

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

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

### UNIT 4

1 Read the story *Good Luck! Bad Luck! Who knows?* and check (✓) the right answer. \_\_\_\_\_ / 12



Once upon a time there was a Chinese farmer who had a working horse. One day the horse ran away. The farmer's neighbor exclaimed, "What bad luck!" "Good luck! Bad luck!" said the farmer. "Who knows?" Winter had passed. The farmer had been working without a horse for many weeks when his horse returned with 10 more horses. His brother exclaimed, "What good luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?" Several weeks later, the farmer's son was riding one of the new horses when he fell and broke his leg. His leg never recovered completely. He was the farmer's only son and his help on the farm was essential. "What bad luck!" exclaimed his neighbors. "Good luck! Bad luck!" said the farmer. "Who knows?" Spring had come and gone when one day a Chinese army general arrived in the village. The Emperor had declared war. The Emperor declared war all the time. All the young men in the village went to war except the farmer's son. "What good luck!" exclaimed everyone in the village. "Good luck! Bad luck!" said the farmer. "Who knows?"

1 What is the moral (lesson) of the tale?

- a Bad luck and good luck can be found anywhere.
- b Luck is always the opposite of what people say.
- c We should always make the best of any situation.

2 Did the farmer himself think that events were good or bad luck?

- a Yes
- b No
- c He didn't know.

3 What good thing happened to the farmer's son because of the new horses?

- a He broke his leg.
- b He couldn't go to war.
- c He was happy to have ten horses.

2 Match the expressions on the left to their meaning on the right. \_\_\_\_\_ / 08

- |   |                                    |
|---|------------------------------------|
| 1 Once upon a time ...                      | a A long time after an event.      |
| 2 Winter had passed ...                     | b An unspecified time in the past. |
| 3 Several weeks later ...                   | c A very long time after an event. |
| 4 Spring had come and gone when one day ... | d A short time after an event.     |

3 Read the story *Tlaloc the Rain God* and circle T (True) or F (False).

\_\_\_\_\_ / 12

# Tlaloc the Rain God

*Aztec legend*



A long time ago, high up in the clouds, lived a god. His name was Tlaloc. He was the god of rain, thunder, and lightning. He lived in a beautiful palace with beautiful gardens and many large clay pots full of water.

When Tlaloc saw people on Earth needed rain, he ordered his helpers, the *Tlaloques*, to break the clay pots with wooden sticks. This is when people on Earth heard loud thunder. Then, the pieces of the broken pots flew through the sky, and people on Earth saw lightning. Last, the water from the broken pots poured down from the sky, and people on Earth got rain.

But when Tlaloc got angry, he broke many, many pots, and he provoked torrential rains and hurricanes on Earth, or if he got very, very angry, there was no rain for days or months. This is why people on Earth worshipped him and always tried to make him happy.

- |  |   |   |
|--|---|---|
| 1 The god of thunder was called Tlaloques.                 | T | F |
| 2 The god lived high up in the clouds.                     | T | F |
| 3 Lightning broke the god's pots.                          | T | F |
| 4 The god's emotions controlled the intensity of the rain. | T | F |
| 5 People always tried to keep the god happy.               | T | F |
| 6 Hurricanes occurred when the god was very, very angry.   | T | F |

### Outcomes

- I can select and revise classic tales.
- I can understand the general sense and main ideas.
- I can compare variants of pronunciation and writing.
- I can express key events orally.

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## UNIT 5

### 1 (( 20 )) Listen to the story *The Wizard of Oz* and circle T (True) or F (False). \_\_\_\_\_ / 12

- |   |   |   |
|---|---|---|
| 1 A cyclone took Dorothy and Toto from Kansas to another place.               | T | F |
| 2 The Munchkins were mad at Dorothy for killing the Wicked Witch of the East. | T | F |
| 3 Dorothy needed to go to Emerald City to see the Wizard of Oz.               | T | F |
| 4 On the way, she met the Scarecrow, the Tin Woodsman, and the Brave Lion.    | T | F |
| 5 Dorothy killed the Wicked Witch of the West with a bucket of water.         | T | F |
| 6 It was all a dream.   | T | F |

### 2 Read the summary of *Beauty and the Beast* and check (✓) the right answer. \_\_\_\_\_ / 10

*Beauty and the Beast* is about a merchant who has three daughters.

