

**Mario Herrera**  
**Christopher Sol Cruz**



**2ND EDITION**  
**ASSESSMENT PACK**





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LEVEL 4	A2/A2+	23-40	Movers
LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers

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## Big English Assessment Pack

The *Big English Assessment Pack* is a useful evaluation tool with a wealth of activity types assessing the students' language skills. The program balances these assessments throughout each learning year and within individual units.

In this pack, teachers can find five types of tests which will help them form an accurate evaluation of their students' understanding and achievement.

### Pre-Tests

Diagnostic Pre-Tests are designed to help place students into a specific level of study that is neither too easy nor too difficult. *Big English* provides six written Diagnostic Pre-Tests (for levels 1 to 6) that evaluate students' current language facility in English. Be sure to administer Pre-Tests in a relaxed and supportive atmosphere, emphasizing that the results will help match students with a level that is both fun and challenging.

### Practice Tests

Each level includes nine Practice Tests which provide students with opportunities for review of learned content and rehearsal of test-taking strategies. To use these tests as formative assessments, consider giving students feedback on strengths and weaknesses, rather than scores. Encourage students to ask questions and find information about concepts they do not fully understand and adapt teaching strategies to help students meet their learning goals. In this way, Practice Tests become part of the instructional process as well as preparation for Unit Tests. (Practice Tests can also be used as make-up tests for students absent on test days.)

### Unit Tests

Each level also includes nine Unit Tests which correspond to the content material in each of the units and reflect their teaching objectives. These summative tests provide a useful snapshot of student achievement at the end of a unit. They are meant to be graded and included as part of each student's overall assessment.

### Mastery Tests

Each Mastery Test assesses student understanding and retention of concepts taught in the previous three units (Units 1–3, Units 4–6, and Units 7–9). These tests help students remember and integrate material learned over time, and assist teachers in decisions regarding which elements of a course need additional review and practice. Like Unit Tests, these are also meant to be graded and included in each student's overall assessment.

### Final Exam

The Final Exam for each level assesses student comprehension of the level's key learning objectives.

## What's new

For this new edition, the tests have been updated to match the new Student's Book content. Additional tests have also been added to provide a more balanced assessment of the four skills. There are brand-new listening and reading tasks as well as a new speaking assessment section with prompts and detailed Teacher notes. In addition, existing content has been modified to provide more variety in the type of tasks, many of which follow the CYLET's specifications. This will provide students with more useful exam preparation.

New speaking and writing checklists and assessment criteria have been introduced which map to the Global Scale of English (GSE) and which will make it easier to assess each student's performance.

## Global Scale of English

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress. Teachers can use the GSE to match a student to the right course materials for their exact level and learning goals.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be 'at the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core program please go to [www.english.com/gse](http://www.english.com/gse).

## Assessment of Young Learners

Around the world, students are being introduced to second, or foreign, languages sooner than ever before. The need to measure student achievement is by no means new. However, assessing language learners between the ages of five and twelve requires teachers to be aware of special considerations such as students' social, emotional, and cognitive development; cultural background; and familiarity with different types of texts particularly for those students who wish to complete external standardized tests. Effective assessment also takes into account the school and classroom setting, class materials and activities, and the expectations of both teachers and students.

In *Big English*, students learn language structure and vocabulary in high-interest, thematic contexts using the four communication skills: listening, speaking, reading, and writing. The ratio of these elements varies according to the level, age, and cognitive abilities of the learners.

For the newest and/or youngest learners, a heavier emphasis is placed on listening and speaking; reading and writing tasks are gradually introduced as they become appropriate to students' age and development. For older, more advanced learners, reading and writing instruction plays a more prominent role. Nonetheless, speaking and listening are practiced throughout the program, as students need to develop strong oral communication skills in order to achieve fluency. In *Big English*, students engage in a variety of contextualized activities, each of which focuses on a particular learning objective. These objectives are fully supported by the *Big English Assessment Pack*.

The *Big English* tests provide a wide range of tasks using formats of controlled practice such as multiple choice, true/false, fill in the blank, matching, and labeling. However, fair and accurate assessment in a language classroom reflects not only what students can recognize and produce on a test, but also what they can perform or do as they actually use the language in real or realistic contexts. To evaluate learners' progress fairly and fully, both of these aspects must be part of an effective approach to assessment. Therefore, in *Big English* students are also offered opportunities to express themselves more freely with more open writing tasks and through the speaking assessment.



## Summative Assessment

A balanced assessment program includes both formative and summative assessment. Considering the role that each of these types of assessment plays in the classroom can help teachers ensure that they are using tools that will accurately measure all aspects of student achievement.

**Formative assessment** takes place during the instructional process—while students are *forming* their understanding of new concepts. When applying formative assessment strategies, both educators and learners gather evidence and information that is used for the purpose of improving learning. These strategies can provide answers to educators to the following questions:

- Who is or is not understanding the lesson?
- What are the students' strengths and needs?
- What misconceptions do I need to clarify?
- What type of feedback should I give?
- What adjustments should I make to instruction?
- How should students be grouped?
- What differentiation do I need to prepare?

Formative assessment should include a variety of activities, including classroom discussions, peer or group work, homework, as well as traditional tests and quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analyzed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any deficiencies or correct misunderstandings.

It is obvious that students who take an active role in their own learning have a greater chance for success. Involving students in the assessment process will improve student achievement and motivation (Sadler 1989). The educator can serve as coach or facilitator in this process. Students need to understand learning and performance objectives, identify their current level of comprehension, develop strategies to reach the learning objectives, and address any deficiencies.

**Summative assessment** gives feedback about what students know and do not know at a particular point in time. These assessments provide evidence of student achievement for the purpose of judging student competence or program effectiveness. Summative assessments usually rank understanding by assigning a letter or number grade. The data gained from summative assessments are generally used to determine how many students are and are not meeting pre-set standards for a program.

Summative assessment is an essential tool for gauging student achievement and verifying instruction, but it cannot stand alone. Because it generally occurs after the learning process, it does not help teachers make instructional adjustments that will improve student progress.

## Assessment for Learning

*Big English* has been developed to allow teachers and students multiple opportunities to integrate Assessment for Learning into every lesson. Notes in the *Big English Teacher's Edition* for each level clearly signpost stages in the Assessment for Learning (AFL) process. Assessment opportunities become a natural and integral part of the learning process, leading directly to changes in teaching strategies to ensure students acquire target skills.

A balanced approach to assessment includes frequent informal prompts, games, and other activities that allow students to understand where they are and identify gaps in their understanding. When informal assessments are integrated into the classroom, students take an active role in their own education and seek out the help they need to meet their goals.

One aspect of assessment that is frequently overlooked by traditional approaches is positive reinforcement. All students need to be encouraged by identifying skills they have successfully acquired. Focusing attention only on mistakes or unlearned material creates disengaged, dispirited students. Always be sure to praise students for skills they have successfully acquired before identifying those which need work. Beginning learners are especially responsive to positive feedback.

## Self- and Peer-assessment

Involving students in the assessment process helps create a learning community in which all members are working together toward a shared goal. Assessment for Learning asks students to assess their progress frequently, both individually and in groups.

- **Self-assessment** involves students in evaluating their own performance and progress. Self-assessment activities should be planned according to students' age, development level, and cognitive abilities. Very young children can color or draw a happy face, neutral face, or sad face to indicate their feelings about their work; older students can circle words or write descriptive sentences on a chart.
- **Peer-assessment** offers students a collaborative opportunity to share and evaluate their progress with classmates. In peer-assessments, students are trained to give constructive feedback on other students' class work, homework assignments, or tests. Generally, students first give a positive comment or two, followed by questions about something they found confusing or incorrect. Partners or groups can then work together to find solutions. Provide students with models of both strong and weak work to help prepare them to evaluate the work of others.

## Managing Expectations

Assessment for Learning creates a collaborative environment in which teachers and students work together. Both partners need to be aware of their expectations, and understand when they are reasonable and when they need to be adjusted.

- **Teacher expectations** play a crucial role in preparing students for assessments. Teachers should have high, but reasonable, expectations for student performance. Students who sense a teacher doesn't have high expectations for them or confidence in their ability to learn often lose interest and motivation. There is no long-term sense of satisfaction in dealing with tasks that are not challenging.

In contrast, students who believe a teacher's expectations are too demanding and unrealistic soon begin to give up the struggle. Testing becomes a scary and anxiety-filled experience that reduces confidence and motivation. In setting and communicating expectations for students, it is important to consider the age of the learners, their level of cognitive development, and the number of contact hours they have each week.

