

UNIT 1

1 Look at the pictures and write the number in the right checkbox.

_____ / 04



- 1 a Doctor's office 4 b Police 3 c Local park 2 d Chef

2 Read the conversation and circle the right option below.

_____ / 04

Secretary: Come in, please. Good morning.
Can I help you?

Mother: Yes, good morning. My daughter is
a new student.

Secretary: Ah. Let's register her. What's your
name, please?

Fabiola: Fabiola Rodriguez Rincon.

Secretary: How do you spell Fabiola?

Fabiola: F-A-B-I-O-L-A.

Secretary: Right. How old are you, Fabiola?

Fabiola: Twelve.

Secretary: And when's your birthday?

Fabiola: May 12th.

Secretary: May 12th. OK. Where do you live?

Fabiola: 285 Hidalgo Avenue.

Secretary: Ah. Super! Just around the corner.
And what's your telephone number?

Fabiola: 55 67 89 19.

Secretary: Right. That's all I need for now.
School starts next Monday.

Mother: Thank you very much for your
help. Goodbye.

Secretary: You're welcome. Goodbye.

1 Where does the conversation take place?

- a At the library.
b At the doctor's office.
 c At school.

2 What does Fabiola want?

- a to register
b to say hello
c a new telephone

3 Read the conversation and check T (true), F (false) or DS (Doesn't say).

_____ / 10

Karen: Excuse me. Can you help me? What time does the local park open?

Park keeper: At 9 o'clock every morning.

Karen: What facilities does it have for little children? I have a five-year-old brother.

Park keeper: There's a play area for small children with swings and slides. There's a sand box too.

Karen: And what about something for teenagers like me?

Park keeper: Do you like swimming? There's an open air swimming pool and there's a cycle track. And there's a ramp for skateboarding.

Karen: Wow. Fantastic! Thank you very much. Oh, what time does the park close?

Park keeper: At 9 o'clock at night.

Karen: Thanks!

	T	F	DS
1 Karen is talking to the park keeper in a formal way.		✓	
2 The park is open eight hours a day.		✓	
3 Karen's brother could play in the sand box if he wants to.	✓		
4 Teenagers can go for a run.			✓
5 Karen likes swimming.			✓

4 Look at the poster and check (✓) the right option to ask for information.


_____ / 10

Oakville Community Center

**Oakville is your local community center.
There is something for everyone!**

- We have yoga classes on Tuesday and Thursday mornings for young mothers. 


- We provide child care services for children under three. 

- Senior citizens will enjoy our senior dance session, followed by lunch (\$5 dollars per person) every Wednesday from 1 to 3 p.m. 

- We offer chess, dominoes, and other board games for all ages. 

- There are exercise classes every day. Bring your own exercise mat. 

- We have free Internet services every afternoon Monday through Saturday from 5 till 8 p.m. Youngsters can come and do their homework here. 

- A nurse comes every Friday evening to answer your questions and offer free medical advice. 

Oakville Community Center is open every day from Monday to Saturday from 9 a.m. in the morning to 8 p.m. at night. Drop in any time and check out our facilities.

- 1 What's your name?
- 2 What's the name of the community center?
- 3 What can I do there?
- 4 What's your telephone number?
- 5 Can I do my homework every day there?
- 6 Is there free medical advice?
- 7 Can I come with my friends and play dominoes sometime?
- 8 What's your address?

Outcomes

- I can listen and revise conversations about community services.
- I can get the general sense and main ideas.
- I can exchange information about community services.

