

BLOCK 3 ASSESSMENT



NAME: _____

DATE: _____ GROUP: _____

UNIT 7

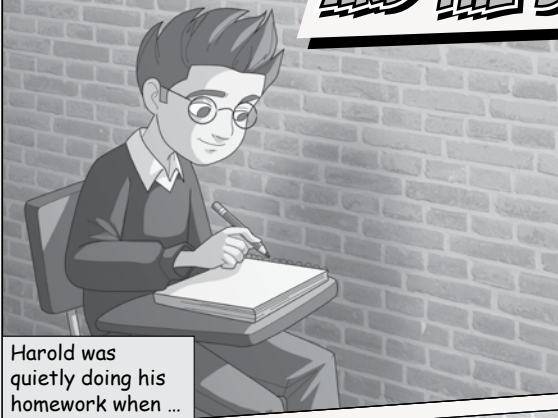
1 Look at the comic strips below and check (✓) on the appropriate column.

_____ / 08



HORNET BOY AND THE BULLIES

One normal afternoon ...



Harold was quietly doing his homework when ...

Suddenly ...



No. I can't. I need it.

Gimme your homework! If you don't, I'm gonna thump ya!

He saw some bullies threatening a smaller kid.

Next ...



If you don't leave him alone, you'll be sorry.

Oh yeah? Make me!

Hornet Boy appeared in the hallway. What happens next?

So ...



Pick on someone your own size!

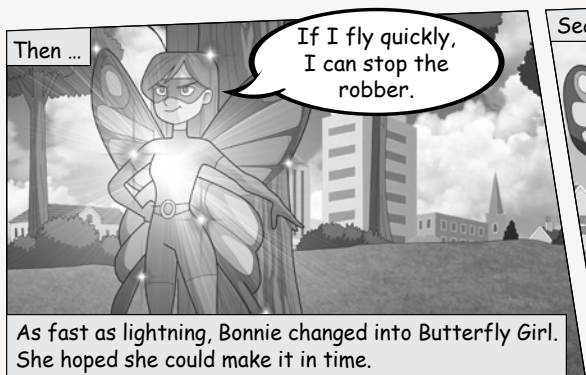
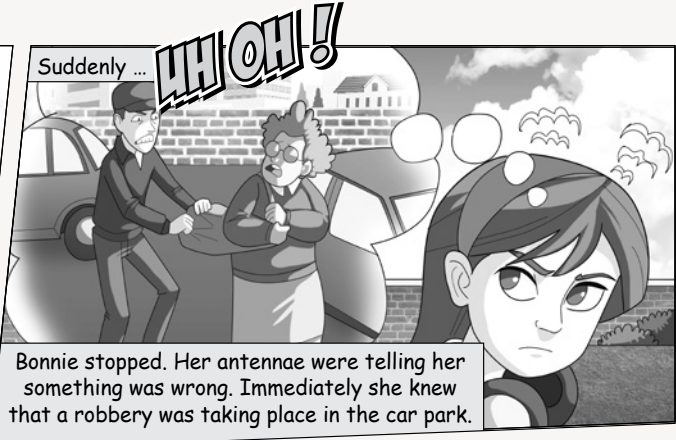
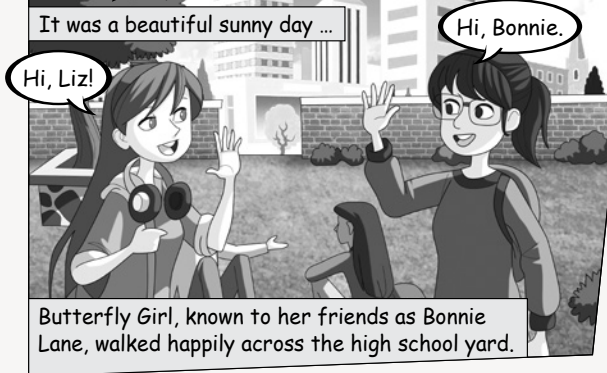
BZZZ!

BZZZ!

THWACK!

Hornet Boy stopped the bullies. The school hallways were safer after that.

BUTTERFLY GIRL



	Hornet Boy	Butterfly Girl
1 It is about a superhero in action.		
2 A boy is bullied by a group of teenagers.		
3 A robber is stopped from stealing.		
4 They want a boy's homework.		
5 He wants her purse.		
6 She rescues an old lady.		
7 The school is safer because of him.		
8 The superhero throws special rays to get rid of villains.		

2 Look at the comic strips again and unscramble the elements of a comic strip. _____ / 03

- | | |
|----------------------|----------------------|
| 1 oiulnlstrati _____ | 4 bpbbeeluchs _____ |
| 2 nptacio _____ | 5 oueendsffct _____ |
| 3 meraf _____ | 6 emitqusecnee _____ |

3 Read the conversation and find expressions for the prompts below. _____ / 06

Lenny: I love this sci-fi comic. What do you think?