- **Student expectations** can affect their assessment experiences. Students can expect a testing atmosphere that is quiet and supportive. They should not be afraid to ask for clarification if they do not understand instructions. Finally, they can expect prompt feedback so that they can evaluate their progress, take pride in achievements, and identify areas that need further attention.

## Successful Formal Assessment

It is important to prepare students for any formal assessment. The added transparency of a classroom that follows Assessment for Learning strategies means that students understand why they are being tested and what those results will (and will not) say about their progress.

### Test Review and Warm-Up

The day before a test, lead students in a review of unit content presented as a game or team contest that will provide practice for the coming test without causing anxiety. The day of the test, take time to lead students in a warm-up activity that will allow them to switch from thinking in their native language to thinking in English. Having students perform a favorite song or chant from the unit can help them to relax.

### Test Information

Students should be told the content and skills the test will cover, how long the test will be, and how the test will be scored. For very young students, it is helpful to provide examples of the test item formats beforehand, such as drawing a circle around a word choice, matching, true/false, and choosing a word from a list to fill in a blank. Students should never be tested using formats they have not worked with before, nor should they have to read test instructions in language they have not seen. Keep formats and instructions simple and similar to those found in the Student's Book.

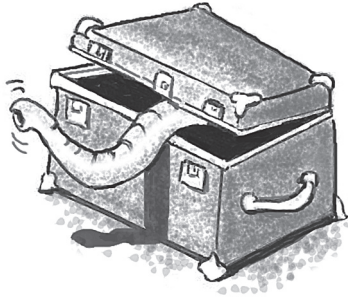
## Test-taking Strategies

Students should be familiar with test-taking strategies that will help them feel confident during formal assessments. Remind students to review their Student's Book, Workbook, corrected homework assignments, and previous tests. In addition, point out the need to get enough sleep the night before and eat a good breakfast the day of the test. A few days before a test, share the following strategies with students to help them prepare.

- ✓ The best way to do well on tests is to do well in class, from day one.
  - Pay attention every day.
  - Be prepared.
  - Ask questions when you are confused or need help.
- ✓ Find out about the test you will have from your teacher. This helps you know what to study and what to expect.
  - What material will the test cover?
  - What formats will be on the test?

Check the answer	Multiple-choice	Circle the answer	Interview
Draw	Read and answer	Fill-in-the-blank	True/False
Match	Write		
  - How much time will you have for the test?
- ✓ Prepare for the test the day before.
  - Choose a comfortable, quiet place to study.
  - Choose a time to study when you aren't tired or sleepy.
  - Review your Student's Book and Workbook.
  - Review your class notebook, worksheets, quizzes, and tests.
- ✓ Really study.
  - Identify the information you know well and spend a little time reviewing it.
  - Identify the information you don't know well and spend the most time studying it.
  - Read difficult parts aloud or write them down. This helps you concentrate and remember information better.
- ✓ Try these strategies to help you remember information.
  - Make flash cards or note cards and review them often.
  - Make a drawing or a poster and hang it on a wall you see every day.
  - Use graphic organizers, such as idea maps or outlines, to make sense of material. Organized information is easier to remember.
  - Use songs and chants to remember vocabulary and grammar.

- Visualize a picture that illustrates words or ideas you need to remember.



Two meanings of *trunk*:

1. the long, tube-like part of an elephant's face used for feeding and drinking
2. a large, strong box with a lock and key; used for storing objects and for traveling

- ✓ Use these strategies while you are taking a test. They will help you organize your thoughts and make good use of your time.
  - Have ready two sharp pencils and a good eraser.
  - Write your name on your test as soon as you get it.
  - Listen carefully to your teacher's instructions. Ask questions if you don't understand.
  - Before you begin, look on both sides of your paper. Are there questions you must answer on the other side?
  - Now quickly read all the questions on the test. This will help you decide how to plan your time. (You will need more time for the difficult questions.)
  - Here is one good system for choosing the order of questions to answer.
    1. Begin with a question or two you know the answer to. This helps you relax and feel more confident.
    2. Before the first half of your time is up, go to the difficult questions. Are some questions worth a lot of points? Work on them now, while you still have time.
    3. Leave some easy questions for last, when there isn't much time left. Make sure they are questions you can answer quickly, if necessary.
    4. If there is time, go back to make sure you answered all the questions. Check your answers for possible mistakes.
- ✓ When your teacher gives your graded test back, look carefully at your wrong answers. This will help you be better prepared for the future.
  - Look at each mistake. Try to figure out the correct answer yourself.
  - If you don't understand why your answer is wrong, ask your teacher.
  - Write each correct answer on your test paper. Keep your test to review together with other materials before your next test.

## Scoring in Big English

The Diagnostic Pre-Test, Practice and Unit Tests, Mastery Tests, and Final Exam include a score box for teachers to complete. You should allocate a point for every item or question and if a task contains two tasks (e.g. Listen and match. Then write.), then award two points. The use of the scoring system however is up to your discretion and you might prefer to mark the tests using the scores and share the results with your students giving them more explanations and guidance. On the other hand, you could choose to keep the scores secret and provide individual feedback on each student's strength and weaknesses either orally or in writing.

### Assessing Speaking

It is important to assess students' speaking skills in settings that are relaxed and tension-free. The *Big English Assessment Pack* offers a variety of speaking activities in every test. Visual prompts are provided and there are detailed teaching notes suggesting questions that the students can be asked. There are also *Challenges* which offer extension ideas for fast finishers or stronger students.

To more accurately evaluate students' performance, it is better for students to perform the speaking test individually or in pairs as an interview. If your teaching settings require it, you can also choose to set up whole-class activities and circulate around the room to listen to the students as they work through the activities. This will allow you to make notes on individual students without making it obvious that you are listening to them, thus reducing the pressure on them. Pause, standing to the side of the student or pairs of students you are evaluating. You may even want to turn your back on the student you are actually listening to, so that the student remains involved with the task and does not focus attention on you or stop because you are listening. In one-on-one interviews, students are of course aware that they are being assessed. You may want to interview just a few students each day over a period of days, or you may want to interview all of your students on one day, while other students are doing work for extra credit, reading, or completing homework assignments.

### Checklist with Assessment Criteria

On the next page, you can find a detailed checklist to track students' speaking performance at a glance. It is essentially a set of descriptions of criteria used for assessment in this level. These descriptors are informed by the GSE and CEFR. There is also a rating appropriate for each description, presented in chart form. Descriptors are clearer than simple letter or number grades, and serve as feedback for students (and their parents). Using the rating scale for each descriptor, you can keep track of each student's progress in speaking production, fluency, interaction, and range. Depending on the task you are evaluating, you may not need to fill in every category; check the appropriate boxes, fill in needed information, and make notes that will help you with the evaluation.

# Level 5

## Speaking Assessment Checklist

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_ Test: \_\_\_\_\_ Date: \_\_\_\_\_

G = very good    S = satisfactory    U = unsatisfactory

<b>Spoken production and fluency</b>			
1. Can support meaning without using non-verbal communication.	G	S	U
2. Can support speech beyond short isolated phrases.	G	S	U
3. Can display a greater degree of fluency though some hesitation is still possible.	G	S	U
4. Can use longer sentences with greater independence.	G	S	U
5. Can re-formulate in some cases.	G	S	U
<b>Spoken interaction</b>			
6. Can contribute to exchanges on a wider range of topics relevant to themselves.	G	S	U
7. Can participate in more extended exchanges with greater independence.	G	S	U
8. Can express his/her ideas clearly.	G	S	U
9. Can use appropriate functional language for social interaction.	G	S	U
<b>Range</b>			
10. Can use the unit's grammar correctly with support.	G	S	U
11. Can use specific vocabulary to talk about the unit's topic.	G	S	U
12. Can use a range of vocabulary and grammar with confidence.	G	S	U
13. Can have more detailed conversations on a wider range of contexts and topics relating to young people.	G	S	U
<b>Accuracy</b>			
14. Pronunciation is generally secure despite occasional errors.	G	S	U
15. Can produce intelligible language with appropriate intonation though some errors may be present.	G	S	U

