

UNIT 7

1 Read the text and circle the right answer.

_____ / 08

How to use a slingshot

1 To use a slingshot, first choose your projectile.

2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.

3 Stand sideways so that the shoulder of the arm you are using to hold the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.

4 Raise the slingshot so that it is at a 90° angle to your body.

5 Pull the slingshot band all the way back and aim in the direction that you want the projectile to go.

6 Take a deep breath, exhale, and release the band. Not breathing helps you to stand still.

7 To prevent accidents, only use slingshots in open spaces and make sure no people are near.

8 To avoid harming yourself, make sure the elastic bands are in good condition and well attached to the pouch.

1 What is the first step for using a slingshot?

- a Place the projectile
- b Raise the slingshot
- c Choose the projectile

3 How can you avoid harming yourself?

- a Only use the slingshot in closed spaces.
- b Check the condition of the elastic bands.
- c Keep it away from your body.

2 Why do you need to hold your breath?

- a It helps you stand still.
- b It helps you focus on the target.
- c It helps you prevent accidents.

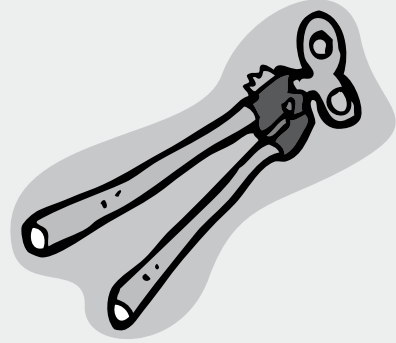
4 What part of your body must face the target?

- a The dominant hand
- b The feet
- c The shoulder

2 The following text contains some errors. Edit the text.

_____ / 09

A can opener is a devise to open metal canns with food. to avoid cutting yourself, don't touch the sharp ends of the can when you open it It is simpl to understand how it works. It has handles and a cutting wheel to cut and separate the leed of the can. To operate it you have to turn the butterfly knob. First you have to hold the handles tihgt and squeeze them. I like to eat canned food.



3 Organize the instructions in the correct order.

_____ / 09

The rotating coil will liberate your product.	Check the products inside the machine.
Pick up your product.	Open the box.
Read the price of the product you want.	Insert the coins in the slot.
The coil drops your product in a box.	Write the code of the product.
	Count the coins you need to pay.

Instructions for using a vending machine:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

Outcomes

- I can select and review materials.
- I can read and understand information.
- I can write information.
- I can edit texts.
- I can paraphrase information to explain how a machine works.

NAME: _____

DATE: _____ GROUP: _____

UNIT 8

1 (12) Listen to the monolog and answer the questions using words from the box. _____ / 05

sing concentration serenades guitar multitasking

- 1 What instrument does Luis want to play? _____
- 2 What can be improved by playing the guitar? _____
- 3 What skill is developed by doing different things with each hand? _____
- 4 What are guitars perfect for? _____
- 5 What can people do while they play the guitar? _____

2 Read the monolog and write the hypothesis and main ideas. _____ / 10



If I could make the trip of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in *cenotes*. For these reasons, I would choose Yucatán Peninsula as my dream trip.

- 1 Hypothesis: _____
- 2 Main idea 1: _____
- 3 Main idea 2: _____
- 4 Main idea 3: _____
- 5 Main idea 4: _____

3 (14) **Listen to the conversation. Use the phrases in the box and organize the steps to giving feedback.**

Giving a suggestion Accepting feedback
Saying something that can be improved Saying something positive

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Outcomes

- I can review genres of monologs.
- I can plan a monolog.
- I can present a monolog.
- I can encourage feedback.
- I can improvise a brief monolog on a subject of interest.

UNIT 9

1 Match the information to the places where you would find them. _____ / 08

- | | |
|---|------------------------|
| 1 Information about the novelties in my favorite hobby. | a News-related website |
| 2 Details for the requirements of a certain procedure | b Magazines |
| 3 What experts think about latest events in my city | c Textbooks |
| 4 Specific information about a history topic | d Government website |

2 Read the article and check (✓) the right answer. _____ / 10

School Uniforms

by Richard Coulson

The debate about whether or not to make students wear a uniform to school is not new. There are many reasons in favor of and against wearing uniforms. This is a short list of the most common arguments offered by parents and teachers about this topic.

In Favor of School Uniforms

There are several reasons why some teachers and parents are in favor of school uniforms. The first reason is because uniforms establish a sense of community. The school uniform helps students feel they belong to a group. Nobody is more fashionable than anybody else, and everyone is equal.

Another reason is that uniforms are important for the students' safety. Uniforms are important to identify students in school and to identify intruders. They are also useful for identifying students outside of school when they go on school trips.

Finally, parents argue that buying school uniforms saves them money because they need to buy fewer clothes, and uniforms are usually made of materials that last longer and can be washed repeatedly.

Against School Uniforms

However, not everyone likes school uniforms. First of all, some parents feel school uniforms make students uncomfortable and this can affect their concentration. Uniforms are often uncomfortable because they are made of synthetic materials that are not good for hot or cold weather. As a result, students often complain of feeling hot or cold or having to wear extra clothes under their uniforms.

