

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
EXPRESSION **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 'drink sust refresco, soda (bebida sin alcohol)

so-lid-i-fy /sə'liɪdɪfaɪ/ (**so-lid-i-fied**, **so-lid-i-fied**) verbo ③ Otras formas irregulares
 ■ tercera persona del singular **solidifies**
 solidificarse

some-day /'sʌm,deɪ/ adv algún día

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

som-ber /'sʌmbər/ adj
1 sombrío **2** oscuro

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

sol-id /'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
sol-id /'sɒlɪd/ ② sust sólido
 ▶ **solids** sust plural (alimentos) sólidos

some /səm, sʌm/ ① adj ★★★
 ③ 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.

- 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.

NAME: _____

DATE: _____ GROUP: _____

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	
<input type="checkbox"/>	I can listen to and revise likes and dislikes in an interview.
<input type="checkbox"/>	I can understand general sense and main ideas of conversations.
<input type="checkbox"/>	I can express compliments, likes, and dislikes in written conversations.
<input type="checkbox"/>	I can express compliments, likes, and dislikes in a conversation.