|   | OCIAL PRACTICE: Express support and solidarity when faced with an everyday problem.  |   |
|---|--|---|
| N | AME:   | - |
| 1 | Read the text and answer the questions/ 03   | 3 |
|   | Larry lives with his grandmother. He's sitting at the breakfast table. His grandmother doesn't have much money, so they don't spend too much on food. Today, Larry has a glass of milk and some toast. He remembers when he lived with |   |
|   | 1 Why doesn't Larry live with his parents?   | _ |
|   | 2 What is he having for breakfast today?   | _ |
|   | 3 What did he use to have for breakfast?   | _ |
| 2 | ((x)) Listen to the conversation between Johnny and his father. Answer the questions/03  1 What is Johnny drinking?  | 3 |
|   | 2 What fruit does Johnny want?   | - |
|   | 3 What is his father going to have for breakfast?  | - |
|   | Virial is his father going to have for breakfast:  | - |
| 3 | Read the paragraph and circle the best option to complete each sentence.   | ) |
|   | Johnny is sitting 1) at / in / on the table. There is 2) a / an / some fruit. It's 3) at /   |   |
|   | in / on a big dish. There are 4) an / any / a few grapes and 5) a few / some / the   |   |
|   | orange juice. The dirty plates are <b>6)</b> at / in / on the sink.  |   |
| , |  | , |
| 4 | Complete the story with words from the box / 08  | , |
|   | brush carefully must punctually quickly quietly shouldn't wash   |   |
|   | "Wendy, it's very late. You 1) get dressed and when you finish,  |   |
|   | 2) your teeth. You have to arrive 3)   |   |
|   | You can't be late," said Mother. "Ken, you 4) eat so much.   |   |
|   | 5) your plate when you finish." Ken 6) took  |   |



his dishes to the kitchen. He didn't want to break one."

"Let's go," said Mother. Ken 7) \_\_\_\_\_ picked up his books. Wendy

8) \_\_\_\_\_ came running out of her room. She is always late.

FINAL ASSESSMENT LEVEL 2

**SOCIAL PRACTICE:** Compare the same news story in different news publications.

| NAME:  |                             |                   |                      |
|--|-----------------------------|-------------------|----------------------|
| 1 Read the text and complete the sentences with the passive f  | orm of the                  | verb in parent    | heses/ 10            |
|  |                             |                   | _                    |
| Dollution 1) (cause) when external or too  | xic substanc                | es <b>2)</b>      |                      |
| (introduce) into our natural environment. We should not m  |                             |                   | vironment! When      |
| the ecosystem's ability to naturally eliminate these bad substance   | ces <b>3)</b>               | (I                | ose), the delicate   |
| balance of our natural environment 4) (bre   | eak).                       |                   |                      |
| A large number of sources of pollution <b>5)</b> (environment, but we are not doing enough to stop this from hat have terrible consequences on people and the planet. If we wan enjoy life as we enjoy it now we must change our behaviour and | ppening. Th<br>t our future | ese pollutants co |                      |
| 2 Read this text about the environment. Circle T (True) or F (Fa   | ılse).                      |                   | /06                  |
| The air in our cities is dirty and the sky is often gray. Our air is p   | olluted by o                | car and airplane  | emissions.           |
| Factories pollute the air with smoke and dangerous chemicals.  | Γhe rain can                | 't clean our air. | It mixes with the    |
| pollutants and creates acid rain that can damage plants and buil   | ldings.                     |                   |                      |
| We release carbon dioxide into the air when we burn fossil fuel  | s, like gas, c              | il, and petroleu  | m. This is changing  |
| our climate because these pollutants affect our atmosphere. No   | ow the Nor                  | th and South Po   | les are melting.     |
| People are trying to do something to make the planet better, bu  | ut it isn't eas             | sy and it might a | already be too late. |
| 1 Cars and planes pollute the environment.   | Т                           | F                 |                      |
| 2 Fossil fuels release carbon dioxide into the atmosphere.   | Т                           | F                 |                      |
| 3 The atmosphere isn't affected by pollution.  | Т                           | F                 |                      |
| 3 Unscramble the words to make sentences.  |                             |                   | /04                  |
| 1 affect / . / are / our atmosphere, / These pollutants, / very  | dangerous                   | / which           |                      |
| 2 are / are / millions of people / our environment / There /   | to save / tr                | ying / . / who    |                      |
| 3 cleaner energy sources / . / include / solar power / that / u  | use / We                    |                   |                      |



