

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

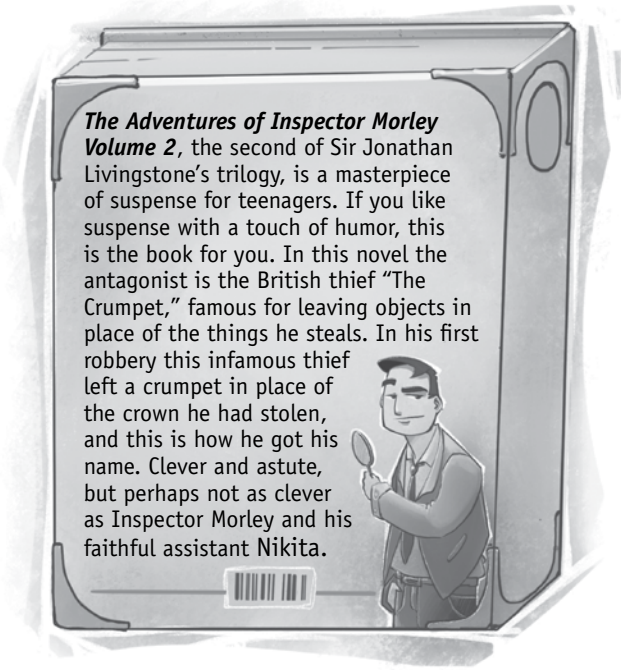
DATE: \_\_\_\_\_ GROUP: \_\_\_\_\_

**UNIT 7**

**1 Read the text below and circle the right choice.**

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

Text A



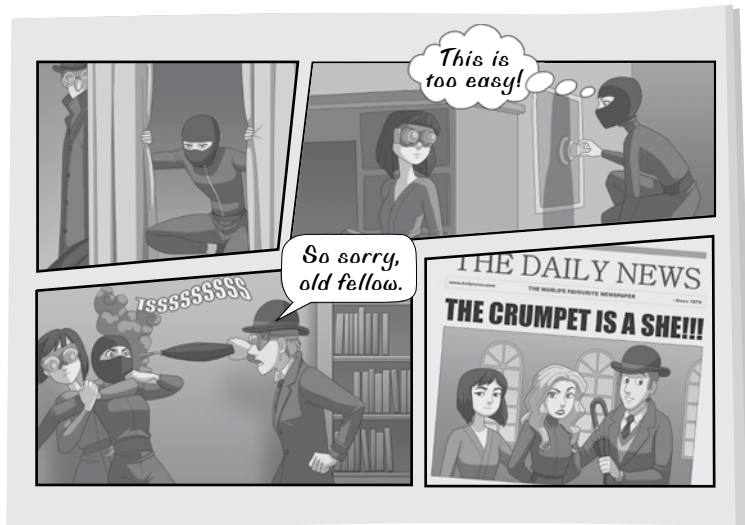
- 1 The Adventures of Inspector Morley is
  - a an informative text.
  - b a narrative text.
- 2 It refers to
  - a imaginary people and events.
  - b real people and events.
- 3 The main character is
  - a a super hero.
  - b a thief.
- 4 This would be a good book for someone who likes
  - a fantasy stories.
  - b suspense stories.
- 5 The picture shows the
  - a inside cover.
  - b back cover.
- 6 The text above is
  - a the author's biography.
  - b the synopsis.

**2 Look at the picture below and compare it to the one in Activity 1.**

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

Check (✓) on the right column.

Text B



	Text A	Text B
1 It's a suspense story.		
2 It's a narrative story.		
3 It presents the actions of main events with pictures.		
4 The reader needs to imagine the appearance of the characters.		
5 Short sentences of what the characters say appear inside bubbles.		

Text B is a \_\_\_\_\_.

3 Read the text below and complete the characters' descriptions.

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

Chapter 2:  
**SUPERHEROES**  
**TO THE RESCUE**

**D**en Vok was 30 years old and he had short, black hair, and brown eyes. He was tall, athletic, and very strong. He had the ability of controlling light and darkness with his special glasses. He always carried a reinforced titanium shield that protected him when fighting enemies. What people in Maxipolis liked a lot about him was that he was funny and patient with children. He always had time to talk to children and take a picture with them.