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## GSE Speaking Descriptors

### Global Scale of English: Speaking Assessment Descriptors

	GSE 22–29/AI	GSE 30–35/A2	GSE 36–42/A2+	GSE 43–50/BI
<p><b>SPOKEN PRODUCTION AND FLUENCY</b></p> <ul style="list-style-type: none"> <li>Productive ability</li> <li>Extent of contribution</li> <li>Pausing and hesitation</li> </ul>	<p>Uses simple phrases and fixed expressions in a formulaic fashion (e.g. <i>What's the time? Can I have a pencil?</i>). May use non-verbal communication to support meaning.</p> <p>Uses fixed expressions in classroom tasks and activities.</p> <p>Hesitation is likely, although not inevitable.</p>	<p>Uses simple sentences in a less controlled context, with developing confidence (e.g. <i>My best friend's name is ... He has short brown hair. He likes going to the movie theater.</i>). Can describe in simple terms, moving beyond the formulaic.</p> <p>Can sustain speech beyond short isolated phrases.</p> <p>Hesitation is still possible, but is beginning to attempt recovery/reformulation.</p>	<p>Uses longer sentences with simple connectors in a less controlled context, and with greater independence.</p> <p>Can describe e.g. routines/places/people/opinions with little reliance on the formulaic and greater use of self-generated language.</p> <p>While hesitation is still possible, a degree of fluency is achievable without support, and may be able to recover or re-formulate.</p>	<p>Can produce more extended speech, with greater independence, using simple connectors to form cohesive patterns.</p> <p>Has the ability to produce a sustained monologue (e.g. a short talk) if given preparation time.</p> <p>Pausing is still possible, but has the ability to re-formulate so as to achieve fluency.</p>
<p><b>SPOKEN INTERACTION</b></p> <ul style="list-style-type: none"> <li>Ability to understand, contribute to, and maintain interaction</li> <li>Appropriacy of language and functions</li> <li>Coherence</li> <li>Support</li> </ul>	<p>Contributes to short exchanges on familiar topic areas with some support, both asking and answering formulaic questions.</p> <p>Uses simple fixed expressions to observe social conventions (e.g. <i>How are you? Be careful! I'm sorry!</i>).</p>	<p>Contributes to simple exchanges on topics of personal importance or everyday relevance using simple language and some fixed expressions.</p> <p>May achieve the interactive process (e.g. turn taking) without support.</p> <p>Uses simple fixed expressions to observe social conventions in a widening range of contexts (e.g. introducing people, responding to apologies, politely refusing a request).</p>	<p>Contributes to exchanges on topics relevant to themselves, their routine, and their environment using some self-generated language and expressions.</p> <p>Independence is beginning to emerge, leading to more extended exchanges.</p> <p>Has a developing awareness and range of functional language for social interaction (e.g. asking for someone's news, giving a reason along with an apology).</p>	<p>Can participate with independence in exchanges on topics relevant to themselves and the world around them.</p> <p>Is able to open and maintain interaction.</p> <p>Has a good understanding of the nature of maintaining polite social interactions (e.g. can invite others to have their say in a discussion or can ask for clarification if something is not clear).</p>
<p><b>RANGE</b></p> <ul style="list-style-type: none"> <li>Grammar and vocab</li> <li>Topics and contexts</li> </ul>	<p>Uses basic phrases/ fixed expressions related to family, friends, home life, and personal experiences as well as the immediate classroom environment (e.g. <i>How do you spell that? Nice to meet you!</i>)</p> <p>Can express simple personal opinions (likes/dislikes).</p>	<p>Uses simple, often repetitive language related to own world situations and experiences (e.g. <i>Let's go to the movie theater, I'd like a hamburger and fries please.</i>)</p> <p>Has a growing command of the language needed within the classroom to express needs and wants and to complete classroom activities.</p> <p>Contexts are still 'own world centered' but may be broader in range (e.g. their own childhood/their future plans/their friends' routines etc).</p>	<p>Uses a range of simple language with more confidence leading to greater development of spoken contributions. Contexts and topics relate to the world as it is relevant to young people.</p>	<p>Has an expanding range of grammar and vocabulary leading to more detailed spoken contributions.</p> <p>Has the ability to speculate and give opinions with some detail.</p> <p>Contexts and topics may expand beyond what is of direct personal relevance.</p>
<p><b>ACCURACY</b></p> <ul style="list-style-type: none"> <li>Pronunciation, stress, and intonation</li> <li>Control of structure, vocabulary, and function</li> </ul>	<p>Can produce intelligible language with less immediate input, although modeling and support may often still be necessary.</p> <p>Beginning to develop control, although errors frequent and support still needed to achieve communication.</p>	<p>The majority of words are intelligible.</p> <p>Errors may still be evident but there is less need for support to achieve communication.</p>	<p>Speech is intelligible, although pronunciation of individual items may still cause issues. Stress and intonation are generally secure and support meaning.</p> <p>Errors may be present but do not hinder communication.</p>	<p>Pronunciation is secure overall, despite occasional errors, and stress and intonation support fluency.</p> <p>Spoken production and interaction are generally coherent overall, although clarification may be required at times.</p>



## Assessing the Writing

With the writing tasks, you can assess your students' handwriting and their knowledge of spelling of individual words. As the challenge increases across units and levels, you can also assess their ability to express themselves with longer sentences, to structure paragraphs and longer texts.

As a suggested marking scheme, award two points per category: written production, range, and accuracy. So each writing task adds up to six points.

### Writing Assessment Checklist

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_ Test: \_\_\_\_\_ Date: \_\_\_\_\_

G = very good      S = satisfactory      U = unsatisfactory

Written production			
1. Can produce simple texts of relevant context with some guidance.	G	S	U
2. Can use a range of connecting devices.	G	S	U
3. Can produce a range of text types appropriately.	G	S	U
4. Can correct errors with spelling and structure with guidance.	G	S	U
Range			
5. Can use a range of vocabulary related to topics relevant to young learners.	G	S	U
6. Can produce a range of structures although with support.	G	S	U
7. Can use language for a range of functions with growing sophistication if given a modal.	G	S	U
Accuracy			
8. Can use a range of basic punctuation with increasing accuracy.	G	S	U
9. Can spell accurately when using familiar words.	G	S	U
10. Can control structure and vocabulary well, though errors likely with less familiar language.	G	S	U