Becky: Well, yes it's OK, but I think I prefer this romantic comic. In my opinion, the illustrations are better. For instance, look at the last picture. That ring really shines.

Lenny: Oh, Becky! Look at this picture of the sea creature. Is it a sea creature? It might be an alien? I mean ... I like a picture where you have to guess what it is. I think that's much more interesting than the romantic comic.

Becky: Well, I guess you're right. And ... anyway ... the story in the sci-fi comic is much more exciting.

- 1 Asking for opinion: _____
- 2 Giving an opinion: _____
- 3 Clarifying meaning or giving detail: _____

4 Match the phrases that are synonymous. _____ / 05

- | | |
|----------------------|-----------------------|
| 1 What I mean is ... | a What do you think? |
| 2 What about you? | b Let me show you ... |
| 3 I my opinion ... | c I prefer ... |
| 4 For instance, | d For example, |
| 5 I like ... | e I think ... |

Outcomes

- | | |
|--------------------------|---|
| <input type="checkbox"/> | I can select and revise comic strips in English. |
| <input type="checkbox"/> | I can interpret content in comic strips. |
| <input type="checkbox"/> | I can exchange opinions about cultural expressions in a discussion. |

BLOCK 3 ASSESSMENT



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UNIT 8

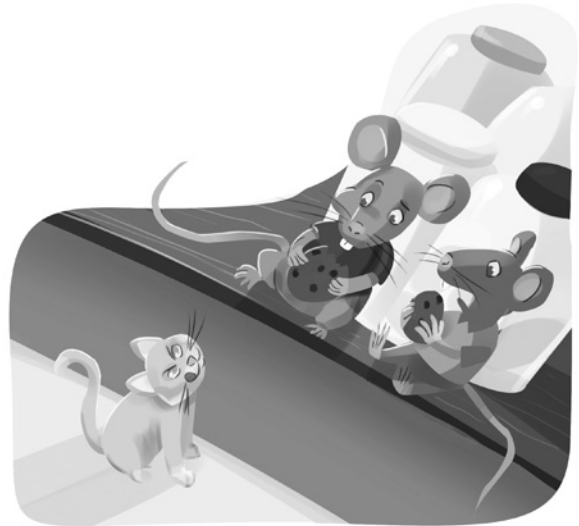
1 Look at the pictures and check (✓).

_____ / 03

Picture A



Picture B



	A	B
1 It's a fable.		
2 It's a fairy tale.		
3 Its characters are people.		
4 It features animals with human characteristics.		
5 It starts with "Once upon a time ..."		
6 It delivers a moral lesson.		

2 Read the story and write T (True), F (False) or DS (Doesn't Say).

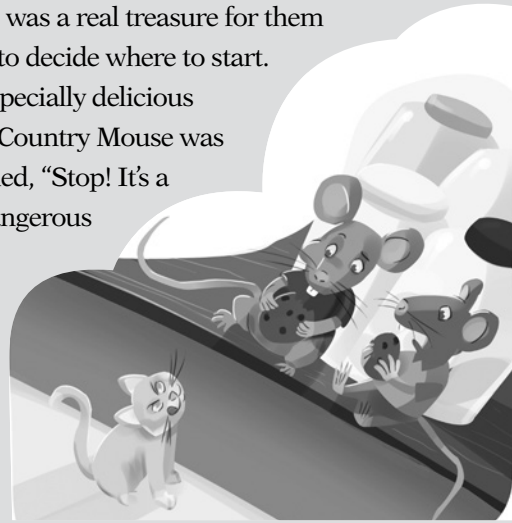
_____ / 04

The City Mouse and the Country Mouse

adapted from the original by Aesop

This story is about a little mouse that lived in the country. One day, he invited his friend from the city and offered him barley and grains from the barn for lunch. The City Mouse said that the food in the city was much better and invited him to pay a visit. The Country Mouse went to visit his friend and the City Mouse first took him to the cupboard. There they found the most delicious bag of sugar. They ate the sugar, when the door banged open.

The cook wanted some flour. They had to escape but the City Mouse then took him to the top shelf. Here they found prunes. Once again, the Country Mouse began to enjoy his prune, when a cat came in and they had to run for their lives! The Country Mouse did not want to go to the cupboard again, so the City Mouse took him to the cellar. There was a real treasure for them there. They ran along the shelves trying to decide where to start. Sausages, spicy apples, butter, and an especially delicious smelling cheese were in the corner. The Country Mouse was about to eat it, when the City Mouse yelled, "Stop! It's a trap." The City Mouse explained how dangerous the traps were and how they killed little mice. At that moment the Country Mouse decided to go back to the country where life was safe, even if he only had barley and grains from the barn. He returned and he stayed there for the rest of his life.