Raster Iska was only 22, but she had started fighting crime since high school. She had psychic powers that gave her the ability of moving objects with her mind. Her strong mind also gave her the ability of reading other people's thoughts. She was also tall and slim, with beautiful blue eyes and blond hair. The citizens of Maxipolis liked Raster Iska because she was brave and perseverant. She never gave up no matter how difficult the circumstances were.

Den Vok

Physical appearance: \_\_\_\_\_

Personality: \_\_\_\_\_

Abilities: \_\_\_\_\_

Raster Iska

Physical appearance: \_\_\_\_\_

Personality: \_\_\_\_\_

Abilities: \_\_\_\_\_

4 Complete the sentences with information from the text.

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

Den Vok is \_\_\_\_\_ . Raster Iska is \_\_\_\_\_ .

He has \_\_\_\_\_ . She has \_\_\_\_\_ .

And he is \_\_\_\_\_ . She is \_\_\_\_\_ .

He can \_\_\_\_\_ . She can \_\_\_\_\_ .

**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 write sentences based on words and expressions that communicate emotions.

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

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**UNIT 8**

**1 Read the conversation and write T (true), F (false) or DS (doesn't say).**

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



**Laura:** Of course, Pedro, the *Pow Wow* festival is a lot like the *Guelaguetza*. You're from Oaxaca. Why don't you tell us about the *Guelaguetza*?

**Pedro:** Well, it's ...

**Mario:** Sorry to interrupt, but what is the *Guelaguetza*?

**Pedro:** It's an annual, indigenous, cultural event in Oaxaca. In my opinion, it's probably the most important, oldest, and most colorful dancing fiesta in Mexico.

**Ana:** I totally agree.

**Mario:** And what does *Guelaguetza* mean?

**Pedro:** It's a Zapotec word that means to *share or give* ...

**Ana:** Hey Laura, you're too quiet. Don't you want to ask something?

**Laura:** And where's the celebration?

**Pedro:** The largest, local event takes place on the Cerro del Fortin in the city of Oaxaca. Hundreds of people climb the wide, steep stairwell to witness the celebration. Then each region presents its most valuable, local traditions and heritage through music, dances, songs, and costumes.

**Laura:** That sounds a lot like the *Pow Wow* dancing and singing shows.

**Ana:** Yes, but I prefer the traditional dances of Oaxaca. I really like the Pineapple Flower Dance. The women wear these gorgeous, multicolored, regional, woolen dresses ...

**Pedro:** Yeah! And the men wear these huge, heavy, colorful plumes for the Feather Dance.

**Ana:** Like the colorful feathers and handmade jewels of the Native Americans.

**Laura:** All these sound amazing!

**Mario:** Yes, it does. Thanks Laura for sharing about the *Pow Wow*. And Pedro, thanks for telling us about the *Guelaguetza*.

**Pedro:** You're welcome.

**Ana:** So far, we learned about two cultural habits. It was great. Tomorrow we can continue with more cultural habits. See you!

**All:** Bye!

- 1 The students are discussing a cultural tradition. \_\_\_\_\_
- 2 The *Pow Wow* and the *Guelaguetza* are very similar. \_\_\_\_\_
- 3 The *Pow Wow* is an indigenous celebration. \_\_\_\_\_
- 4 The Native American Festival takes place once a year. \_\_\_\_\_
- 5 Both the Native American and the Mexican men dancers wear colorful costumes. \_\_\_\_\_
- 6 Mario is not Mexican. \_\_\_\_\_

**2 Find the right words for the following descriptions in the dialogue of Activity 1.** \_\_\_\_\_ / 06

- 1 When you regret breaking in a conversation in progress: \_\_\_\_\_
- 2 When you invite someone to speak about a subject: \_\_\_\_\_
- 3 When you have the same opinion: \_\_\_\_\_
- 4 When something resembles something else: \_\_\_\_\_
- 5 A response to thanks: \_\_\_\_\_
- 6 Up until now: \_\_\_\_\_

**3 Circle the purpose of each expression.** \_\_\_\_\_ / 04

- 1 *Sorry, what I meant to say is ...*
  - a To correct yourself and begin the idea again.
  - b To interrupt someone politely.
  - c To greet.
- 2 *Can I add something here before we continue?*
  - a To correct yourself and begin the idea again.
  - b To interrupt someone politely.
  - c To greet.