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## GSE Writing Descriptors

### Global Scale of English: Writing Assessment Descriptors

	GSE 22–29/AI	GSE 30–35/A2	GSE 36–42/A2+	GSE 43–50/BI
<b>WRITTEN PRODUCTION</b> <ul style="list-style-type: none"> <li>Content and organization</li> <li>Appropriacy</li> <li>Coherence and cohesion</li> <li>Text types</li> <li>Ability to correct</li> </ul>	<p>Can write basic isolated sentences (e.g. <i>I can swim</i>) with a model. Is able to write short answers to questions in a reading text (e.g. <i>What color is the book? → It is red.</i>).</p> <p>May be able to produce short, simple texts (two or three sentences) on a familiar topic, when modeled.</p> <p>Can link simple sentences with basic connectors (e.g. <i>and</i> and <i>but</i>).</p> <p>Is able to produce a limited number of text types appropriately: can write lists of words (e.g. a shopping list), can complete simple tables/grids or forms with basic personal information and can write an appropriate greeting in a card.</p> <p>Has an awareness of errors (e.g. in spelling) when guided.</p>	<p>Can write simple sentences (e.g. <i>My friend has brown hair</i>) with a model.</p> <p>May be able to produce simple texts with relevant content (four to six sentences) on a familiar topic, when modeled.</p> <p>Can use simple connecting devices (e.g. <i>or</i> or <i>because</i>) to link sentences.</p> <p>Is able to produce a small range of text types appropriately, including simple notes and invitations, short, basic descriptions, and lists for specific purposes.</p> <p>Is able to make corrections to spelling when guided.</p>	<p>Can produce simple texts in linked sentences, of relevant content and/or of personal interest, with guidance.</p> <p>Is able to use a range of simple connecting devices to produce a cohesive text (e.g. <i>when/so/then</i>).</p> <p>Is able to produce a range of text types appropriately, including simple emails and letters, simple diary entries, short simple descriptive texts, simple narratives, signs, and menus. Can open and close a text (letter/email/note/card) in an appropriate way.</p> <p>Is able to correct spellings and errors in structure with guidance.</p>	<p>Can produce simple, structured texts in connected sentences, with minimal guidance.</p> <p>Can structure texts into simple paragraphs of relevant and organized content and/or of personal interest.</p> <p>Is able to use a range of connecting devices to produce a cohesive text (e.g. <i>before, when, until, while, at last</i>).</p> <p>Is able to produce a wide range of both straightforward and more complex text types appropriately (e.g. narratives, factfiles, posters, recipes, more extended letters, etc.).</p> <p>Can correct errors with spelling and structure and in organization, with guidance.</p>
<b>RANGE</b> <ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Grammar and vocabulary</li> <li>Functions</li> </ul>	<p>Topics remain own world centered but may include familiar things seen in pictures/stories (e.g. everyday items, daily activities, etc.).</p> <p>Can produce basic structures and simple vocabulary of personal relevance, with support (e.g. <i>I like hamburgers</i>).</p> <p>Can use language to perform basic functions (e.g. simple personal opinions (likes/dislikes)).</p>	<p>Topics relate to own world situations, knowledge, and experiences (family and friends, simple narratives, etc.).</p> <p>Can produce simple structures with independence (e.g. <i>Would you like a drink? I went to the park. I usually walk to school</i>, etc.).</p> <p>Can use vocabulary related to topics.</p> <p>Is able to use fixed phrases to produce some simple functions (e.g. making an invitation) if given a model.</p>	<p>Topics relate to the world as it is relevant to a younger learner.</p> <p>Can use a range of vocabulary related to topics. Can produce a range of simple structures (e.g. <i>will</i> for future predictions, present perfect with present reference, comparative and superlative adjectives etc.).</p> <p>Although may need support.</p> <p>Is able to use language for a range of functions (e.g. giving instructions, straightforward complaints, simple apologies, simple advice) if given a model.</p>	<p>Topics are still broadly focused on a young learner perspective, but may extend to beyond what is of direct personal relevance.</p> <p>Can use a range of vocabulary including collocations and can form compound nouns and adjectives. Can produce a range of structures (e.g. first conditionals, some uses of modals). Can make choices about verb tenses although may need support.</p> <p>Is able to use language for a range of functions with sophistication (e.g. thank you letters, letters of apology, more detailed invitations,) if given a model.</p>
<b>ACCURACY</b> <ul style="list-style-type: none"> <li>Spelling and punctuation</li> <li>Control of structure and vocabulary</li> </ul>	<p>Can punctuate a sentence correctly (using capital letters and periods) and has an awareness of question marks. Can use apostrophes for contractions.</p> <p>Familiar words may be spelled correctly. Has an awareness of very simple spelling rules (e.g. <i>cat → cats, bus → buses</i>).</p> <p>May show good control of structure and vocabulary when closely guided by a model.</p> <p>Errors in spelling/orthography are frequent in learners with non-Latin L1 alphabets.</p>	<p>Can accurately use a range of punctuation including commas and possessive apostrophes.</p> <p>Has an awareness of simple spelling rules (e.g. <i>dance → dancing</i>).</p> <p>Familiar words are usually spelled correctly; errors may occur with newer lexis.</p> <p>Can control structure and vocabulary when using familiar language; errors are likely with less familiar language in less controlled contexts. Learners with non-Latin L1 alphabets may often make mistakes in spelling/orthography.</p>	<p>Can produce basic punctuation (e.g. capitals, periods, commas, question marks) with accuracy. May use exclamation marks and speech marks accurately, although may under or over use these.</p> <p>Is aware of a range of spelling rules (e.g. <i>tidy → tidied, big → bigger</i>). Spelling is accurate with familiar words.</p> <p>Shows good control of structure and vocabulary with familiar language. Errors may be frequent in less controlled tasks.</p> <p>Features of L1 are likely to interfere, and learners with non-Latin L1 alphabets may make mistakes in spelling/orthography.</p>	<p>Can use a range of basic punctuation with accuracy and to good effect.</p> <p>Can spell common and some less familiar words and has an awareness of spelling rules, such as 'i before e'.</p> <p>Shows control of structure, vocabulary, and function with familiar, and some less familiar, language. Errors are likely to be common when using complex language, and in unfamiliar contexts. Features of L1 may interfere and learners with non-Latin L1 alphabets may make mistakes in spelling/orthography with unfamiliar language.</p>

## Student Self-Tracking Progress Charts

Students can keep track of their progress by referring to the *I can* statements at the end of each unit in their Student's Book. They can also use the following chart and fill it in when they receive the results for each test.

My Progress					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Test score					
Reading	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Listening	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Writing	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Speaking	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
My teacher says					

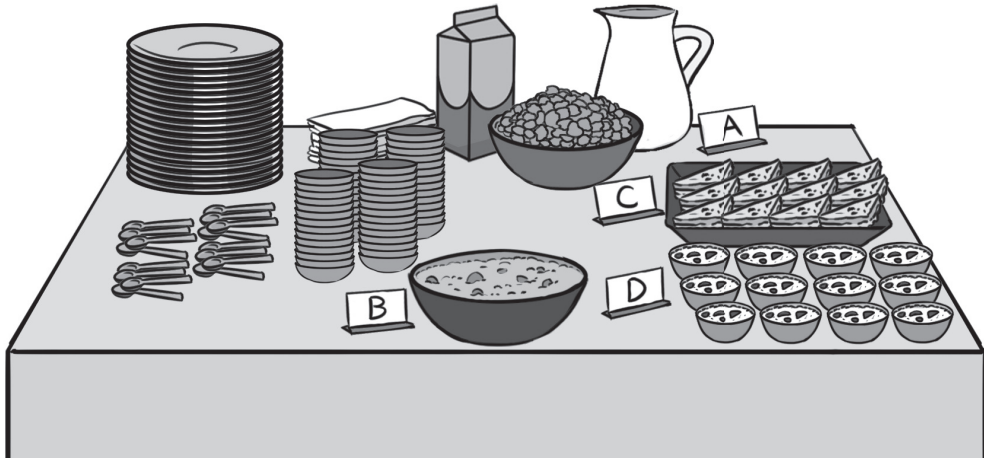
My Progress				
	Unit 6	Unit 7	Unit 8	Unit 9
Test score				
Reading	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Listening	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Writing	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Speaking	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
My teacher says				



## Listening



Look and listen. Write the correct letter.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



Listen and number the special days.

a parents' anniversary

b New Year's Eve

c my birthday

d Father's Day



Listen and number the pictures.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_



## Reading

### 4 Match. Draw lines.

- |   |             |
|---|-------------|
| 1 I have to lie down. I have to close my eyes. My head hurts. | cut         |
| 2 My arm is bleeding. I tripped and fell on the sidewalk.     | sore throat |
| 3 I am sneezing. My eyes are red. I have to stay inside.      | allergies   |
| 4 My throat hurts, and I think I have a fever.                | headache    |

### 5 Complete the sentences. Circle the correct words.

- 1 I eat lots of healthy foods and take good care of **myself** / **ourselves**.
- 2 I go to my tae kwon do club **one time** / **once** a week.
- 3 I've **been** / **be** horseback riding before and it was great!
- 4 Bananas are **grew** / **grown** in Costa Rica.
- 5 My grandad didn't **used** / **use** to eat chocolate when he was young.
- 6 My hair is curlier than **your's** / **yours**.

### 6 Complete the sentences to make comparisons.

- 1 Katie is a **good** dancer.  
 Douglas is a \_\_\_\_\_ dancer \_\_\_\_\_ Katie.  
 Mickey is the \_\_\_\_\_ dancer of all!
- 2 My little sister is a **bad** singer.  
 My little brother is a \_\_\_\_\_ singer \_\_\_\_\_ my sister.  
 But I am the \_\_\_\_\_ singer in the whole family!
- 3 Adam has a **cool** coin collection.  
 Frankie has a \_\_\_\_\_ coin collection \_\_\_\_\_ Adam.  
 Keisha has the \_\_\_\_\_ coin collection in the whole school.



## Writing

### 7 Answer with complete sentences. Use ordinal numbers.

1 When is your Grandmother coming to visit?

\_\_\_\_\_

2 When are you going to go to the dentist?

\_\_\_\_\_

3 When are you going to take your dog to the vet?

\_\_\_\_\_

4 When are you going to give your social studies report?

\_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 <i>Grandma in Town</i>	7
8	9	10	11	12 <i>Dentist</i>	13	14 <i>Vet</i>
15	16	17	18	19	20	21
22	23 <i>Social Studies project due</i>	24	25	26	27	28
29	30	31				

### 8 Complete the sentences. Write *are* or *were*.

1 How many pencils \_\_\_\_\_ on Andy's desk yesterday?

2 How many pencils \_\_\_\_\_ there now?

3 There \_\_\_\_\_ five of your paintings in the current art show.

4 There \_\_\_\_\_ three of your paintings in last year's show.

5 How many polar bears \_\_\_\_\_ there today?

6 How many polar bears \_\_\_\_\_ there 100 years ago?

9 Complete the dialog. Choose the words from the box. Use a capital letter when necessary.

are    are going    make    waiting    would like

Elisa: Are you hungry?

Henry: Yes! Aren't we \_\_\_\_\_ for Mom and Dad?  
1.

Elisa: No, they \_\_\_\_\_ to be late. I'm your waitress for tonight.  
2.

\_\_\_\_\_ you ready to order?  
3.

Henry: Oh, boy! I \_\_\_\_\_ to have your delicious rice and beans.  
4.

And \_\_\_\_\_ it spicy, please!  
5.

10 What are some things people should do to stay healthy? What are some things they should not do if they want to stay healthy? Write three or four sentences.