\_\_\_ / 20

FINAL ASSESSMENT LEVEL 2

**SOCIAL PRACTICE:** Comment on one's own experiences and those of others in a conversation.

| NAME:  |      |
|--|------|
| 1 ((c)) Listen to the conversation and circle the correct words.           | /10  |
| 1 David and Susana are waiting for their parents / their friends.          |      |
| 2 Susana didn't like / liked the new roller coaster.                       |      |
| 3 David has been / hasn't been on the roller coaster before.               |      |
| 4 Susana's brother / sister was scared on the roller coaster.              |      |
| 5 Susana / David thinks girls are more nervous than boys.                  |      |
| 2 Write the correct forms of the verbs in parentheses.                     | / 05 |
| I think I have finished organizing the party. I asked Miguel 1) (buy) some |      |
| food and I told Sara 2) (bring) some soda. My parents made me              |      |
| 3) (invite) my cousin Memo. I don't like him. My mother told me            |      |
| 4) (be) nice to him. Anna's mother said she 5) (have)                      |      |
| to invite him to her party too.  |      |
| 3 Complete the conversation with words from the box.                       | /05  |
| do you mean I mean really sure what's up                                   |      |
| <b>A</b> : Hi, Rafa. 1)?   |      |
| B: Hi, Beto. I'm studying for my math exam.                                |      |
| I had problems on the last one.  |      |
| A: I can help you. I like math.  |      |
| B: 2)?   |      |
| <b>A: 3)</b> It's fun.   |      |
| <b>B</b> : What <b>4</b> )?  |      |
| A: 5) I enjoy doing the problems.  |      |



LEVEL 2

**SOCIAL PRACTICE:** Express complaints about a product.

| ((3)) Listen to the conversation ar  | nd circle T (Tri | ue) or F (False).  | / 03   |
|--|------------------|--|--------|
| 1 They are playing soccer.   | T F              | :  |        |
| 2 They are looking at a menu.  | T F              | :  |        |
| 3 They want soda.  | T F              | :  |        |
| ((3)) Listen to the conversation ar  | nd answer the    | questions.   | / 03   |
| 1 What shoes does the second boy   | want?            |  |        |
|  |                  | tie tennis shoes?  |        |
| 3 Where are Roadrunners made?  |                  |  |        |
| Read the advertisements and com  | plete the sent   | rences.  | /10    |
| Weight: 20kg Brand new. Only \$2,500 Contact Beto Palacios 3546-44:  A: How much is the Pegasus? | 59               | Weight: 16kg Six months old. Only \$2,6 Contact Pablo Suarez 648 |        |
| Ğ  | (expensive)      | than the Comet and it's 2)                                       | (old). |
| A: That's right. The Pegasus is as 3) _  |                  | (tall) as the Comet.   |        |
| B: It's 4) (light) the   | han the Comet    | t too. I think it will go <b>5)</b>                              | (fast) |
| than the Comet.  |                  |  |        |
| Write the correct phrases from the   | e box.           |  | / 04   |
| I suggest Let's That's a goo   | d idea Wh        | ny don't you   |        |
| A: 1)  | sell vour        | old hike Andy?   |        |
| B: Great idea! It's old and it's too sm  | •                | •  |        |
| 2)   |                  | ,  |        |
| A: 3)  |                  |  |        |
| B: 4)  |                  |  |        |
| •  |                  |  | / 20   |



