

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ GROUP: \_\_\_\_\_

**UNIT 1**

**1 Read the interview about the TV program *The Adventures of Tina* and circle the right choice.**

\_\_\_\_\_ / 04

[door banging]

**Tina:** Oh no! I'm going to hide under my bed! (scared tone of voice).

**Laura:** Are you sure someone is outside your room? That's crazy. Maybe it is just the wind (more calmed tone of voice).

[sound of wind whistling]

**Tina:** Yes, yes. It is probably the wind. I will open the door very slowly (more calmed tone of voice).

[suspense music], [squeaky door hinge opening]

**Laura:** Don't be scared. Go for it!

**Tina:** Here we go.

(gulping and heart beating)

**Tina:** Danko! It's you! (relieved and happy tone of voice) You scared me silly dog! [dog panting and barking]

[Background audience voices Awwww!]

**Narrator:** Thanks for watching another episode of *The Adventures of Tina*.



1 *The Adventures of Tina* is:

- a a documentary
- b a reality show
- c a situation comedy

2 TV shows have different:

- a chapters
- b units
- c episodes

**2 Check (✓) the right answer.**

\_\_\_\_\_ / 08

**Paty:** Can you answer some questions about a TV program?

**Jason:** Sure.

**Paty:** Do you like *The Adventures of Tina*?

**Jason:** Just a little. I believe some episodes are interesting, but others are boring.

**Paty:** Which episodes are boring?

**Jason:** I don't like the episodes with Tina's friend, Harry. I think he's annoying.

1 Jason

- a likes the Adventures of Tina very much.
- b thinks some of the episodes are interesting.

**Paty:** Which episodes do you like best?

**Jason:** In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining. I feel disappointed when Danko doesn't appear.

**Paty:** Do you like the episodes where Tina is at school?

**Jason:** Yes! I believe her adventures at school are exciting! And they make me laugh.

2 Jason finds Tina's dog

- a annoying.
- b entertaining.

3 Tina's friend makes Jason feel

a bored.

b disappointed.

4 The episodes when \_\_\_\_\_ appears are exciting.

a Danko

b Harry

**3 Read the dialogue and find the missing word to complete the sentences below.**

\_\_\_\_\_ / 08

**Claudia:** What's your favorite program?

**Bruno:** Hmm ... I guess *Vampire Teens*.

**Claudia:** Why is *Vampire Teens* your favorite program?

**Bruno:** It's really exciting. There's a lot of suspense.

**Claudia:** What's it about?

**Bruno:** It's about two groups of teenagers that are vampires, but one group is evil and the other one is good. Every episode is captivating! I never miss an episode.

**Claudia:** Do you like watching movies?

**Bruno:** No, I don't ... uh ... at least not on TV because movie channels have too many commercials. The interruptions are annoying. I get really frustrated.

**Claudia:** Do you like documentaries?

**Bruno:** Yes, I do ... you see ... for example, documentaries about wild animals are fascinating. You learn so much. I am always amazed by what some of these animals can do!

**Claudia:** What's your opinion about reality shows?

**Bruno:** I think some are inspiring, like singing competitions. You see people achieve their dreams, but I don't like others.

**Claudia:** Why don't you like some reality shows?

**Bruno:** Well ... because they sometimes humiliate people and that's not nice.

**Claudia:** All that is very interesting. Thanks, Bruno.



1 Bruno feels **frustrated** at commercial interruptions.

2 He finds them **annoying**.

3 He likes documentaries because he finds wild animals **fascinating**.

4 He thinks some reality shows are **inspiring**.

**4 Circle the right choice.**

\_\_\_\_\_ / 08

1 When you like a TV program, you feel \_\_\_\_\_.

amazing **amazed**

2 Some episodes are \_\_\_\_\_.

captivated **captivating**

3 Some noises and images are \_\_\_\_\_.

**scary** terrified

4 I'm \_\_\_\_\_ when the evil characters win.

**anxious** fear

**Outcomes**

I can examine television programs.

I can interpret general sense and some details.

I can write notes about emotions and reactions to participate in an exchange of views.

I can share emotions and reactions.

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**UNIT 2**

**1 Read the dialogue and circle T (true) or F (false).**

\_\_\_\_\_ / 05

Ana: I liked a lot the experiment I read.

Pedro: What's the purpose of the experiment?

Ana: Oh, it's an experiment to demonstrate that air expands with heat.

Pedro: Interesting! Show me the text. What sections does it have?

Ana: Look. There's a section with materials, a section with instructions, a section with the results, and another one with the conclusions. Oh, and there's an extra section with tips.

Pedro: What materials do you need to do the experiment?

Ana: Just two large balloons, a lighter, a candle, and protective glasses.

Pedro: How many steps are there in the instructions?

Ana: There are six steps in the instructions. The steps are really simple.

Pedro: Really? What do you do first?

Ana: Well, first you put on protective glasses to protect your eyes from pieces of the balloon that will pop.

Pedro: What are the next steps?

Ana: You have to blow up the balloon and tie the end. Then, another person holds the balloon at a safe distance. Next, another person has to light the candle and hold it near the balloon. Finally, you have to hold the candle as close as possible to the balloon without touching it and wait.

Pedro: What's the result of the experiment?

Ana: The balloon pops!

Pedro: Why does the balloon pop?

Ana: The conclusions explain that the flame heats the air inside the balloon. The air expands with heat and the balloon pops because air doesn't have enough space.

Pedro: How many pictures does the text have?

Ana: It has four pictures to help understand what you have to do.

Pedro: All right. I'm curious to see if the balloon really pops. Let's try to do it when we have a chance.