NAME: _____

DATE: _____ GROUP: _____

UNIT 2

1 Look at the text and circle the correct option.

_____ / 06

blame /'bleɪm/ ❶ verbo ★★ culpar, echarle la culpa a: **to blame sth on sb/sth, to blame sb/sth for sth** echarle la culpa de algo a alguien/algo
 ♦ **He blames all his problems on me.** Me echa la culpa de todos sus problemas. ♦ **They blamed her for what happened.** La culparon de lo que pasó. ♦ **Don't blame me!** ¡No me eches a mí la culpa! ♦ **to be to blame** tener la culpa
EXPRESIÓN **I don't blame you.** No me extraña.
blame /'bleɪm/ ❷ sust
1 culpa: **Why do I always get the blame?** ¿Por qué siempre me echan la culpa a mí? ♦ **to put the blame on sb** echarle la culpa a alguien
2 to take the blame (for sth) asumir la responsabilidad (de algo)

- The text is a *monolingual* / **(bilingual)** dictionary.
- The symbols between “/” indicate the *spelling* / **(pronunciation)** of the word.
- The stars show the *headword* / **(frequency)** of the word in English.
- The guide word / **(headword)** is in red and in bold letters.
- Parts of speech are indicated with *numerals* / **(abbreviations)**
- Stars* / **(Numerals)** tell us that the word has different meanings.

2 Complete the following sentences with a suitable word using the entries of the dictionary in Activity 1.

_____ / 04

- She doesn't want to take the blame _____ **for** _____ the mistake.
- We can't put the blame _____ **on** _____ her.

3 Look at the sentences in Activity 2 and answer the questions.

_____ / 04

- In sentences 1 and 2, what part of speech is *blame*? **noun** _____
- Which entry number do you need to look at to solve Activity 2? **entry 2** _____
- What part of speech needs to be filled in sentences 1 and 2? **preposition** _____
- What entry gives you an example of a common expression? **entry 1** _____

4 Read the dictionary entries and write the answer to the prompts.

_____ / 06

soft 'drink sust refresco, soda (bebida sin alcohol)

so-lid-i-fy /sə'liːdɪˌfaɪ/ (**so-lid-i-fied**, **so-lid-i-fied**) verbo ❸ Otras formas irregulares
 ■ tercera persona del singular **solidifies**
 solidificarse

some-day /'sʌmˌdeɪ/ adv algún día

soil /soɪl/ ❶ sust ★★★
1 tierra **2 on U.S. soil** en suelo norteamericano
soil /soɪl/ ❷ verbo *formal* ensuciar

som-ber /'sʌmbər/ adj
1 sombrío **2** oscuro

solve /sʌlv/ verbo ★★
1 resolver (un problema, un misterio, una ecuación) **2** esclarecer (un crimen)

sol-id /'sɒlɪd/ ❶ adj ★★
1 sólido (una roca, una prueba)
2 fuerte (una mesa)
3 seguido: **I slept for twelve hours solid.** Dormí doce horas seguidas.
4 ininterrumpido (una línea)
5 macizo: **a solid oak bookcase** una librero de roble macizo
6 to be frozen solid estar congelado

some /səm, sʌm/ ❶ adj ★★★
 ❸ A veces **some** no se traduce: **Do you want some bread/grapes?** ¿Quieres pan/uvas?
1 algún: **We've been waiting here for some time.** Ya llevamos esperando aquí algún tiempo.
2 EE UU informal un poco: **They teased me and that hurt me some.** Se rieron de mí y eso me molestó un poco.

- 1 It has two meanings and it is a verb: solve
- 2 It has two syllables and it is an adverb: someday
- 3 It has two entries because it has two grammatical functions: soil

5 Now complete the paragraph with the words of the dictionary in Activity 4. _____ / 06

No one can solve the mystery for now. But someday we'll find out who the murderer was, after we clean up the soil from the boots.

6 Insert the words from the box in the text to complete it. _____ / 06

Then Next look at look up First check for

How to find the pronunciation of an English word in a bilingual dictionary.

Imagine you want to know how to pronounce the word "minute". First,
look up the word in the dictionary. Then, check for
the different grammatical functions. Next, look at
the phonetic symbols after each headword. With a little time and effort you will
work out the different pronunciation. Don't panic if you do not know the phonetic
alphabet. Look for the pronunciation guide at the back of the dictionary.