**SOCIAL PRACTICE:** Read theater plays.

| NA  | NAME:    |         |                  |      |       |        |            |  |  |  |  |
|---|----------|---------|------------------|------|-------|--------|------------|--|--|--|--|
| 1 Label the script with words from the box. |          |         |                  |      |       |        |            |  |  |  |  |
|   | dialogue | setting | stage directions | cast | title | author | characters |  |  |  |  |

| dialogue | setting                        | stage directions | cast       | title      | author                           | characters                                |                    |
|----------|--------------------------------|------------------|------------|------------|----------------------------------|---|--------------------|
|          | a                              | → Th             | e Last Cl  | nance      |                                  |   |                    |
|          | Ь                              | → wr             | itten by A | Alexander  | Benton                           |   |                    |
|          |                                | c                |            |            | d                                | ₩   |                    |
|          | Mary Anderson, young secretary |                  |            |            |                                  |   |                    |
|          | e                              | in a             | 1960s sty  | le. The St |                                  | emicals. The officerty is visible through | •                  |
| [1       | F                              |                  |            | Mary. Bı   | ring in yeste                    | rday's mail pleas                         | e. I want to check |
| [ 8      | 3                              |                  |            |            | it is. I've alı<br>ıd enters rap | ready mailed you<br>pidly.]               | ır answers.        |

# 



LEVEL 2 **SOCIAL PRACTICE:** Improvise a brief monolog on a subject of interest. NAME: / 05 1 Read the instructions and answer the questions. This is the Princess and the Dragon. It's a fun game review for an exam. Before you begin to play, draw a Princess on one side of the board. She is tied to a post. Draw six ropes around her. Then draw a Dragon on the other side of the board. Draw six ocean waves between them. Make twelve guestions from your textbook on pieces of paper. Form two teams. One team is the Princess and the other team is the Dragon. First, the Princess team chooses a piece of paper and asks the Dragon team a question. If the Dragons answer correctly, one wave is erased. If they answer incorrectly, one rope is erased. Then, the Dragons choose a paper and ask a question. If all the ropes are erased first, the Princess wins and she escapes. If all the waves are erased first, the dragon eats the Princess. 1 What is the objective of the game? 2 What two figures do you draw on the board? \_\_\_\_\_ 3 What separates them? 4 What happens if the Princess wins? \_\_\_\_\_ 5 What happens if the Dragon wins? 2 Write the correct contractions. / 05 A: 1) \_\_\_\_\_ (what is) that? B: 2) (it is) my new phone. A: I like it. I think 3) (I will) get one soon. My sister 4) \_\_\_\_\_ (does not) have one. 5) \_\_\_\_\_ (she has) asked my parents to buy her one. 3 ((1)) Listen to this conversation between Tracy and Ken. Answer the questions. / 08 1 What is Tracy going to do this weekend? 2 Why is Ken going to the beach? \_\_\_

3 What is Chris going to do? \_\_\_\_\_

4 What is he going to do there?

#### 4 Circle the number of syllables in these words have and underline the stressed syllables. / 02

1 memorial one two three or more three or more 2 orange one

two



LEVEL 2

**SOCIAL PRACTICE:** Read short literary essays to contrast cultural aspects.

| NAME: |  |  |
|-------|--|--|

## 1 Read this excerpt and circle T (True) or F (False).

\_\_\_ / 12

/ 20



### Excerpt 3

After the wedding, everyone went to a beautiful restaurant that Carlos said was an ex-hacienda. There was a pretty garden in the middle of the restaurant, and a big room for special events. Everyone was talking, laughing and taking photos.

"Are you having fun?" Isela asked Susie while they were eating dinner. "Oh, yes, I'm having a great time!" Susie answered.

There was a DJ playing all kinds of music, a mixture of old, traditional songs and new, modern songs. Danny and Susie were amazed that everyone was dancing, even the old people!



| ı | The wedding was at a new hacienda.               | I         | F                  |      |
|---|--|-----------|--------------------|------|
| 2 | Everyone was happy.                              | Т         | F                  |      |
| 3 | There was a garden behind the restaurant.        | Т         | F                  |      |
| 4 | All the music was traditional.                   | Т         | F                  |      |
| 5 | There was a group of mariachis playing.          | Т         | F                  |      |
| 6 | Everyone was dancing.                            | Т         | F                  |      |
| 2 | Complete the text with words from the box.       |           |                    | / 04 |
|   | as formal as however                             |           |                    |      |
|   | Parties in the U.S. often are not (1)            | part      | ies in Mexico. (2) | ,    |
|   | Americans like formal parties too.               |           |                    |      |
| 3 | Unscramble the sentences.                        |           |                    | / 04 |
|   | 1 Angela / did / get / nervous / so / Why /?     |           |                    |      |
|   | 2 a question / asked / her / She / talking / the | e teacher | / was / when / .   |      |
|   |  |           |                    | -    |