- |  |                       |                       |   |
|--|-----------------------|-----------------------|---|
| 1 The dialogue is about a recipe.                              | T                     | <input type="radio"/> | F |
| 2 Ana liked the experiment she read.                           | <input type="radio"/> | T                     | F |
| 3 The purpose of an experiment is to demonstrate a hypothesis. | <input type="radio"/> | T                     | F |
| 4 There are four sections to the experiment text.              | T                     | <input type="radio"/> | F |
| 5 They have to follow six steps to do the experiment.          | <input type="radio"/> | T                     | F |

**2 Label from 1 to 5 the parts of an instruction manual. Then, match the columns.**

\_\_\_\_\_ / 10

- |                       |                  |  |
|-----------------------|------------------|--|
| <u>2</u> Instructions | <del>_____</del> | a The balloon pops!  |
| <u>3</u> Results      | <del>_____</del> | b Protective glasses   |
| <u>5</u> Tips         | <del>_____</del> | c Hot air expands.   |
| <u>4</u> Conclusion   | <del>_____</del> | d First, put on the protective glasses.                            |
| <u>1</u> Materials    | <del>_____</del> | e Make sure you wear protective glasses throughout the experiment. |

**3 Unscramble the sentences below and circle R (result) C (conclusion).**

\_\_\_\_\_ / 06

1 pops / When / it / warms / the / up / balloon (R) C

When it warms up, the balloon pops.

2 when / heated / is / expands / it / Air / R (C)

Air expands when it is heated.

3 you / oil / When / water / denser / add / it / stays / (R) C  
the / above / the / because / water / the / is

When you add the oil, it stays above the water

because the water is denser.



**4 Choose the right words from the box to complete the instructions.**

\_\_\_\_\_ / 08

**Pay attention to the punctuation you need.**

. Finally   . First,   next,   First,   . Second,   finally,   . Next,   . second   . Finally,

\_\_\_\_\_ **First,** \_\_\_\_\_ label each of the sheets of paper with the name of the liquid you will use on it \_\_\_\_\_. **Second,** \_\_\_\_\_ use a cotton swab to write on each sheet of paper and use a different cotton swab for each liquid \_\_\_\_\_. **Next,** \_\_\_\_\_ let the messages dry and notice if the text is visible \_\_\_\_\_. **Finally,** \_\_\_\_\_ turn the lamp on or light the candle and hold each sheet of paper close to it.

**5 Write the correct word for each description.**

\_\_\_\_\_ / 04

1 List of things you need for an experiment \_\_\_\_\_ **materials** \_\_\_\_\_

2 Extra information to do the experiment correctly \_\_\_\_\_ **tips** \_\_\_\_\_

3 Information about what will happen and why \_\_\_\_\_ **results** \_\_\_\_\_

4 The steps you need to follow in order \_\_\_\_\_ **instructions** \_\_\_\_\_

**Outcomes**

- I can select instruction manuals and evaluate their content and structure.
- I can interpret instructions.
- I can write instructions.
- I can edit instructions.

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**UNIT 3**

**1 Look at the poems and check (✓) when it applies.**

\_\_\_\_\_ / 06

**Try Smiling**

(Anonymous)

When the weather suits you not,  
Try smiling.  
When your coffee isn't hot,  
Try smiling.  
When your neighbors don't do right,  
Or your relatives all fight,  
Sure it's hard, but then you might  
Try smiling.

Doesn't change the things, of course—  
Just smiling.  
But it cannot make them worse—  
Just smiling.  
And it seems to help your case,  
Brightens up a gloomy place,  
Then, it sort of rests your face—  
Just smiling.

**The Eagle**

by Alfred Lord Tennyson

I  
He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ringed with the azure world, he stands.

II  
The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.



	Try Smiling	The Eagle
1 The poem is probably about a bird and nature.		✓
2 The author of the poem is unknown.	✓	
3 The poem has more than six verses.	✓	
4 The poem has rhythm and words that rhyme.	✓	✓
5 It invites me to stay positive in bad times.	✓	
6 It describes the way the bird flies.		✓

**2 Complete the sentences using these words.**

\_\_\_\_\_ / 06

title rhyme implicit rhythm verses explicit

A poem is a piece of writing arranged in fixed lines or verses that have a beat or rhythm.



It often has words that sound the same or rhyme. The title often tells me about the subject of the poem, and it often has implicit ideas that I need to discover and

explicit ideas that are said in a clear and direct way.

**3 Read the following sentences from Activity 1. Are these ideas implicit or explicit in the poem? Circle the right choice.** \_\_\_\_\_ / 02

- 1 It invites me to stay positive in bad times.      Implicit      **Explicit**  
 2 It describes the way the bird flies.      **Implicit**      Explicit

**4 Read the poems again and complete the tables with 3 words that describe the emotions you feel when reading them.** \_\_\_\_\_ / 10

 Pleasant emotions	Unpleasant emotions 
[Answers may vary]	[Answers may vary]

**5 Match the phrases to build sentences that make sense.** \_\_\_\_\_ / 10

- 1 The poem      a make me imagine anything  
 2 I imagine      b remember my good dreams  
 3 It makes me      c me feel nostalgic  
 4 The poem makes      d makes me think about my dreams  
 5 It doesn't      e the land of dreams

**6 Circle the odd one out.** \_\_\_\_\_ / 05

- 1 Happy    excited    **angry**    fascinated    peaceful    relaxed  
 2 Frightened    terrified    scared    **calm**    afraid    confused

\_\_\_\_\_ / 100

**Outcomes**

- I can select and review poems.
- I can understand general sense, main ideas, and some details.
- I can describe emotions.
- I can write sentences based on words and expressions that communicate emotions.