

NAME: _____

DATE: _____ GROUP: _____

UNIT 4

1 Look at the ads. Compare and check (✓) T (True) or F (False).

_____ / 06

Proposal 1

Come to Mexico City for a family trip this fall!



All-inclusive six nights and seven days at the Hotel Anticavilla.
 Comfortable accommodation for all the family.
 Breakfast, lunch, and dinner included.
 Located conveniently close to three popular museums.
 Free guided tours of the Historic Center.
 Flights not included, but shuttle service available to the hotel from the airport every half hour.
 Price per night: \$1,450 pesos per family, per day.



Proposal 2

Enjoy a week in our country's capital!



- Six nights seven days at the Hotel Magnolia in the attractive Xochimilco area.
- Our accommodations are cabins with kitchenettes.
- Breakfast included in hotel restaurant.
- A 90-minute bus ride from the town center.
- Guided tours to places of interest can be scheduled (not included in price).
- Free boat trips on the canal on your final night.
- \$2,250 per week per family.

	T	F
1 Both proposals include flights to the capital city.		✓
2 Both ads offer guided tours, but only one include it in the price.	✓	
3 One of the hotels is far from the Historic Center.	✓	
4 All-inclusive is offered in both ads.		✓
5 The Hotel Magnolia is a standard hotel.		✓
6 The Hotel Magnolia is far too expensive.		✓

2 Read the ads in Activity 1 again and match.

_____ / 05

- | | |
|--|---|
| 1 The Hotel Magnolia is cheaper, but | a because all meals are included. |
| 2 I like the hotel Anticavilla | b since the ad says it offers free boat trips on the canal. |
| 3 The Hotel Anticavilla is a good choice because | c it's too far from the Historic Center. |
| 4 I can get to know the old lake | d as my mother told me to. |
| 5 I have to look for another option, | e of its convenient location. |

3 Read the conversation. Circle the arguments and underline the proposals.

_____ / 08

Dad: Let's go camping this summer.

Mom: (I don't like camping because of the insects.) Are you really sure you want to go camping?

Dad: We'll take our insect repellent. Look! There's a new campsite in Blueberry Woods.
It sounds fantastic, and it's a cheap vacation, don't you agree I'm looking forward to teaching the children how to fish.

Mom: That sounds like fun, but I don't want to cook the fish.

Dad: Don't worry because the children will love cooking over a campfire and we already have a tent and sleeping bags so we should go there.

Mom: You're right. Let's go then!

4 Read the conversation in Activity 3 again and find an expression that matches the following definitions. _____ / 05

- 1 To feel happy and excited about something that is going to happen: I'm looking forward to
- 2 Two negative expressions of emotion about something: I don't like / I don't want to
- 3 Two expressions that say something seems exciting according to what you hear: It sounds fantastic / It sounds like fun

5 Match the phrases that express similar emotions. _____ / 05

- | | |
|---|---|
| 1 I'm looking forward to visiting my relatives. | a I hate going on vacation without my dog. |
| 2 I don't want to leave my pet alone. | b I love spending time with my dad. |
| 3 I'm very glad to go fishing with my father. | c No, I won't! I'm not going! |
| 4 I hate camping! I'm staying home. | d I can't wait to see my cousins. |
| 5 I find cooking boring. | e I won't help you with baking the cookies this time! |

6 Find the right proposals in the box for each of the arguments below. _____ / 08

Let's go to Bellas Artes on Saturday. We could go by car or bus. Let's go to the countryside.
 We can camp by the sea. We could take a few days off. Let's go to the beach.
 It isn't that far! I'm looking forward to visiting the new exhibit.

- 1 The summer holidays are near. Let's go to the beach. We can camp by the sea.
- 2 Flying is too expensive. We could go by car or bus. It isn't that far!
- 3 I'm very tired. Finally, the exams are over. Let's go to the countryside. We could take a few days off.
- 4 There is a new exhibition. Let's go to Bellas Artes on Saturday. I'm looking forward to visiting the new exhibit.

Outcomes

I can seek and consult information.

I can compare pros and cons of ideas and proposals.

I can build arguments to defend ideas and proposals.

I can listen and express pros and cons to come to an agreement.

BLOCK 2 ASSESSMENT



NAME: _____

DATE: _____ GROUP: _____

UNIT 5

1 Read the conversation and in the chart below classify the phrases that express Suggestion, Plans / Intentions, and Predictions. _____ / 10

Boy: Mom, my friends are going to come over to work on a project tomorrow.

Mother: Shall I make a picnic? You can eat outside in the yard.

Boy: Oh yes!

Mother: It's very cloudy at the moment. I think it's going to rain!

Boy: Hold on. I'm going to listen to the weather forecast.

Weather forecaster: And now the local weather forecast for the next 24 hours. It will be cool and cloudy this evening. There will be light rain tonight. But it will be warm and sunny tomorrow with temperatures of 24 degrees.

