

## BLOCK 1 ASSESSMENT

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

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

### MODULE 1

#### 1 (( 04 )) Read and listen to the conversation and circle the correct form of the verb to complete the reported speech sentences.

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Ana: Hi, guys!

Pete: Hi, Ana! Did you bring the poster?

Ana: The poster? Do you mean the poster for the cake stand? Was it for today?

Jessy: Ana, it IS for today. Mr. García said yesterday that we had to bring the posters today. He told us, "Have everything ready for tomorrow," and that was yesterday, Ana. Then, I asked you if you could finish the poster at home and you said, "Yes, Jessy. Don't worry, I'll finish it." Right, Pete?

Pete: Err... well...

Ana: Hmm... that's not what I understood. I'm very sorry... I thought that we had to bring the poster tomorrow morning for the school festival. And, when you asked me if I could finish it, I didn't

understand I had to bring it today. Besides, the festival is tomorrow, right?

Jessy: But that's not the point...

Pete: Girls, girls... let's try to fix this, okay?

Jessy: Right. What do you suggest?

Pete: Mr. García said that everything had to be ready at four. However, he also told us that if we needed more time to finish the posters or other materials for our stand, we could use our lunch break. What if we do that?

Jessy: Okay! Good idea! Ana, you can design the new poster. We can add drawings or some magazines cutouts and then show it to Mr. García together with the rest of the materials for the stand at four. Is that okay?

Ana: Sure! Let's do it!

- 1 Pete asked Ana if she *bring* / *had brought* the poster.
- 2 Mr. Garcia said that students *had* / *have* to bring the posters today.
- 3 He also said that students needed to *had* / *have* everything ready for tomorrow.
- 4 Jessy asked Ana if she *could* / *has* finish the poster.
- 5 Ana thought that she *had to* / *didn't have* to bring the poster on the festival's day.
- 6 Pete said that they *would* / *didn't* fix the problem.
- 7 Pete suggested that they *will* / *could* design a new poster.
- 8 Jessy suggested to *add* / *added* drawings and magazine cutouts.

#### 2 Read the conversation and answer the questions.

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Nicole: Hey Andrea, come here please! I have something important to tell you!

Andrea: Ok Nicole but please hurry up, we only have a 10 minutes break.

Nicole: Guess what happened to me yesterday?

Andrea: What happened to you?

Nicole: Something funny happened to me yesterday here at school.

Andrea: Something funny at school? No way!

Nicole: Yes, something that got me by surprise.

Andrea: Come on Nicole, tell me!

Nicole: Ok. I was coming back from my break time and I saw a letter on my seat.

Andrea: Really! And what did you do?

Nicole: Well, I just took it home and read it there.  
It was a lovely letter!

Andrea: What did it say?

Nicole: It was from my “secret” admirer ... it was a poem!

Andrea: Wow! What a nice surprise!

- 1 Where are the speakers? At school.
- 2 How do you know? Because they are in the break.
- 3 What is their relationship? They are classmates.
- 4 What happened to Nicole? She found a letter in her seat.
- 5 What did it say? It was a poem.
- 6 Who was it from? From her “secret” admirer.
- 7 How was the experience? It was a funny/nice experience.
- 8 How do you think Nicole feels? She is happy.

**3 Put the conversation in order.**

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- |  |   |
|--|---|
| <u>10</u> B: Well, I was finishing the school project when I heard a loud noise. It was scary! | <u>16</u> B: You can't imagine!   |
| <u>2</u> B: I couldn't go to the movies last night.  | <u>9</u> A: What was it?  |
| <u>11</u> A: Really? And what did you do?  | <u>13</u> A: Did your parents call the police?  |
| <u>15</u> A: Oh, I see! That was weird!  | <u>12</u> B: I told my parents and they looked around the house, but everything was in order. |
| <u>4</u> B: Well, something weird happened to me last night.                                   | <u>1</u> A: Hi Alex how was the movies?   |
| <u>5</u> A: I'm sorry but I didn't catch what you said.  | <u>3</u> A: Why?  |
| <u>14</u> B: No, but they didn't let me go out after that.                                     | <u>6</u> B: Oh, OK! I just said something weird happened to me last night.                    |
| <u>7</u> A: Something weird? What do you mean?   | <u>8</u> B: Yes, it was something that scared me a lot.                                       |

**4 Match the phrases to what they express.**

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- |   |                            |
|---|----------------------------|
| 1 I'm sorry but I didn't catch what you said. | a Ask for clarification.   |
| 2 What do you mean?                           | b Ask to repeat something. |
| 3 Really?                                     | c Express agreement.       |
| 4 Oh, I see!                                  | d Express surprise.        |

**Outcomes**

I can listen to and evaluate descriptions of unexpected situations shared in an oral exchange.