The youngest daughter, Belle, is a good daughter, but her sisters are not. One day, Belle asks her father to bring her a rose, so the merchant goes to the forest. The merchant gets lost in the forest, so he stays the night in a mysterious castle. The next day, the merchant sees a rose in the garden of the castle and cuts it. The owner of the castle, a hideous beast, sees the merchant and gets very angry.

The beast tells the merchant he must pay for the rose. The merchant must bring the Beast one of his daughters, or he will die. Belle does not like the idea of living in the castle, nor does her father, but Belle agrees to live with the beast. Eventually Belle and the

Beast become friends, for deep down the beast is a good person. One day, the beast allows Belle to go home to visit her family. Belle tells her family about her happy life in the castle. Her older sisters become jealous, so they try to convince Belle not to return. Belle has missed her family, yet she loves being in the castle. She likes the beast's company, so she decides to return to the castle. When Belle returns, she finds the beast dying. Belle cries and confesses her love to him. Belle's tears transform the beast into a handsome prince. This story for children and adults expresses many values. The main one is that you should not judge a person by their appearance, for true beauty lies within.

1 What is the genre of the story?

- a Comedy
- b Fantasy
- c Drama

2 How many nice sisters does Belle have?

- a Two
- b One
- c None

3 What options does the Beast give to the Merchant?

- a Bring all his daughters so they could all live together in the castle.
- b Become the Beast's gardener and look after the roses.
- c Give the Beast one of his daughters or die.

4 Why do Belle's tears save the Beast?

- a Because they were tears of sadness.
- b Because they were tears of love.
- c Because they were magical tears.

5 What is the main value of the story?

- a You should not judge a person by their appearance.
- b Don't steal roses from anyone's garden.
- c Leave the castle and never come back.

3 (( 19 )) Listen to the conversation between the Beast and the Merchant.

\_\_\_\_\_ / 12

Use the words in the box and write the right attitude for each line in the dialog.

angrily    uncomfortably    inquisitively    impatiently    pleadingly    unhappily

1 \_\_\_\_\_

**Beast:** I caught you stealing my rose ... You are very unfortunate, since my rose is extremely important to me. The penalty for theft is death, so I must kill you.

2 \_\_\_\_\_

**Merchant:** My Lord, I didn't know. I didn't think I would offend anyone by plucking a rose for my daughter. She asked for one.

3 \_\_\_\_\_

**Beast:** Don't call me "my Lord", call me "Beast." I don't like compliments, prepare to die!

**Merchant:** My Lord!

4 \_\_\_\_\_

**Beast:** Again? I order you to be silent. You stole my rose, and you shall die! Unless ... unless one of your daughters ... How many do you have?

**Merchant:** Three.

**Beast:** Unless one of your daughters agrees to pay for your deed. Bring one of your daughters to the castle so that you won't have to die. She must remain here to keep me company.

**Merchant:** But ...

5 \_\_\_\_\_

**Beast:** Don't argue! Take my offer before I change my mind. Swear you'll send back one of your daughters!

6 \_\_\_\_\_

**Merchant:** I swear. But I don't know my way through the forest ...

**Outcomes**

- I can revise short films.
- I can understand general sense and main ideas.
- I can write lines and dialogs.