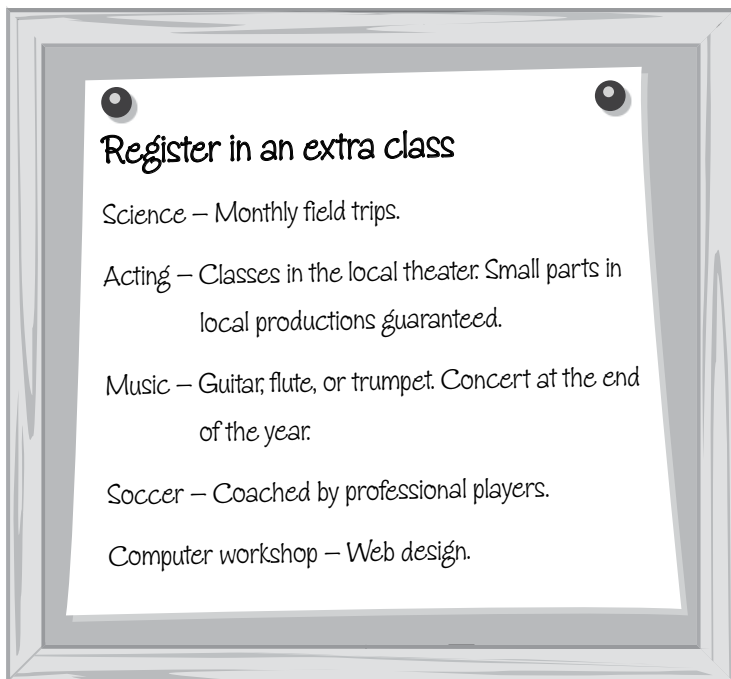
Boy: Mom! It won't rain tomorrow!

Mother: That's good. I'm going to make hotdogs for the picnic then.

Boy: Thanks Mom! The boys will love those.

Suggestion	Plans / Intentions	Predictions
Shall I make a picnic?	My friends are going to come over to work on a project tomorrow. I'm going to listen to the weather forecast. I'm going to make hotdogs for the picnic then.	I think it's going to rain. It will be cool and cloudy this evening. There will be light rain tonight. But it will be warm and sunny tomorrow with temperatures of 24 degrees. It won't rain tomorrow! The boys will love those.

2 Look at the poster and circle the correct choice. _____ / 06



- If you take science classes,
 - you'll go on field trips every month.
 - you go on field trips every month.
- She'll be in plays at the theatre
 - if she'll take the acting class.
 - if she takes the acting class.
- If we take the music class,
 - we'll be in a concert at the end of the year.
 - we won't be professional musicians.

3 Look at the weather forecast. Based on the forecast complete the sentences about the plans.

_____ / 08



The rain will stop on Thursday night and on Friday it will be sunny.

- 1 It will be (be) sunny on Friday so I am going to ride (ride) my new bike.
- 2 It will not be / won't be (not be) rainy on Friday, so we are going to take (take) a boat trip on the canal.
- 3 I am not going to have (not / have) my birthday party on Thursday afternoon because it will rain (rain).
- 4 It will be (be) raining all Thursday morning, so Grandma is going to stay (stay) home.

4 Look at the pictures, then match the sentences to complete the predictions below.

_____ / 05



- 1 The glaciers will melt. _____ a if sea levels rise.
- 2 Coastal cities will disappear, _____ b Therefore, there will be water shortages and floods.
- 3 The weather will become more extreme. _____ c As a consequence, deserts will expand.
- 4 Farmers cut down trees. _____ d As a result, sea levels will rise.
- 5 Global warming will get worse, _____ e so people and animals will suffer alike.

Outcomes

- I can revise samples of written forecasts.
- I can listen and identify ways to express future actions.
- I can formulate and respond to questions to understand forecasts.
- I can write sentences that express future to create forecasts.