I can interpret general sense, main ideas, and some details.

I can describe unexpected events.

**MODULE 2**

**1 Read the story and answer the questions.**

**T**he Canterville Ghost written by the great Oscar Wilde, is a story about an American family that moved to a castle haunted by the ghost of a dead English nobleman, who killed his wife and then was starved to death by his wife’s brothers. The story begins when Hiram B. Otis, and his family moved into Canterville Chase, an English country house, despite warnings that the house was haunted.

The Otis family includes Mr. and Mrs. Otis, their eldest son Washington, their daughter Virginia, and the Otis twins. When the ghost makes his first appearance, Mr. Otis promptly gets out of bed and offers the ghost to oil his chains. Angrily the ghost throws the bottle and runs into the corridor. The Otis twins throw pillows on him and the ghost goes away. Despite the ghost’s efforts to scare the Otis, the family refuses to be frightened, and Sir Simon, the ghost, feels helpless, humiliated,

depressed, and weak. He talks to Virginia, the Otis’s beautiful fifteen-year-old daughter. Virginia is different from everyone else in the family, and Sir Simon recognizes this. He tells her that he has not slept in three hundred years and wants desperately to do so. The ghost reveals to Virginia the tragic tale of his wife, Lady Eleanor de Canterville.

Unlike the rest of her family, Virginia takes the ghost seriously. Sir Simon de Canterville says that she must weep for him, because he has no tears; she must pray for him, because he has no faith; and then she must accompany him to the Garden of Death and beg for death upon Sir Simon. She weeps for him and prays for him, and she goes with Sir Simon to the Garden of Death. Then she reappears at midnight, carrying jewels and news that Sir Simon has passed on to the next world and stops haunting the house.

- 1 What is the title of the story? The Canterville Ghost.
- 2 Who is the story’s author? Oscar Wilde.
- 3 Who are the characters? The Otis family (Mr. and Mrs. Otis, their eldest son Washington, their daughter Virginia, and the Otis twins) and Sir Simon de Canterville (the ghost).
- 4 What is the story’s setting? Canterville Chase.
- 5 What is the problem? Sir Simon has not slept in three hundred years and wants desperately to do so.
- 6 What are the three main events? The Otis Family moves to the Canterville Chase./The ghost makes his first appearance, and the twins throw pillows at him./The ghost talks to Virginia./Virginia goes with Sir Simon to the Garden of Death./ Sir Simon stops haunting the house.
- 7 What is the resolution? Virginia accompanies Sir Simon to the Garden of Death and begs for death upon Sir Simon. He passes on to the next world and stops haunting the house.

**2 Read the story and complete the organizer.**

**T**he novella *Dr. Jekyll and Mr. Hyde* was written by Robert Louis Stevenson and published in 1886. The full title of the work is *The Strange Case of Dr. Jekyll and Mr. Hyde*. It is a portrayal about human nature. Dr. Jekyll is a kind and intelligent scientist who believes that man has both good and evil sides and in order to prove his theory, he locks himself into his laboratory to develop a potion that separates good and evil aspects of his personality for scientific study.

Dr. Jekyll changes into his evil self, Edward Hyde, at night. During the day he changes back into Dr. Jekyll. Jekyll tries to control his alter ego, Hyde, and for a while, Jekyll has the power. Eventually, Jekyll turns into Hyde without wishing to, with terrible consequences. This evil alter ego commits horrible crimes in London at night. He first attacks a young girl's leg and, a year later, he murdered a well-respected man, Carew. The murder weapon is Dr. Jekyll's walking cane. An eyewitness suffers severe distress and cannot believe the brutality of Hyde's attack. Mr. Hyde had no remorse about his evil actions and doesn't take responsibility for them.

Finally, two men, Mr. Poole and Mr. Utterson break into Jekyll's laboratory. Inside, they find the body of Hyde, wearing Jekyll's clothes and apparently dead by suicide. And this is how Jekyll solved to cease becoming Hyde.

