

NAME: _____

DATE: _____ GROUP: _____

UNIT 1

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

____ / 04



- ☐ a Doctor's office ☐ b Police ☐ c Local park ☐ 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.

BLOCK 1 ASSESSMENT



NAME: _____

DATE: _____ GROUP: _____

UNIT 2

1 Look at the text and circle the correct option.

_____ / 06

blame /bleɪm/ ① 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/ ② 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)

- 1 The text is a *monolingual* / *bilingual* dictionary.
- 2 The symbols between “//” indicate the *spelling* / *pronunciation* of the word.
- 3 The stars show the *headword* / *frequency* of the word in English.
- 4 The guide word / headword is in red and in bold letters.
- 5 Parts of speech are indicated with *numerals* / *abbreviations*.
- 6 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

- 1 She doesn't want to take the blame _____ the mistake.
- 2 We can't put the blame _____ her.

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

_____ / 04

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

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

_____ / 06

soft /sɒft/ sust refresco, soda (bebida sin alcohol)

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

solid /sɒlɪd/ ① 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

so-lid-i-fy /səˈlɪdɪfaɪ/ (**so-lid-i-fied**, **so-lid-i-fied**) verbo ① Otras formas irregulares
■ tercera persona del singular **solidifies**
solidificarse

som-ber /ˈsʌmbər/ adj
1 sombrío 2 oscuro

some /səm, sʌm/ ① adj ★★★
① 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.

some-day /ˈsʌm,deɪ/ adv algún día

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

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

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

No one can _____ the mystery for now. But _____ we'll find out who the murderer was, after we clean up the _____ 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": _____,
_____ the word in the dictionary. _____,
the different grammatical functions. _____,
the phonetic symbols after each headword. With a little time and effort you will
work out the different pronunciation. _____

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

2 for / the / the / the / guide / back / at / of / Look / pronunciation / 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.

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? _____

2 How does he express a very negative disposition to an activity? _____

3 How does he express a very positive disposition to an activity? _____

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 _____

2 _____

3 _____

4 _____

5 _____

6 _____

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, _____?

2 That's not really free time, _____?

3 He's a _____ swimmer, isn't he?

4 I like the _____ way you play tennis.

5 You are an _____ 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.