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1



2



3







- 1 Ask the student to look at the first row of photos and name the activities. Have the student talk about his/her own interests and hobbies. Ask: *Which of these activities can be clubs or groups at school? (science club, school orchestra). Would you like to be a member of a school club or group? Which one?*

**Challenge:**

Prompt the student to think of and name some more school clubs or groups, for example, science/soccer/basketball/drama/art/tae kwon do club, etc.

- 2 Point to the photo of the girl listening to an MP3 player and of the family listening to the radio. Ask the student: *How was life different in the past? Is it better today?* Prompt the student to talk about differences from various points of view, for example, food, travel, communication, etc. Then point to the two pictures of old gadgets and elicit what they are (*instant camera, handheld game device*). Ask: *Do we still use these gadgets? Are they different?*

**Challenge:**

Invite the student to think about life in the future. Ask: *What will it be like? How will it be different? Will it be better?*

- 3 Point to the photo of the children giving presents to their dad. Ask: *What do you think the special day is? (Father's Day, parents' anniversary, birthday).* Prompt the student to think of other important life events (*getting married, finding a new job, graduating, a new baby being born, etc.*) Ask: *What present would you give on each occasion?* Draw the student's attention to the pair of headphones and bouquet of roses and elicit what they are. Ask: *What occasion/special day/important life event would you buy each for?*

**Challenge:**

Encourage the student to think of the shop they would go to buy each present he/she mentioned.

1 Look and write. Which school club would these students most likely belong to? Use the words from the box.

drama club    school band    science club    tae kwon do club

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

2 Complete the sentences. Use the correct form of the verbs from the box.

act    play    build    do    paint

- 1 You're a great artist, Miguel! How about \_\_\_\_\_ a mural for our art show?
- 2 Sara is good at \_\_\_\_\_. She should join the drama club.
- 3 Why don't you try out for the school band? You enjoy \_\_\_\_\_ the violin!
- 4 If you're interested in \_\_\_\_\_ robots, you must sign up for the science club.
- 5 Sandy loves \_\_\_\_\_ martial arts and she's the best in the tae kwon do club.

**3** Read. Match students to a group they would enjoy. Draw lines.

- |  |                  |
|--|------------------|
| 1 Rachel enjoys experimenting. She's interested in exploring space. She loves math.                      | drama club       |
| 2 Tomas likes team sports. He loves to run.  | school newspaper |
| 3 Victoria is interested in writing. She also enjoys interviewing people and working on computer skills. | science club     |
| 4 Maceo enjoys jogging, but he really loves singing and dancing. He's interested in learning to act.     | baseball team    |

**4** Listen and write one to two words in each space.



**New Drummer Wanted**

- 1 The \_\_\_\_\_ needs a new member.
- 2 There's an advertisement in the: \_\_\_\_\_
- 3 New drummer must bring: their drum \_\_\_\_\_
- 4 Try-outs: 7pm, on \_\_\_\_\_
- 5 Person interested must \_\_\_\_\_ Mrs Harrison.

**5** Which school group below interests you the most? Why? Write two or three sentences.

baseball team    drama club    school band    science club

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**1** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

**2** Complete the sentences. Use the correct form of the verbs from the box.

blog join learn play practice start try out write

- 1 **A:** Do you like \_\_\_\_\_ about school activities on the computer?  
**B:** No, I prefer \_\_\_\_\_ about school activities on a piece of paper.
- 2 **A:** Is Angelo \_\_\_\_\_ for the baseball team?  
**B:** Yes, he's good at \_\_\_\_\_ all kinds of sports.
- 3 **A:** Should I think about \_\_\_\_\_ the science club?  
**B:** Of course! You love \_\_\_\_\_ about space and black holes!
- 4 **A:** Does Lois still like \_\_\_\_\_ tae kwon do?  
**B:** Yes. She's interested in \_\_\_\_\_ a new club.

**3** Read and recommend. Circle your answer.

- 1 Jorge likes sports and is very competitive. He doesn't like getting dirty or being cold.  
**Recommend:**  
 a joining baseball team  
 b joining tae kwon do club
- 2 Margot loves playing clarinet and writing. She doesn't like sports or crowds. She's shy but wants to be involved in school activities.  
**Recommend:**  
 a joining class newspaper as music writer  
 b joining marching band to play clarinet

**4** Read and write the correct school group. The first letter of each word is given.

1 I like running and being outdoors.

t \_\_\_\_\_ t \_\_\_\_\_

2 I love to write and I have my own blog.

s \_\_\_\_\_ n \_\_\_\_\_

3 I love watching movies and TV and want to direct and act in shows.

d \_\_\_\_\_ c \_\_\_\_\_

4 I'm interested in studying medicine and finding cures for diseases.

s \_\_\_\_\_ c \_\_\_\_\_

5 I love playing my trumpet and am very outgoing.

s \_\_\_\_\_ b \_\_\_\_\_

**5** Use the words in parentheses to help you write questions.

1 school play / try out (how about)

\_\_\_\_\_

2 school band / join (you / interested in)

\_\_\_\_\_

3 baseball team / be on (you / enjoy)

\_\_\_\_\_

4 science club / join (how about)

\_\_\_\_\_

**6** What clubs, groups, or teams do you belong to? Write three or four sentences about one of them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





- 1 Ask the student to make suggestions to a new classmate about joining one of the four activities or clubs shown on the previous page. Prompt him/her to use the structures *How about joining...* or *How about trying out for...* Encourage the student to describe one or two aspects of the group or club that might be attractive to the classmate and give reasons with the structures *love/enjoy/like +ing*, for example: *You love being part of a team so the basketball club is perfect for you!*

**Challenge:**

Ask the student to imagine he/she is the new classmate. Ask the student to respond to the suggestions. If he/she rejects the suggestion, prompt the student to explain the reasons, such as a scheduling conflict, a lack of interest, a preference for being outdoors, etc. If the student agrees with the suggestion, prompt an explanation of why this choice would be a good fit.

- 2 Have the student look at the four photos of possible clubs or groups to join. Ask him/her to compare and contrast the choices by looking for similarities and differences among them. If the student needs some guidance, suggest that he/she look at the two choices on the left-hand side of the page and name at least one similarity. Do the same with the photos on the right-hand side of the page. Then ask the student to contrast the groups of the left side of the page with the groups on the right side.

**1** Listen and complete the sentences. Use no more than three words.

- 1 Dolores's aunt \_\_\_\_\_ three years ago.
- 2 Martin's sister \_\_\_\_\_ from high school last week.
- 3 Amanda's little brother \_\_\_\_\_ a year ago.
- 4 Rick's uncle just \_\_\_\_\_ a new restaurant last month.

**2** Complete the email. Use the correct form of the verbs from the box.

buy    open    find    move    be    work

◀ ▶ ↺ 🏠 ✕ +
🔍

Dearest Granddaughter,

Of course I remember when your mom and dad \_\_\_\_\_ their restaurant!

It \_\_\_\_\_ over ten years ago. When your parents \_\_\_\_\_ to the  
2. United States, they \_\_\_\_\_ very hard. They \_\_\_\_\_  
4. the restaurant a year later! I'm so glad you \_\_\_\_\_ the photograph.  
6.

Thank you for sending it to me!

Love,  
Grandma

**3** Complete the sentences. Write the correct form of the words in parentheses.

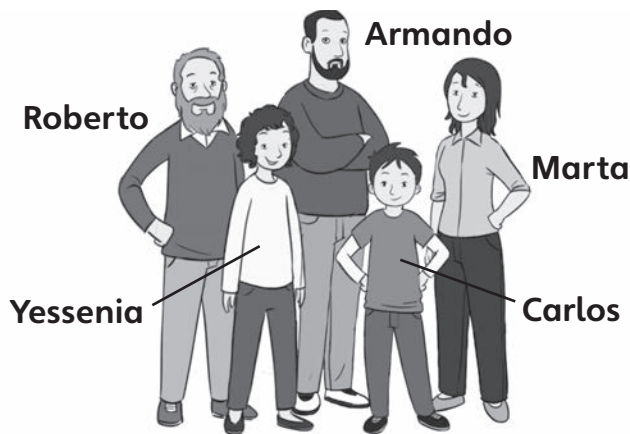
- 1 My dad is \_\_\_\_\_ than my mom. **(old)**
- 2 I am one day \_\_\_\_\_ than my cousin Marina. **(young)**
- 3 My brother's bicycle is \_\_\_\_\_ than mine. **(big)**
- 4 My room is \_\_\_\_\_ than my sister's. **(small)**
- 5 My grandfather is \_\_\_\_\_ than my father. **(short)**
- 6 My aunt is \_\_\_\_\_ than my uncle. **(tall)**



4 Read. Fill in the missing word.

- 1 Aunt Ana is nice. Aunt Lily is even nicer. But Aunt Kate is the \_\_\_\_\_ of all my aunts!
- 2 Helena has two sisters. Helena is older than her sister Susan, and her sister Clara is older than Helena. Clara is the \_\_\_\_\_ of the three sisters.
- 3 My cousins have very long hair. Lucia has the \_\_\_\_\_ hair of all!
- 4 Ben is tall. Marcus is taller than Ben. But Noah is the \_\_\_\_\_ of the three.
- 5 Lisa has a big schoolbag. Harriette has a bigger schoolbag than Lisa. But Amanda has the \_\_\_\_\_ schoolbag in the class!