FINAL ASSESSMENT LEVEL 2

**SOCIAL PRACTICE:** Produce instructions to prepare for a risky situation due to a natural phenomenon.

| 1 | Read the | e text. | •    |         |
|---|----------|---------|------|---------|
|   | Circle T | (True)  | or F | (False) |

#### **Emergency readiness**

You are now familiar with what to do in some of the most common emergencies. But are you really prepared for an emergency? Remember that it is insufficient just to read and understand the instructions for each type of emergency. It is also very important to practice for them. In addition, you need to make sure you have the supplies you will need in case of an emergency, and that you know where the supplies are so that you can find them quickly and easily. It seems incredible, but many injuries or deaths occur simply because of disorganization. People do not keep emergency supplies where they can easily find them in an emergency, so they are unable to use them when they need them. Please pay attention to the following points; the safety and future happiness of your family may depend on them!

#### Don't be unprepared!

- Some types of emergencies may be very improbable in your area. Decide which ones could happen, and prepare for them.
- Buy supplies for each type of emergency.
- Put the supplies where everyone in the family can find them.
- Check regularly to see if items like medicines or food are still good. If anything is unusable, replace it.
- Practice before an emergency happens so that your family knows what to do.

| 1 | It is sufficient to read and understand the instructions for an emergency. | Т | F |
|---|--|---|---|
| 2 | It is important to practice before an emergency.                           | Т | F |
| 3 | You can buy supplies after an emergency happens.                           | Т | F |
| 4 | It is easy to put supplies where no one can find them.                     | Т | F |
| 5 | You should be prepared for all kinds of emergencies.                       | Т | F |
| 6 | Replace old supplies with new ones periodically.                           | Т | F |
| 7 | Be sure your family understands what to do in an emergency.                | Т | F |

### 2 Circle the correct words.

This symbol represents an emergency caused by 1) fire / poison. It is important to know what to do in this kind of emergency. 2) When / Where an emergency begins, you have to react immediately. 3) Finally, / First, try to find out 4) where / why the fire is.

5) After / Next, look for a way to escape. 6) How / If you cannot escape, try to keep smoke out of the room. 7) First, / Then call the Fire Department and the 8) EMS / SOS.



/ 08

/ 03

\_\_ / 07

#### 3 Complete the text with words from the box.

at can through

It is important to know what you 1) \_\_\_\_\_ do in emergencies. For example,

if there is a fire, look for smoke 2) \_\_\_\_\_ the top and bottom of a door before you open it.

Only go 3) a door if there is no danger.

#### 4 Find two mistakes in the sentence and correct them.

There was an earthquake on sunday but it was not a big one.