**4 Match the sentences on the right with their specific purpose.** \_\_\_\_\_ / 06

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 A question to ask for more information or details.</li> <li>2 A way to invite someone to participate.</li> <li>3 A polite way to close the conversation.</li> </ol> | <ol style="list-style-type: none"> <li>a Thanks Laura for sharing about the <i>Pow Wow</i>. And Pedro, thanks for telling us about the <i>Guelaguetza</i>.</li> <li>b Don't you want to ask something?</li> <li>c Where's the celebration?</li> </ol> |
|--|---|

**Outcomes**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I can negotiate a topic for a conversation about cultural habits.                     |
| <input type="checkbox"/> | I can exchange proposals and opinions to open a conversation.                         |
| <input type="checkbox"/> | I can ask and answer questions to go deeper in a conversation.                        |
| <input type="checkbox"/> | I can use strategies to keep going and conclude a conversation about cultural habits. |

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

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

**UNIT 9**

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

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

**Dancers are Athletes**



by Michael Scottsman

Can dance be classified as a sport? To answer the question objectively, we should listen to all viewpoints, especially from young people because they are the most interested audience.

First, there are people who say that dance is an art, a beautiful combination of creativity and athletic skill, and that you need to spend many hours in the gym and on the dance floor.

25

Second, dance can be performed as part of a team or in solo competitions. It is actually judged by the same rules as gymnastics. Finally, when other "athletes" immediately leave the game if they are injured, dancers still have to put a smile on their faces and dance in spite of the pain. All the people who say that dance is not a sport do not have valid reasons.

However, other voices argue that it is not a sport. First, it is given points on the basis of the subjective opinions of judges, that is, the point system in dance relies on judges who can be biased. In other sports there is a clear winner by scores that are obvious. Second, many people say that dance is much harder than any sport because of its physical demand. But just because it is physical doesn't mean it's a sport. It isn't a sport and will never be!

Finally, make up your own conclusions: Is dancing a sport or is it not? Is it the physical effort or the focus on artistic quality what really matters?

- |   |   |   |
|---|---|---|
| 1 The article is about sports in general.                                     | T | F |
| 2 The purpose of the article is to discuss if dance is a sport or not.        | T | F |
| 3 The article is written for women only.                                      | T | F |
| 4 Some people believe that dance is an art because it is a physical activity. | T | F |
| 5 Some people believe that dance is a sport.                                  | T | F |
| 6 It is up to the reader to arrive at a conclusion.                           | T | F |

**2 Read the text again and answer.**

\_\_\_\_\_ / 02

- 1 Which is the standpoint of the article?

\_\_\_\_\_

## 3 Read the text and answer each of the statements below.

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

## Text 1

I believe that modern art should not be called art. To begin with, I can give an example. There was a real case where an art exhibit made of empty bottles and cigarette ends was mistaken for rubbish by cleaning ladies and they threw it away in the bin. If something looks like rubbish, it probably is. Secondly, modern art does not require real artistic skills. Most modern paintings or sculptures could be created by a child. Can we really call that art? In my opinion, true art requires creativity, talent, effort, and time to create. Modern art is none of that.

## Text 2

I do not really agree with the argument that modern art is not art. Many people say they do not understand modern art and that any kid could do it. But, first of all, art must be seen in context. A good example of this are collages of newspaper cuttings and other text and images, composed by artists in the time of the World Wars. The texts and images these artists used were banned, so this type of art became a way of protesting. A kid may be able to make a collage, but not a protest. Besides, an artist putting together pieces of unusual materials needs talent to decide how to distribute these materials. In the end, working with garbage is a way to create something new out of what is usually thrown in a garbage can.

- 1 Debate statement: \_\_\_\_\_
- 2 What text considers Modern Art trash? \_\_\_\_\_
- 3 What text considers Modern Art art? \_\_\_\_\_
- 4 What is required for true art according to the argument against Modern Art? \_\_\_\_\_
- 5 What would be the counterargument to the opinion in question 4? \_\_\_\_\_

## 4 Match the purposes on the left with the expressions on the right.

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

- |  |  |
|--|--|
| 1 Expression to say that you think the same as someone else.       | a I disagree. It's quite the opposite.                       |
| 2 Expression to say that you don't think the same as someone else. | b I agree with Andrea.                                       |
| 3 Expression to interrupt.   | c Could you repeat your idea and speak a bit louder, please? |
| 4 Expression to ask someone to repeat.                             | d Just a moment Andrea, please. Let Víctor finish.           |
| 5 Expression to restore communication.                             | e Yes, but you can't ...                                     |

**Outcomes**

I can review a topic of interest in several sources.