5 Complete the sentences. Then look at the picture. Circle *T* for *True* or *F* for *False*.



- 1 Roberto has a \_\_\_\_\_ (**big**) beard than Armando.    T    F
- 2 Yessenia has \_\_\_\_\_ (**long**) hair than Marta.    T    F
- 3 Marta is the \_\_\_\_\_ (**tall**) in the family.    T    F
- 4 Yessenia is \_\_\_\_\_ (**short**) than Carlos.    T    F
- 5 Carlos is the \_\_\_\_\_ (**young**) in the family.    T    F

6 Write about your family. Make comparisons. Write three or four sentences.

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**1** Listen to a boy talk about his favorite uncle and complete the chart with his life events.

Uncle Liam's Life	
36 years ago	1
23 years old	2
3 years later	3
2014	4
last year	5

**2** Complete the dialog. Use the correct form of the verbs in parentheses.

**Daniel:** Remember I \_\_\_\_\_ (tell) you about my grandmother? The one who \_\_\_\_\_ (be) born in Spain?

**Melanie:** Yes, I remember. She's the one who \_\_\_\_\_ (live) in Barcelona and \_\_\_\_\_ (get) a job as a singer at seventeen.

**Daniel:** That's right, and then a year later she \_\_\_\_\_ (marry) her manager.

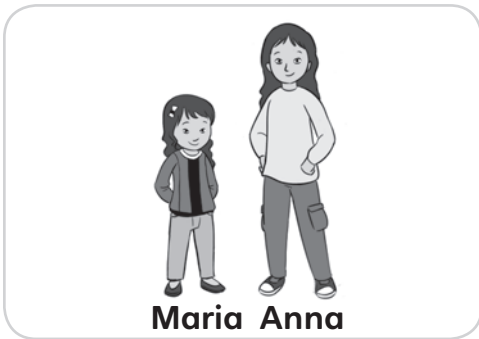
**Melanie:** She looks like a movie star in the photo on the left.

**3** Complete the sentences with the correct form of the word in parentheses. Add any other words if necessary.

- 1 My uncle is \_\_\_\_\_ my aunt but my grandmother is \_\_\_\_\_ of all. (old)
- 2 I am one day \_\_\_\_\_ my cousin Georgia, but her sister Beth is \_\_\_\_\_. She was born today! (young)
- 3 My brother's bicycle is \_\_\_\_\_ mine, but our dad's is \_\_\_\_\_ of the three. (big)
- 4 My room is \_\_\_\_\_ my sister's, but the bathroom is \_\_\_\_\_ room in the house. (small)

4 Look at the pictures. Write sentences. Use the correct form of the words in parentheses.

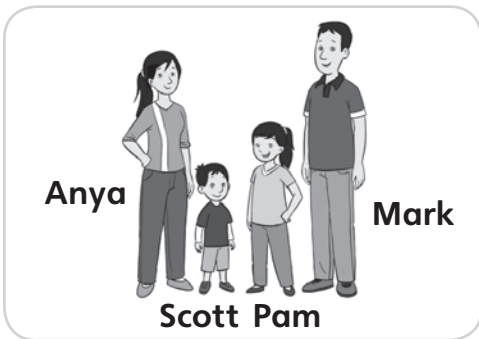
1



(old)

\_\_\_\_\_

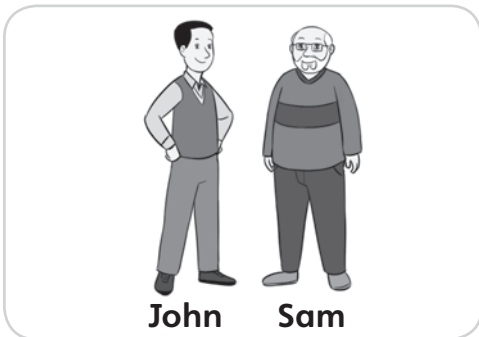
2



(short)

\_\_\_\_\_

3



(young)

\_\_\_\_\_

5 Write four sentences about the most important events in your life so far.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





- 1 Ask the student to talk about at least three important moments or changes in his/her life (*a move, the birth of a new sibling, getting their first pet, starting a new school*). Prompt the student to use the simple past tense. Ask questions to draw him/her out if needed: *How old were you when you moved to [name of city]?* Remind the student to use complete sentences.

**Challenge:**

Pick one of the events the student talked about and ask for more details. For instance, if he/she described the first day in a new school, ask: *What did the school look like? How big was the class? Were any of your classmates friendly or helpful? What was the best (or most memorable) thing that happened that day?*

- 2 Ask the student to use his/her imagination and make up a story about what was happening when this picture was taken. Was this just another meal, or was this a family tradition or celebration? Prompt the student to say what the occasion was, who the people were, what they were eating, how they were feeling. Have the student point out each person as they talk about him or her, and encourage the student to point to various foods and give you specific information. Ask the student to compare the people in the photo: *Who is the oldest or youngest? Who is the funniest?*

**Challenge:**

Encourage the student to talk about a similar family gathering they were at recently. Ask questions to find what the occasion was, what happened, who was there. Ask: *Are there any similarities/differences compared to the picture above?*

**1** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

**2** Write sentences to say what people are going to do. Use the words in parentheses.

- 1 He \_\_\_\_\_.  
(put up posters around the school)
- 2 They \_\_\_\_\_.  
(have a car wash to raise money)
- 3 I \_\_\_\_\_.  
(send an email to everyone I know asking for help)
- 4 She \_\_\_\_\_.  
(make jewelry with beads for an art fair)
- 5 We \_\_\_\_\_.  
(organize a soccer match and sell tickets)

**3** Circle the correct answer to complete the questions.

- 1 How could / What could we help people in our community?
- 2 How could / What could they tell people about the school concert?
- 3 How could / What could they make for the art fair?
- 4 How could / What could she do to help us at the bake sale?
- 5 How could / What could I raise money for the community center?

**4** Categorize. Sort the following into two groups. Write them under the correct header.

bake sale    email announcements or evites    school dance  
 blog on school website    posters    student art sale

Ideas for fundraising events	Ideas for advertising and publicizing

**5** Choose the best answers. Then write complete sentences using *could*.

1 How could a group of students make their town more beautiful?

- a plant flowers in flower boxes
- b get rid of all cars that are more than five years old

---

2 How could students help out at the local homeless shelter?

- a make drawings for their school
- b read to the younger children there, and help them with their homework

---

10 **1** How is Julia going to raise money for her school club? Listen and check (✓).



**2** Look. Complete the sentences with the correct phrases from the box. Use the correct form of the verbs.

email family and friends    have an art fair    have a concert    make a video



You could raise money by \_\_\_\_\_.



You could publicize an event by \_\_\_\_\_.



You could \_\_\_\_\_ to let them know how they could help out.



You could also \_\_\_\_\_ to raise money.



**3** Read the sentences and find a mistake in each one. Rewrite the sentences correctly.

1 We're going bake cakes and cookies for the cake sale tomorrow.

\_\_\_\_\_

2 How much she is going to charge for one of her drawings?

\_\_\_\_\_

3 The art club could to organize an art exhibition to raise money.

\_\_\_\_\_

4 He's going to selling raffle tickets to help homeless animals.

\_\_\_\_\_

5 How he's going to advertize the fundraiser for the school band?

\_\_\_\_\_

**4** Complete the questions. Use *How could* or *What could*.

1 \_\_\_\_\_ we raise money for the glee club?

2 \_\_\_\_\_ she do to help at the car wash?

3 \_\_\_\_\_ they bake for the bake sale?

4 \_\_\_\_\_ he help his class raise money for the field trip?

5 \_\_\_\_\_ she make for the art fair?