## BLOCK 2 ASSESSMENT

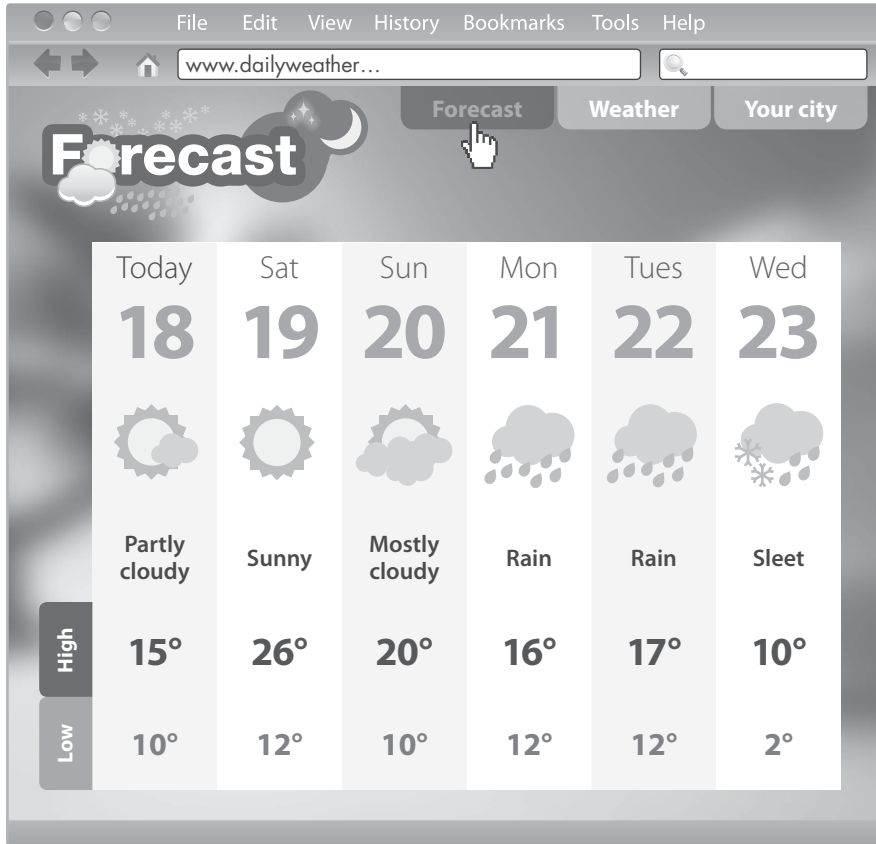
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### UNIT 6

1 Complete the conversation with the right predictions about the weather.

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



John: Hello, Mary.

Mary: Hello, John.

John: We need to organize our picnic. What about Monday?

Mary: I don't think that is a good idea. On Monday 1) \_\_\_\_\_.

John: It's true. What about Sunday? The forecast says 2) \_\_\_\_\_.

Mary: Yes, and if it rains, everything is ruined.

John: Yeah, you're right. Well, what about Saturday?

Mary: No. 3) \_\_\_\_\_. You know that Peter doesn't like the sun that much.

John: Well, why don't you call everyone, and we go to our picnic today?

4) \_\_\_\_\_. Not too sunny, not too cloudy. Perfect!

Mary: That is a great idea!

2 (( 22 )) Listen to the conversation and write Wendy's daily activities.

\_\_\_\_\_ / 16

|  |   |  |  |
|--|---|--|--|
| <p><b>MONDAY</b></p> <p>1) _____</p> <p>_____</p> <p>_____</p> <p>_____</p>                      | <p><b>TUESDAY</b></p> <p><b>Morning</b></p> <p>2) _____</p> <p><b>Afternoon</b></p> <p>3) _____</p> | <p><b>WEDNESDAY</b></p> <p>4) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><b>THURSDAY</b></p> <p style="text-align: center;">No<br/>Plans<br/>Yet</p> |
| <p><b>FRIDAY</b></p> <p><b>Morning</b></p> <p>5) _____</p> <p><b>Evening</b></p> <p>6) _____</p> | <p><b>SATURDAY</b></p> <p>7) _____</p> <p>_____</p> <p>_____</p> <p>_____</p>                       | <p><b>SUNDAY</b></p> <p>8) _____</p> <p>_____</p> <p>_____</p> <p>_____</p>    |  |

3 Complete the hypotheses about the future using the elements in parentheses.

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

- 1 If we control devices with brain chip implants, \_\_\_\_\_  
\_\_\_\_\_. (we, amazing cars)
- 2 If space tourism becomes a reality, \_\_\_\_\_  
\_\_\_\_\_. (I, first to travel)
- 3 If drones deliver food to homes, \_\_\_\_\_  
\_\_\_\_\_. (we, world hunger)
- 4 If people live on other planets, \_\_\_\_\_  
\_\_\_\_\_. (we, new species of animals)
- 5 If vehicles are totally automated, \_\_\_\_\_  
\_\_\_\_\_. (fewer accidents)

**Outcomes**

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

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