\_\_\_\_/ 02



# SOCIAL PRACTICE: Paraphrase information to explain how a machine works.

| SOCIAL PRACTICE: Paraphrase information to explain now  | a illacillile          | WOIKS.                   |         |  |  |  |
|---|------------------------|--------------------------|---------|--|--|--|
| NAME:   |                        |                          |         |  |  |  |
|   |                        |                          |         |  |  |  |
| 1 Read the description of this kitchen tool and answer the que  |                        |                          | /03     |  |  |  |
| Save time with this popular kitchen tool. This pressure cooker le   | •                      |                          |         |  |  |  |
| only an hour. Potatoes cook in ten minutes and chicken in fifteen minutes. You can also use it to make delicious desserts, like flan. |                        |                          |         |  |  |  |
| Some pressure cookers are dangerous, but our pressure cooker h  | •                      |                          |         |  |  |  |
| prevents accidents. It comes with a complete recipe book and h  | andy meat st           | iggestions.              |         |  |  |  |
| 1 How long does it take to cook beans?  |                        |                          |         |  |  |  |
| 2 What dessert can you make in it?  |                        |                          |         |  |  |  |
| 3 Why is it safe?   |                        |                          |         |  |  |  |
| 2 ((( ))) Listen to this conversation between Kim and Arthur and  | l circle T (Tr         | ue) or F (False)         | . / 04  |  |  |  |
| 2 (W) Listen to this conversation between kim and Arthar and  | a cinete i (ii         | ucjoi i (i uisc)         |         |  |  |  |
| 1 You can ride the Sen Skateboard faster than a normal one.   | Т                      | F                        |         |  |  |  |
| 2 The helmet has special sensors.   | Т                      | F                        |         |  |  |  |
| 3 You straighten your knees if you want to go less quickly.   | Т                      | F                        |         |  |  |  |
| 4 You raise your legs if you want to go up.   | Т                      | F                        |         |  |  |  |
| 3 Circle the correct words. Note the + or   |                        |                          | / 07    |  |  |  |
| This machine is designed 1) for / so that you can exercise the mo   | uscles you ne          | eed for skatebo          | arding. |  |  |  |
| If you use it regularly, you will soon move 2) (+) less / more quic   | kly than you           | do now. You'll l         | ove it, |  |  |  |
| but 3) for / in order to get the best results, you have to do the e   | exercises <b>4)</b> (- | ) less / more qu         | uickly  |  |  |  |
| than you think. If you move 5) (+) less / more slowly, you will bu  | ild more mus           | scles <b>6)</b> for / so | that    |  |  |  |
| you get stronger much faster. 7) For / In order to best results, rea  | ad the instru          | ction manual.            |         |  |  |  |
| 4 Match the columns.  |                        |                          | / 06    |  |  |  |
| - Materi the cotainis.  |                        |                          |         |  |  |  |
| 1 Many years ago people save food.  | a                      | can                      |         |  |  |  |
| 2 Nowadays we keep our food in a refrigerator.  | Ь                      | could                    |         |  |  |  |
| 3 All we do now is plug it and it keeps our food cool.  | C                      | couldn't                 |         |  |  |  |
| 4 Our grandparents had to wake early to find food.  | d                      | in                       |         |  |  |  |
| 5 They only keep some food in their houses.   | е                      | on                       |         |  |  |  |



6 Now we can count \_\_\_\_\_ having fresh food in our houses.

/ 20

f up

LEVEL 2

**SOCIAL PRACTICE:** Discuss points of view to participate in a round-table discussion.

NAME:

## 1 Read the text and match the synonyms.

/ 08

1 adopting

a a talk

2 district

**b** agreeing to

3 during

**c** areas

4 policies

**d** clothes

5 require

e force

6 rule

f in

7 speech

g law

8 uniforms

h programs

# The School Uniform Debate by Joanna Watson

'n 1994, a school district in California introduced a new rule for its students. Starting that year, all students in the district were required to wear school uniforms. In 1996, President Clinton said in his State of the Union speech that all U.S. public schools should require school uniforms. During that period and up to the present, more and more U.S. school districts are adopting uniform policies.

## 2 Read the blog and circle the answers.

/ 10

1 The blog is directed at

**a** parents.

b teens.

2 A dress code is the same as required uniforms.

**a** yes

**b** no

3 In some schools students are required to wear

a specific colors.

**b** uniforms.

4 The debate about uniforms is

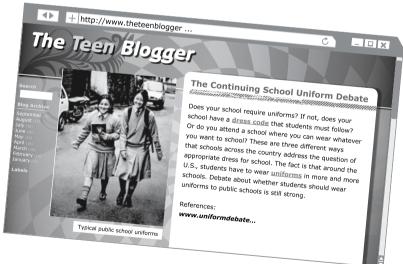
**a** finished.

**b** strong.

5 How many references are there?

a one

**b** two



## 3 Circle the correct words.

/ 02

Many students do not like homework 1) because / so they do not do it. 2) If / Therefore they do not do the homework, they do not learn everything they need to know.