**5** Complete the chart. Use your own ideas.

Ideas for fundraising events	Ideas for advertising and publicizing

**6** What program, group, or charity would you like to volunteer for? Write two sentences about it.

\_\_\_\_\_

\_\_\_\_\_





- 1 Ask the student to name a project or a cause that he/she would like to support. Ask what *could* be done, either alone or with others, to raise money or be of service. Prompt him/her to think of possibilities (*I could sell my drawings. Our class could hold a bake sale. I could volunteer at the animal shelter.*) Have the student decide which activity he/she *should* choose based on what will be most successful or what time is available. Have the student explain their choice.
- 2 Focus the student on the picture on the previous page and say: *These students are members of a school club. They want to advertise a fundraising event and they've created these two posters. Elicit which poster would be the most successful and why (the one on the right, because the font is bigger, more legible, the image used can be better associated with a play, etc.).* Have the student examine different features of the posters (words, illustrations, their large size) and give reasons why such types of posters get attention from a likely audience.

**Challenge:**

Ask the student to imagine a fundraising event for a particular cause. Have him/her say what the event is and what group or cause it will benefit. Prompt the student to think of a slogan or a catchy one-line title for the event that will appear on all the advertising. (Example: *A combined used book/bake sale to raise money for diabetes research could be called "Books and Cooks for the Cure" rather than "Bake Sale/Book Sale for Diabetes Research."*)

**1** Listen and circle.

1 a



b



2 a



b



3 a



b



4 a



b



**2** Find one mistake in each sentence. Rewrite the sentences correctly.

1 How about to acting in our next school play?

---

2 You're such a great goalie! How about join our soccer team?

---

3 Martha's so good at play the violin. She should join the school band!

---

4 I'm interesting in to do martial arts. I'll join the tae kwon do club.

---

5 I love to writing for the school newspaper. It's so much better than blogging.

---

**3** Match the student interests to the correct school groups. Draw lines.

1 I like team sports and being outdoors. I like to be active.

school band

2 I'm good at asking questions and finding information.  
I love to write about real events.

art club

3 I love playing the trumpet in front of an audience.  
I'm very outgoing.

baseball team

4 I'm a good painter. I love to draw, too.

science club

5 I love experimenting. I love to learn about space and black holes.

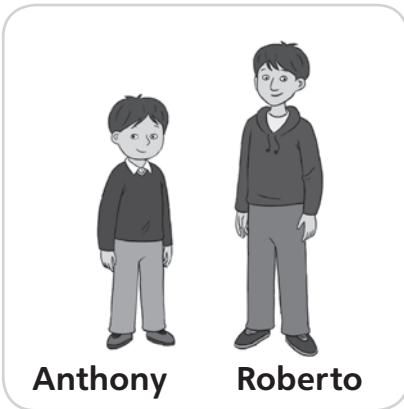
school newspaper

## 4 Complete the sentences. Use the correct form of the verbs from the box.

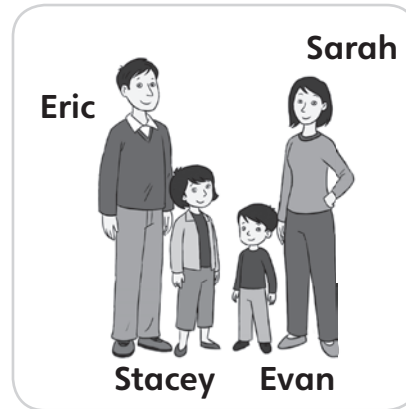
blog    join    play    practice    start    study    try out    write

- 1 **A:** Do you like \_\_\_\_\_ about school activities on the computer?  
**B:** No, I like \_\_\_\_\_ articles for the school newspaper.
- 2 **A:** Is Angelo \_\_\_\_\_ for the baseball team?  
**B:** Yes, he's good at \_\_\_\_\_ all kinds of sports.
- 3 **A:** Should I think about \_\_\_\_\_ the science club?  
**B:** Of course! You love \_\_\_\_\_ about space and black holes!
- 4 **A:** Does Lois still like \_\_\_\_\_ tae kwon do?  
**B:** Yes, she's interested in \_\_\_\_\_ a new club.

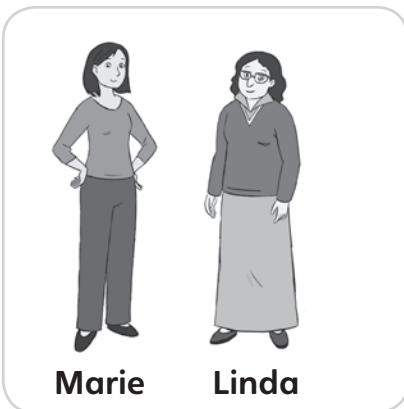
## 5 Listen and check (✓) if what you hear is correct.



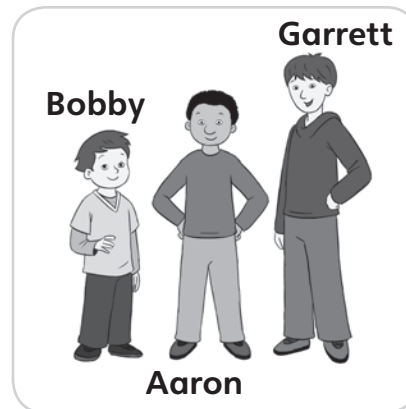
- 1   
 2



- 3   
 4



- 5   
 6



- 7   
 8

**6** Read and complete the sentences. Use a form of the word in bold.

1 Lora is **strong**.

She is \_\_\_\_\_ than her little brother.

But her big sister is the \_\_\_\_\_ of all the children.

2 Our school is very **big**.

It's \_\_\_\_\_ than the high school.

In fact, it's the \_\_\_\_\_ school in the whole city.

**7** Complete the paragraph. Write the correct form of the verb in parentheses.

My grandmother \_\_\_\_\_ (**get**) married when she was twenty years old.

She \_\_\_\_\_ (**live**) with her parents until her wedding day. Last  
2.

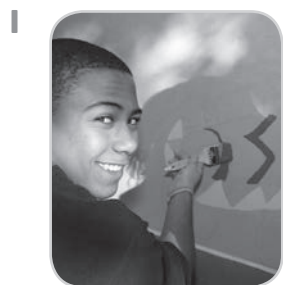
year, she and Grandpa \_\_\_\_\_ (**celebrate**) their 50th anniversary!

I \_\_\_\_\_ (**go**) on a plane for the first time to be with them. This was my  
4.

present because I \_\_\_\_\_ (**graduate**) from high school the same week.  
5.

**8** Look at the pictures. Write the fundraising activity. Use the activities in the box.

bake cupcakes    have a car wash  
paint a mural    write emails to friends and family



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

**9** Match the two halves to make sentences. Draw lines.

- |                        |                                       |
|------------------------|---------------------------------------|
| 1 How could            | we charge for tickets?                |
| 2 Are you going        | raise money for the field trip?       |
| 3 How are you going to | we do to get more chess club members? |
| 4 How much could       | we publicize the car wash to adults?  |
| 5 What could           | to help me put up posters downtown?   |

**10** Listen and check (✓) the correct answer.

1 Which school club is Jason going to sign up for?

A



B



C



2 What important life event has happened in Robert's life?

A



B



C



3 How is Lisa going to help her community?

A



B



C



**11** What school group, team, or club would you most like to join? Why? Write three or four sentences.

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1



2



3

The browser window shows three distinct prompts:

- Left Prompt:** A circular icon with the number "1" and the word "cent" below it. Below the icon, the text reads "to help save the California Condor". The background features a silhouette of a condor.
- Middle Prompt:** A large, simple line-art icon of a bicycle. Below the icon, the text reads "Help build bike park!".
- Right Prompt:** A background of wavy lines representing water. A white rectangular box contains the text "DONATIONS FOR NEW SWIMMING POOL HERE".





- 1 Point to the first row of pictures and ask the student what the school clubs/groups are. Elicit what skills are necessary to be a member of each school club/group. Ask: *Would you make a good member for each one? Why? Why not?* Ask the student if he/she is a member of a school club/group and what exactly he/she does there.

**Challenge:**

Invite the student to choose a group/club for their school. It could be one of the ones in the pictures or a different one. Prompt the student to justify their choice by pointing out the benefits of having that group/club.

- 2 Tell the student that the pictures show ways of celebrating important life events. Ask the student to guess which life events the people in the pictures are celebrating (*birthday, graduation*). Ask: *Have you ever celebrated an important life event? What was it? How did you celebrate?*
- 3 Invite the student to read the ads and elicit what their purpose is – *to raise money for various causes*. Ask the student to choose which cause he/she thinks is the most important/useful and which one they would choose to support.

**Challenge:**

Invite the student to think of the best way to publicize each cause.

