéria
- **Quizzes** rápidos com explicação imediata
- **Avaliação do progresso**
- **Acesso** em qualquer lugar



High Five Day... every day!

SAVE THE DATE

APRIL 19th
IS HIGH FIVE DAY!





High Five day

It's time to stop and think
just how awesome we are!
You're cool, I'm great,
we're the best, the best by far!

Fantastic students, great teachers,
and an excellent school!
And we all love English, it's true,
'cos English is cool!

(CHORUS)

Today is High Five Day – Ye-eah!
Today is High Five Day – Ye-eah!
Today is High Five Day – Ye-eah!
So give me high five!
High five!
So give me high five!
High five!

You know you can do anything,
your life's waiting for you.
Just do the things that you love
and your dreams can come true!

So dance, play sports and travel –
they're good things to do.
If we all work together
there's nothing that we cannot do!

(REPEAT CHORUS)