- 1 The Country Mouse can only eat grains in the barn. _____
- 2 The City Mouse has more choice of food in the city. _____
- 3 The Country Mouse met his friend the cat. _____
- 4 The shelves in the cellar were empty. _____
- 5 The Country Mouse fell into a trap. _____
- 6 The trap has a piece of cheese. _____
- 7 The City Mouse went back to the country. _____
- 8 Life in the city can be dangerous. _____

3 Read the story again and number the events chronologically.

_____ / 08

- _____ The Country Mouse decided to go back home where it was safe.
- _____ Another day the City Mouse invited the Country Mouse to the city.
- _____ The Country Mouse was scared and didn't want to be there anymore.
- _____ It was dangerous.
- _____ They enjoyed the food in the cupboard, but the chef frightened them.
- _____ They had to go to the cellar where there was a trap.
- _____ One day the Country Mouse invited his friend and they had grains in the barn.
- _____ The food was much better there.

4 Look at the words below and complete the chart.

_____ / 03

US spelling	UK spelling
Labor	_____
_____	Colour
Favorite	_____
_____	Kilometre
Center	_____
_____	Theatre

5 Find the words that have the same sounds.

_____ / 05

cheese middle bone nice south home mice please mouth little

_____ and _____ ;
 _____ and _____ ;
 _____ and _____ ;
 _____ and _____ ;
 _____ and _____

6 Match the phrases so that they make sense to tell the story.

_____ / 05

- | | |
|------------------------------|---|
| 1 The princess jumped up, | a she was picking up flowers in the pond. |
| 2 The frog was hungry. | b She had been looking out of the castle window all day long. |
| 3 When the prince found her, | c left the castle and ran down to the pond. |
| 4 The princess was bored. | d kissed it and proposed to her. |
| 5 The prince took her hand, | e He had been waiting for flies to come along. |

Outcomes

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

BLOCK 3 ASSESSMENT



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UNIT 9

1 Group the words and label the category.

_____ / 06

veins lungs blood brain joints windpipe cord esophagus chest knee

_____ system

Stomach

Small intestine

Respiratory system

Diaphragm

Bronchi

_____ system

Bones

Ligaments

Nervous system

Nerves

Spinal _____

Circulatory system

Heart

Arteries

Parts of the body

Head

Feet

2 Find the right answer.

_____ / 05

- | | |
|--|--------------------------|
| 1 Which system absorbs the nutrients we need from food? | a The large intestine |
| 2 What is the name of the tube that takes the food from the throat to the stomach? | b It begins in the mouth |
| 3 Where does the digestion begin? | c It mixes with saliva |
| 4 What does food mix with in the mouth? | d Esophagus |
| 5 Which is thicker, the small or the large intestine? | e The digestive system |

3 Unscramble the sentences. Then, match each question to its right answer.

_____ / 10

- expelled / when / exhale / is / What / you;
- body / the / oxygen / What / carries / around;
- system / organs / the / are / of / important / the / What / respiratory / most;
- does / body / into / Where / your / enter / first / air;
- carry / lungs / What / two / the / the / the / that / tubes / into / of / air / is / name

1 _____ ?
Blood carries oxygen around the body.

2 _____ ?
Through the nose and mouth.

- 3 _____ ?
Carbon dioxide is expelled when you exhale.
- 4 _____ ?
They are called bronchi.
- 5 _____ ?
The lungs are the most important organs.

4 Transform the sentences keeping their meaning.

_____ / 02

- 1 206 bones form the human skeleton.

- 2 The rib cage protects the heart and the lungs.


- 3 Tendons attach bones to muscles.

- 4 28 different bones make up the skull.

5 Read the texts carefully and correct the mistakes. Cross out sentences that do not belong and correct punctuation if necessary.

_____ / 04

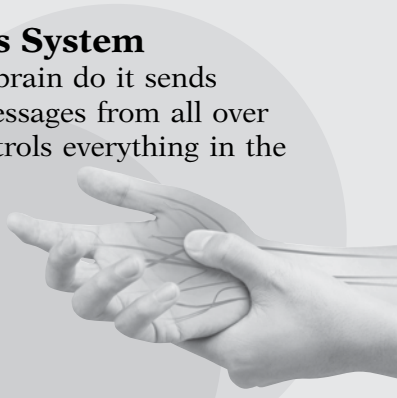
Picture A



Digestive System
After chewing your food, you swallow it, and it goes into the stomach—a sack shaped like the letter J. The heart is about the size of a fist. From there, the food goes into the small intestine. This is longer than the large intestine.