In addition, some parents argue it is actually more expensive. Schools sometimes ask for too many uniforms: a sports uniform, a summer uniform, a winter uniform, and more, but their kids still need clothes for after school and weekends. As a result, they spend money on uniforms and clothes for outside of school.

But the major reason is that students lose their identity and cannot express themselves. Uniforms make all students look the same; consequently, students cannot be creative or be themselves. Uniforms repress their personality.

1 What is the purpose of the article?

- a Give an opinion about the use of uniforms.
- b Give arguments for and against the use of uniforms.
- c Anticipate the future decisions about the use of uniforms.

2 On what information did the author base the content of the article?

- a The opinion of students about their uniforms
- b Research on the history of uniforms
- c The opinion of teachers and parents

4 Why do some parents consider uniforms are a matter of security?

- a There are no conflicts over fashionable clothes.
- b They create a sense of belonging in the students.
- c They help identify students as members of the school.

3 Why do some parents think it is more expensive to wear uniforms?

- a They need to buy extra clothes for outside the school.
- b Uniforms are expensive and don't last.
- c Uniforms are not fashionable enough for what they cost.

5 The importance of individuality is an argument:

- a In favor of uniforms
- b Against uniforms
- c Both

3 Read the following statements and circle T (True) or F (False).

_____ / 05

During a round-table discussion we should not interrupt others, but it is fine to ask someone to repeat an idea or explain it better if you didn't understand or hear well. To help everyone participate and have a good round-table discussion, the person who is coordinating the round-table discussion should invite others to give their opinion.

Remember to use appropriate intonation and tone of voice. You can emphasize your arguments, but always respect your classmate's opinions and never get angry.

When you present an argument, speak at a correct speed, use a correct volume of voice, and avoid sounding rude or aggressive. Speak calmly, make pauses, and do not shout to defend your ideas. You will sound more convincing!

- | | | |
|---|---|---|
| 1 During a round table, it is OK to interrupt others to express your ideas. | T | F |
| 2 The coordinator of the debate invites everyone to share their opinions. | T | F |
| 3 When presenting an argument, you need to speak fast to impress others. | T | F |
| 4 Being calm helps you sound more convincing. | T | F |
| 5 Respect and not getting angry are fundamental in a debate. | T | F |

Outcomes

- I can review texts about a topic from Civics and Ethics Education and select information.
- I can understand general sense and main ideas.
- I can discuss points of view by participating in a round-table discussion.

NAME: _____

DATE: _____ GROUP: _____

UNIT 10

1 (17) Listen to the conversation and check (✓) the right answer.

_____ / 08

1 What is the main problem?

a Why they should move away from the area

b Ideas to stop the area from flooding

c The problem of frequent floods

2 What is the main cause of the problem?

a The intensity of the rainy season

b People throwing garbage

c People leaving the area

3 What do they think is a good solution?

a Convince neighbors to sweep the sidewalks

b Convince people not to throw garbage

c Convince people not to throw garbage and sweep the sidewalks

4 What was the first solution proposed for the problem?

a Convince people to keep the streets clean

b Move away from the area

c Posters to convince people to clean the city

2 Read the text and complete it with the expressions of agreement and disagreement from the box.

_____ / 10

In my opinion I disagree You have a point You are right I don't think so

Daniel: Hey guys, Pamela and Raul told us that we should say where to donate sweaters and blankets in our announcement. I don't think it is important.

Carmen: 1) _____. Our *Warm a Heart* announcement invites people to donate. What if they don't know? We need to find a place and share the information.

Laura: 2) _____. We want to help people with our announcement, don't we? This problem is important for us so let's do everything we can to make things better.

Beto: I believe *Warm a Heart* has nothing to do with our message. Do we change it?

Laura: 3) _____. The blankets warm people and it is an action from the heart that will help people and make them feel better.

Daniel: 4) _____, the part of the problem is very complicated. We decided the announcement is for adults who can buy blankets, but also for young people who can donate sweaters they don't use anymore. The words are difficult for young people.

Beto: 5) _____. Let's think of an easier way to say it.

Carmen: Well, let's get to work.

3 ((18)) Listen to the public service announcement and circle T (True) or F (False).

_____ / 10

- | | | |
|--|---|---|
| 1 The phrase "It is the rainy season, with beautiful trees full of leaves, and like every season, garbage is all over the streets" is used as a catchphrase. | T | F |
| 2 The purpose of the announcement is a call to action. | T | F |
| 3 The main idea is to build street drains around the city. | T | F |
| 4 The announcement asks people to clean a drain during the rainy season. | T | F |
| 5 It is an intensive invitation and not an official request. | T | F |

_____ / 100

Outcomes

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I can express reasons for the interest about a problem. |
| <input type="checkbox"/> | I can contrast effects created by prosodic resources and nonverbal language. |
| <input type="checkbox"/> | I can define ways to express myself depending on who I speak to. |
| <input type="checkbox"/> | I can express support and solidarity when faced with an everyday problem. |