I can read texts and interpret general sense, key ideas, and details.

I can evaluate agreements or disagreements about a topic of interest to write arguments.

I can participate in a debate.

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

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**UNIT 10**

**1 Read the conversation and circle the right choice.**

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

**Gina:** What did you have for breakfast today, Juan?

**Juan:** Oh, I ate some chocolate cereal with milk.  
What about you?

**Gina:** I actually skipped breakfast today. I was in such a hurry!

**Juan:** You know that eating healthy food is our right, don't you?

**Gina:** Sure, I do! I know I should eat a proper breakfast before coming to school. I'm always eating cookies or ... nothing at all!

**Juan:** Yes, and chocolate cereal isn't a very good option either. I think most of secondary students don't eat properly despite their families' level of income. It's a serious problem, I've read that the lack of nutrients certainly affect our performance and our capacity to learn.

**Gina:** Perhaps we should do something about this. We can talk to our classmates and create awareness of this problem.

**Juan:** It's a good idea, we can also investigate and find healthy options for breakfast. We can create weekly menus and share them with our friends.

**Gina:** Yes, and we can share the menus putting posters all over the school!

**Juan:** I don't think people would read them. In my opinion, people don't pay attention to posters.

**Gina:** I disagree; I believe many people will read our posters. I saw a documentary on TV that said that eight out of ten people get information from posters at their school, workplace, or transportation more than from books or other sources of information.

**Juan:** OK, great! We should start a poster campaign here at school and see how it works. It will be as interesting as the project we made last year about not throwing garbage on the roads and streets.

- 1 Gina and Juan are discussing  
a access to information.  
b access to healthy food.

- 2 Juan thinks secondary students' eating habits  
a is a serious problem.  
b is a problem of their families' income.

- 3 Gina believes that people  
a watch documentaries.  
b read posters.

- 4 This year's project is  
a as interesting as last year's.  
b about creating healthy breakfast options.

**2 Find the answer in the text and transcribe it on the line.**

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

- 1 How does Juan back up his opinion about the importance of healthy eating habits?


\_\_\_\_\_

- 2 How does Gina back up her opinion about the efficacy of posters?

\_\_\_\_\_

3 Read the conversation and complete each chart.

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



**Gina:** I think that the right to have nutritious food is the most important right of youth.

**Juan:** Really? Do you think it is more important than the right to education? I don't think so.

**Gina:** Well, yes. We need food for good health and to survive. We need to eat well in order to function properly and study.

**Juan:** You have a point. Adults should make sure we get nutritious food in order to study, play, and rest.

**Gina:** It's true, but in my opinion, our nutrition is not only the responsibility of adults.

**Juan:** We have to receive the best food they can give us with the money they have, don't we?

**Gina:** Of course, but you are also responsible for your nutrition because you have to take care of your body.

**Juan:** What do you mean by that?

**Gina:** Many times we have food but we don't choose correctly what to eat. We need to eat better in order to have good health. For example,

if there is a bag of chips and an apple, which snack would you eat?

**Juan:** Hmm ... I guess the chips.

**Gina:** Can you see what I mean? We can sometimes choose what to eat and we don't really eat what is best for us. We ruin our right to nutritious food because we make bad choices.

**Juan:** Ok, I agree that we have to do something for our rights. But I also believe that we don't eat well because not everybody knows what food is good for us. In my opinion, we need more information in order to make good decisions. And we don't always have nutritious food to choose from.

**Gina:** You have a point there.

Expressions of opinion	Expressions of agreement

4 Read the sentences and write C (clarification) or Q (question an opinion).

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

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 What do you mean? _____         | 2 Are you sure? _____                |
| 3 What do you mean by that? _____ | 4 What about you? _____              |
| 5 Why do you think that? _____    | 6 Where did you find that out? _____ |

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

**Outcomes**

I can present starting proposals.

I can assume a personal position and anticipate others' positions.

I can offer counterarguments and defend their position during a discussion.