What is the story about?

It is about a scientist who believes that man has both good and evil sides and develops a potion that separates his personality into good and bad.

What is the main character like?

Kind and intelligent.

What problem did he / she face?

He changes into his evil self, Edward Hyde, at night and commits horrible crimes in London.

How was the problem solved?

He commits suicide.

What happened last?

Mr. Poole and Mr. Utterson break into Jekyll's laboratory and find the body of Hyde, wearing Jekyll's clothes and apparently dead by suicide.

**3 Classify characters' actions and personality.**

He was starved to death.	He locked himself into his laboratory.
He is an intelligent scientist.	He hasn't slept in 300 years.
He killed his wife.	He has no remorse about his evil actions.
He commits suicide.	He developed a potion to split personality.
He asks Virginia to go with him to the Garden of Death.	He feels helpless and humiliated.
	He murdered a man.

Dr. Jekyll and Mr. Hyde	Canterville Ghost
He is an intelligent scientist.	He was starved to death.
He commits suicide.	He killed his wife.
He locked himself into his laboratory.	He asks Virginia to go with him to the Garden of Death.
He has no remorse about his evil actions.	He feels helpless and humiliated.
He developed a potion to split personality.	He hasn't slept in 300 years.
He murdered a man.	

**Outcomes**

- I can select and review narrative texts.
- I can read narrative texts and understand general sense, main ideas, and details.
- I can describe characters.
- I can complete and write sentences based on characters' actions and features.

# BLOCK 1 ASSESSMENT

## English Connect 3

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

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

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

### MODULE 3

#### 1 Number the instructions in order.

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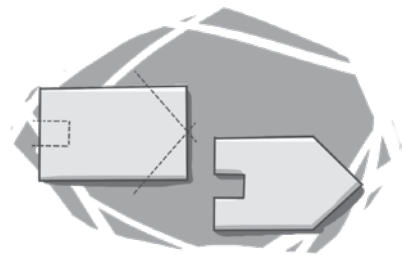
2 Fill the container near to the top and place the boat on the water.



4 Your boat should go quickly across the water.



3 Now that the boat is on the water, dip the toothpick into the liquid detergent.



1 Use the index card and your scissors to make a small boat.

#### 2 Match the instructions to the pictures.

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- 1 First, place the three spoons in the bowl.
- 2 Take a very small portion of butter and put it on the top of spoons.
- 3 Once you have the butter on the spoons, place a bead on each portion of butter.
- 4 Now, slowly pour some hot water into the bowl.
- 5 Carefully observe what happens.


**3 Complete the experiment with the correct verb from the box.**

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watch points look draw write make fill place think lower

### Light Refraction Experiment

- 1) Draw two arrows on a piece of a card or paper.  
One arrow near the top and one arrow near the bottom.
- 2) Make the arrows point in the same direction.
- 3) Fill a glass with water almost to the top.
- 4) Place the paper behind the glass.
- 5) Look through the glass of water and watch what happens.
- 6) points the other way.
- 7) Think of a word that is written the same backwards and forwards.
- 8) Write it down on a piece of a card or paper.
- 9) Lower the piece of paper behind the glass of water.
- 10) Watch how it works!



**4 Complete the leaflet with words and expressions from the box.**

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put create cut yarn tie cut out  
pipe cleaners attach experiment paint

## How to Make a Rain-stick Instrument

### Materials

- Cardboard tube
- Scissors
- Paint
- A paper grocery bag
- Pipe cleaners
- Yarn
- Beads, rice, or beans

### Instructions

- 1 First, paint your cardboard tube. Let it dry.
- 2 Then, cut out two circles from a large, paper grocery bag.
- 3 Cut some fringe around the outside of the circle.
- 4 Attach one circle to the end of your cardboard tube using a rubber band.
- 5 Experiment with different ways to fill your rainsticks.
- 6 Once you're happy with the sound of your rainstick, put a rubberband on the other paper circle to the opposite end.
- 7 Tie some different colored pieces of yarn to each end.
- 8 Create music and explore sound with your homemade rainsticks!

### Outcomes

- I can select instructive texts and evaluate their content and structure.
- I can interpret instructions.

- I can write instructions.
- I can edit instructive texts.

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