7 Unscramble the following sentences. Then write them on the lines in Activity 6 to finish the text. _____ / 04

- 1 alphabet / panic / do / phonetic / the / Don't / you / if / know / not
Don't panic if you do not know the phonetic alphabet.
- 2 for / the / the / the / guide / back / at / of / Look / pronunciation / dictionary
Look for the pronunciation guide at the back of the dictionary.

Outcomes

- I can select and revise bilingual dictionaries.
- I can understand the use of textual components of bilingual dictionaries.
- I can write instructions.
- I can edit instructions.

NAME: _____

DATE: _____ GROUP: _____

UNIT 3

1 Read the conversation and check. _____ / 06

Len: Hi Paul. Can I interview you for the class survey?

Paul: Hello Len. Yes, OK.

Len: Great. What do you like doing in your free time?

Paul: Oh, I love playing soccer and I like watching TV.

Len: Really? And do you like skateboarding?

Paul: Yes, I love skateboarding.

Len: Do you like dancing?

Paul: No, I don't.







Len: Do you like going to parties?

Paul: I don't mind going to parties. They're OK.
But I hate dancing.

Len: What else don't you like?

Paul: I don't like washing the dishes.

Len: Who does? Ok, that's it. Thanks for answering my questions.

Paul likes and dislikes						
1 Skateboarding	✓					
2 Going to parties						✓
3 Playing soccer	✓					
4 Washing the dishes					✓	
5 Dancing				✓		
6 Watching TV			✓			

2 Read the conversation again and answer. _____ / 06

1 How does Paul express a neutral disposition to an activity? I don't mind going to parties.

2 How does he express a very negative disposition to an activity? I hate dancing.

3 How does he express a very positive disposition to an activity? I love playing soccer / skateboarding.

3 Read the dialogue and circle the right answer. _____ / 02

Boy: You like the outdoors, don't you?

Girl: No, I don't. I think I'm more into indoor hobbies.

Boy: Oh?

Girl: Yes. I love reading books and magazines. I like listening to music, and I sometimes like watching TV.

Boy: I see.

1 The boy says: "You like the outdoors, don't you?" because he expects the answer to be:

a No

b Yes

4 Look at the conversation and circle T (true), F (false) or DS (Doesn't say).

_____ / 06

Josh: *I loved the school play last night.
You're an amazing actor.*

Isabella: Thank you. Did you like the songs?

Josh: Yes. *You're an awesome singer, too.
And I loved the costumes. They were fantastic.*

Isabella: Was the dancing OK? I'm no good at dancing.

Josh: It was fine. *The dancing looked great.*

Isabella: That makes me feel much better.

Josh: *The male lead was good, too.*

Isabella: Yes, *I love him because he's so handsome and he's a great actor.*

Josh: Yes, he is, isn't he?

Isabella: *And you were a great audience!*

	T	F	DS
1 They are discussing a movie they saw last night.		✓	
2 Isabella is a great actor.	✓		
3 She thinks she is not a good dancer.	✓		
4 Josh didn't like the dancing.		✓	
5 There was a big audience last night.			✓
6 Isabella was wearing a fantastic dress.			✓

5 Find complimenting words in the dialogue of Activity 4 and write them on the lines.

_____ / 06

1 amazing

2 awesome

3 fantastic

4 great

5 good

6 handsome

6 Choose the right word from the box to express a compliment or ask for confirmation.

_____ / 10

is it aren't you amazing isn't it great fantastic are you

1 You are a great cook, aren't you?

2 That's not really free time, is it?

3 He's a great / fantastic swimmer, isn't he?

4 I like the great / fantastic way you play tennis.

5 You are an amazing dancer.

_____ / 100

Outcomes

I can listen to and revise likes and dislikes in an interview.

I can understand general sense and main ideas of conversations.

I can express compliments, likes, and dislikes in written conversations.

I can express compliments, likes, and dislikes in a conversation.