Picture B

The Nervous System
What does the brain do it sends and receives messages from all over the body it controls everything in the body, including the heart the lungs and the stomach



Outcomes

- I can revise and understand information about systems of the human body.
- I can propose and answer questions about the human body systems.
- I can compare variants of pronunciation and writing.
- I can edit diagrams in teams and with the guidance of the teacher.
- I can write notes to describe human body systems.

UNIT 10

1 Read the text and write E (Explicit information) or I (Implicit information).

_____ / 05

Sources of Information

When you are interested in a topic, you often want to find out more about it. How can you do that? Well, there are several possibilities. If you have access to the Internet, you can find out about almost any topic in the world. But be careful, there is a lot of false information on the Internet. Another good source of information is your local or school library. But don't waste time, go directly to the librarian, he or she can help you find what you are

looking for. When you are looking up things in non-fiction and reference books, the contents page will tell you which part to go to. You don't have to read everything!

And don't forget you probably know a lot of people who already know about the topic you are interested in. People love sharing their knowledge; you just have to go and see them, or call them, and ask them the right questions.

- 1 Information on the Internet is unreliable. _____
- 2 A local or school library might be more reliable than the Internet. _____
- 3 There are other sources of information besides the Internet. _____
- 4 If you do not find the information you need in books, there are other sources. _____
- 5 Fiction books are not a suitable source if you are researching a topic. _____

2 Look at these texts and write Text A, Text B, both or none.

_____ / 03

Text A

Incredible FACTS

Incredible but True

Nature is full of incredible wonders, but this one is really weird. Waterfalls usually flow down, right? Sometimes some of them don't—well, not all the time, anyway! With some unusual waterfalls, the water does not reach the bottom. It flows up!

Gravity defying?

Does the water in these waterfalls break the laws of physics? Not really. Upside-down waterfalls happen only when the wind is very strong. The wind forces the stream of water to spray upward or blow backward.

Is this phenomenon common?

Surprisingly so. There are examples in Ireland, Hawaii, Chile, the United Kingdom, and Iceland, to name a few.

Text B

A Waterfall of Fire?

Horsetail Fall flows in the winter and early spring in California. It drops around 480 meters before continuing down another 150 meters to the bottom of the mountain.

During the last two weeks of February, Horsetail changes color and becomes a "firefall." As the last rays of sunlight disappear in the evenings, they hit and reflect off the falls at the exact right angle, illuminating the waterfall and making it glow orange and red.

- 1 Which text would be suitable if you are researching on optic phenomena? _____
- 2 Which text is suitable if you have to choose a topic for your Physics presentation? _____
- 3 Which one is appropriate for your Biology class? _____

3 Read the dialogue and find expressions that correspond to the meaning below. _____ / 10

Female student: Hello. This presentation is about how to find out the answer to this question: How much sugar is there in a can of soda? It's an important question, because most of us drink a lot of soda, and we all know sugar isn't good for us. So first, weigh your empty pan on the kitchen scale. Then take a can of soda and open it. Pour the contents into a pan. Put the pan on the stove, turn the stove on, and let the soda boil.

Male Student: I'd like to add something here. Working with boiling liquid can be dangerous. It's better to have an adult with you, to be safe.

Female student: As I was saying, boil the soda until all the liquid evaporates. At the bottom of the pan you'll find a sugary substance. Weigh the pan again. You'll find that the sugar weighs around 37 grams!

Male student: Of course, it's not really necessary to do that experiment. You can see how much sugar

there is in the soda by reading the label on the can!

Female student: Yes, that's true, but it's much more fun doing it this way.

Male student: True! But now we come to the really interesting question. How much sugar is 37 grams? Put a glass on your kitchen scales. Get some sugar. Put a teaspoon of sugar in the glass. How much does it weigh? Add another and another! Keep going! 37 grams of sugar is 7 and a half teaspoons of sugar! That's a lot of sugar!

Female student: Let me say something else, we are only measuring the amount of sugar in a drink. But there is a lot of food like pasta sauces or ketchup that contain high amounts of added sugar.

Male student: In conclusion, we'd like to ask you a question – how many sodas do you drink a day? Calculate how much sugar that is! OK. Do you have any questions? Any doubts? OK.

- 1 Today we're going to talk about: _____
- 2 I have something else to say (2 expressions): _____
- 3 I've been talking about this so far: _____
- 4 The last thing to say is: _____

4 Match the phrases that are similar in meaning. _____ / 05

- | | |
|----------------------------------|-----------------------------------|
| 1 In conclusion, | a Let me say something else ... |
| 2 This chart shows ... | b So finally, I'd like to say ... |
| 3 This presentation is about ... | c Do you have any questions? |
| 4 I would like to add ... | d As you know I'm here to ... |
| 5 Any doubts? | e As you can see here ... |
| | f Today I'm going to ... |

_____ / 100

Outcomes

I can select information.

I can read information.

I can rehearse giving a presentation.

I can give a presentation.