BLOCK 2 ASSESSMENT



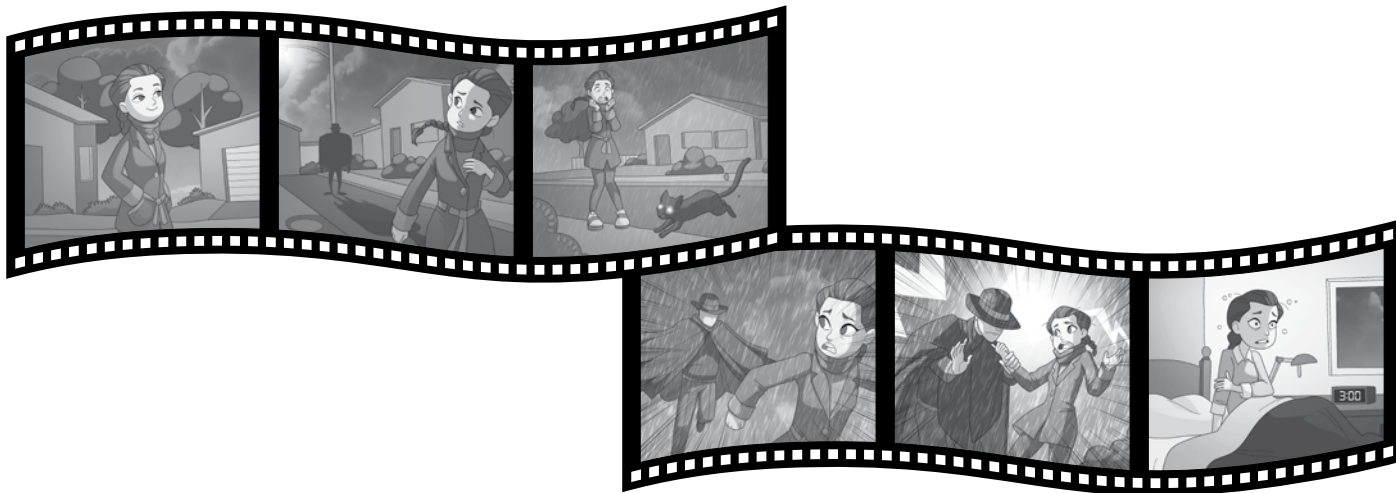
NAME: _____

DATE: _____ GROUP: _____

UNIT 6

1 Look at the scenes below and check (✓) Yes or No.

_____ / 06



	Yes	No
1 This is a romantic story.		✓
2 She is outdoors.	✓	
3 The girl is followed by a cat.		✓

	Yes	No
4 She is running away in fear.	✓	
5 She is actually safely home.	✓	
6 She had a nightmare.	✓	

2 Read the script and complete the information.

_____ / 08

Alex: [sounds worried] Hi, Mom. What's wrong?
Why are you crying?

Mom: [crying] It's nothing. I guess I'm tired.

Alex: [angry] I'm very angry that you have to work
so hard in that factory. [crosses his arms]

Mom: [sad and worried] It's not the work at the
factory. It's my boss ... [puts her hand on her face]

Alex: [yelling] What did he do to you now?

Mom: He doesn't like me ... and he didn't pay me
this month ... [Alex runs to the door] Where are
you going?

Alex: I'm going to see your boss. I may be some
time. [leaves]

Mom: [shouting] Alex! Come back!

Characters	Setting	Genre	Plot Summary
Mom Alex	Indoors / In a room at home / At Alex's house	Drama	Alex's Mom _____ is _____ _____ crying _____ because her boss doesn't like her _____ and he didn't pay her last month _____. Alex _____ is very angry _____ runs to meet / and see the boss _____.

3 Read the script again and circle the correct choice. _____ / 03

- | | | |
|---|---|---|
| <p>1 “Hi Mom. What’s wrong? Why are you crying?” says Alex ...</p> <p>a angrily</p> <p>b worriedly</p> | <p>2 “It’s nothing. I guess I’m tired” replies Mom ...</p> <p>a sadly</p> <p>b painfully</p> | <p>3 “Where are you going?” shouts Mom ...</p> <p>a eagerly</p> <p>b desperately</p> |
|---|---|---|

4 Complete the sentences with an appropriate word from the box. _____ / 06

setting characters Special effects lines audience plot

- The lines in a script are the spoken words said by the character(s).
- Special effects in movies help you understand the actions.
- The setting is where the action happens.
- The target audience is the people the movie is made for.
- The characters are the people in the story.
- The plot tells us what the movie is about.

5 Order the script of the mystery movie *The Lost Diamond Necklace*. _____ / 11

What did you do with it when you came home? And then? First; I took it off and put it on my dressing table. Let’s call the police then. When did you last wear it? Then, I got ready for bed. I was wearing it last night at the opera! What did you do next? Next; I put the diamond necklace carefully into its box. And finally, I put the box into the safe. But it isn’t there now. Frederick! I can’t find my diamond necklace!

<p>Claudette: [<i>shouting worriedly</i>] <u>Frederick! I can’t find my diamond necklace!</u></p> <p>Frederick: [<i>matter-of-factly</i>] <u>When did you last wear it?</u></p> <p>Claudette: [<i>assertive</i>] <u>I was wearing it last night at the opera!</u></p> <p>Frederick: [<i>serious</i>] <u>What did you do with it when you came home?</u></p> <p>Claudette: [<i>begins to explain in detail</i>] <u>First; I took it off and put it on my dressing table.</u></p>	<p>Frederick: [<i>follows the story</i>] <u>And then?</u></p> <p>Claudette: <u>Then, I got ready for bed.</u></p> <p>Frederick: [<i>demands more info</i>] <u>What did you do next?</u></p> <p>Claudette: <u>Next; I put the diamond necklace carefully into its box.</u> [<i>concludes hopeless</i>]</p> <p><u>And finally, I put the box into the safe. But it isn’t there now.</u></p> <p>Frederick: [<i>determined</i>] <u>Let’s call the police then.</u></p>
---	--

_____ / 100

Outcomes

I can revise silent short movies.

I can understand general sense and main ideas.

I can write lines and dialogs.