**1** Listen and circle *T* for *True* or *F* for *False*.

A



1 T F

2 T F

B



3 T F

C



4 T F

5 T F

**2** Complete the sentences. Use *too* or *enough*.

- 1 These shoes are \_\_\_\_\_ tight.
- 2 My coat isn't long \_\_\_\_\_.
- 3 My shirt is \_\_\_\_\_ small.
- 4 These headphones are \_\_\_\_\_ heavy.
- 5 This T-shirt isn't warm \_\_\_\_\_.

**3** Read the sentences. Where can they buy the items? Circle the correct answer.

- 1 I'm going to get my brother a birthday card and balloons for his birthday.
  - a craft fair
  - b jewelry store
  - c card shop
- 2 I want to buy my mom a beaded bracelet for Mother's Day.
  - a clothing store
  - b card shop
  - c jewelry store
- 3 I need new headphones for my mp3 player.
  - a flower shop
  - b department store
  - c craft fair
- 4 I want to get some picture frames for my parents.
  - a craft fair
  - b flower shop
  - c jewelry store
- 5 I'm going to get my grandmother roses.
  - a flower shop
  - b craft fair
  - c card shop

4 Complete the dialog with words from the box. Make any necessary changes.

of see more review as than big

A: Hey, Janet! Come and check out my new laptop.

B: I can't believe it! I \_\_\_\_\_ it in this month's  
1. *TechToday* and wanted to get the same one!

A: Really? I read an online \_\_\_\_\_ and decided to  
2. get it. It's got some amazing features!

B: Ah, look at that screen. It's so much \_\_\_\_\_ than mine!  
3.

A: Yep! And the battery is so strong it can last for \_\_\_\_\_ than 12 hours!  
4.

B: That's so cool!

A: The web cam isn't \_\_\_\_\_ good as my old one, though. That one  
5. had the clearest image \_\_\_\_\_ all!

B: Yeah, but it makes up for it with its wireless... faster \_\_\_\_\_ any  
6. other model, endless streaming...  
7.

A: Hey! You really did do your research on it!



5 Make comparisons. Complete the sentences using the boldfaced word and the phrase *more...than* in the first sentence and *the most* in the second sentence.

**Example:** The store in the mall has **amazing** video games.

The store near me has more amazing video games than the store in the mall.

The store downtown has the most amazing video games of all.

1 Pete's Pets has **colorful** birds.

Animal Kingdom has \_\_\_\_\_.

Birds & Beasts has \_\_\_\_\_.

2 The Mexican food at Juanita's Home Cooking is **delicious**.

The Mexican food at the Border Café is \_\_\_\_\_.

The Mexican food at the Monterrey Inn is \_\_\_\_\_.

**1** Listen and answer the questions. Circle the correct answer.

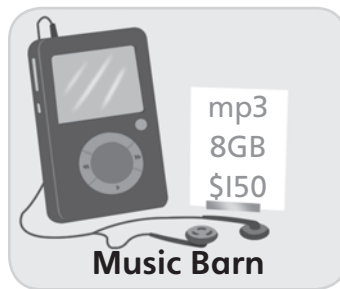
- 1 Which store had the least popular mp3 player?
  - a Music Barn
  - b Music Mania
  - c Music World
- 2 Which store had the more popular mp3 player?
  - a Music Barn
  - b Music Mania
  - c Music World
- 3 Which store had the most popular mp3 player?
  - a Music Barn
  - b Music Mania
  - c Music World

**2** Look and answer. Complete the sentences.

A



B



C



- 1 Music World's mp3 player is \_\_\_\_\_ expensive \_\_\_\_\_ Music Barn's.
- 2 Music Barn's mp3 player is \_\_\_\_\_ expensive \_\_\_\_\_ Music Mania's.
- 3 Music Mania's mp3 player is \_\_\_\_\_ expensive \_\_\_\_\_ Music World's.
- 4 Music World has \_\_\_\_\_ expensive mp3 player.
- 5 Music Mania has \_\_\_\_\_ expensive mp3 player.

**3** Use *as...as* and a word from the box to complete each sentence.

delicious    spicy    amazing    interesting    fresh

- 1 The flowers he sent are \_\_\_\_\_ the ones in the garden!
- 2 Your movie reviews are \_\_\_\_\_ the ones on TV.
- 3 That meal was \_\_\_\_\_ my own cooking.
- 4 Her performance was \_\_\_\_\_ anything I've ever seen on a stage.
- 5 That taco I had was \_\_\_\_\_ the chicken curry I tried last time.

**4** Put a tick (✓) if the sentence is correct or a cross (X) if the sentence is incorrect. Correct the ones that have a mistake.

- 1 These pants don't fit me anymore. They are too tight.   
\_\_\_\_\_
- 2 My sister has grown so much. This skirt is small enough for her now.   
\_\_\_\_\_
- 3 You need a longer blouse. This one isn't too long.   
\_\_\_\_\_
- 4 I can't wear these sandals. They're not too comfortable.   
\_\_\_\_\_

**5** Complete the dialog. Use the words from the box.

clothing store    craft fair    flower shop    jewelry store

- A: Dad, I'm not sure what to get Mom for her birthday.
- B: How about a picture frame? There's a \_\_\_\_\_ in town today.  
1.
- A: I was also thinking about getting her a beaded bracelet.
- B: We could go to the \_\_\_\_\_ and see if they have any.  
2.
- A: That would be great! Have you bought Mom a birthday present yet?
- B: Yes, I have! I got her a new dress and a blouse at her favorite  
\_\_\_\_\_. And I got her some roses at the \_\_\_\_\_.  
3. 4.
- A: Oh, Mom is going to be so happy!

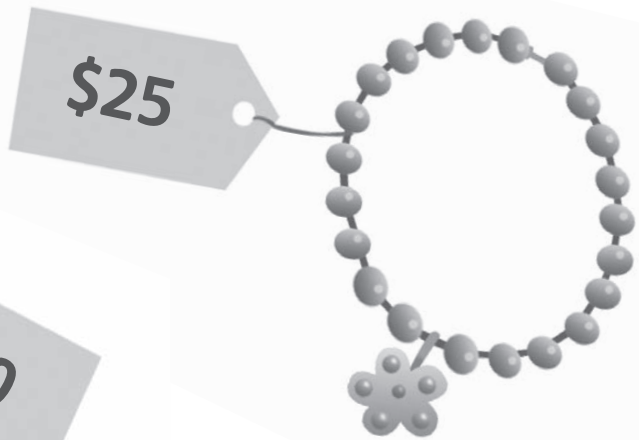
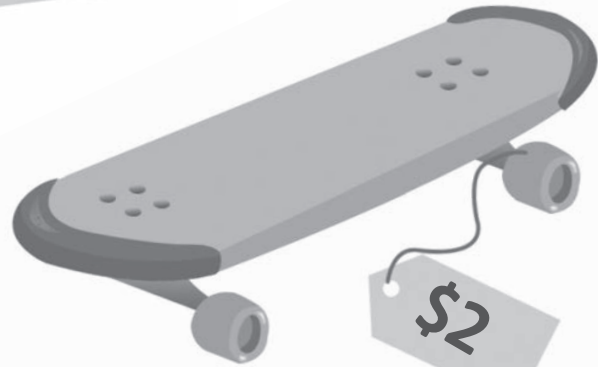
**6** Write about a gift you recently received. Write three or four sentences.

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- 1 Ask the student to act as a reviewer for an Internet shopping website. Have the student look at the items in the pictures and pick one to discuss. Tell the student to use his/her imagination regarding such factors as expense, quality, appearance, performance, etc. of the item. Prompt the student to talk about the item in comparison to other similar items, using terms such as *more* (or *less*)... *than*, *the most* (or *least*), and *as* (adjective) *as*.

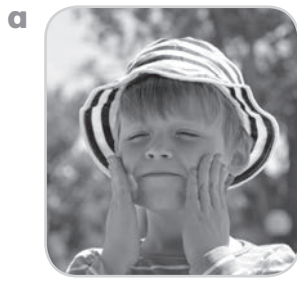


## Challenge:

If the student gave a positive review of an item, ask him/her to give a negative review (not a comparison) of the item it is paired with (the bike with the skateboard; the watch with the bracelet), using similar categories of expense, quality, performance, appearance, etc. as applicable.

- 2 Tell the student he/she is getting a \$100 gift card to buy one of the following items: computer games, books, jewelry, clothes, makeup, sports gear, or DVDs. Ask the student to describe the shopping trip and what he/she bought. Prompt the student to explain why he/she made the choice(s) he/she did.
- 3 Tell the student you are looking for various items to buy, naming items from the Unit target lexis. Prompt the student to tell you where to go.

**1** Listen and write the correct number.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** Read the sentences and circle *T* for *True* or *F* for *False*. Correct the false ones.

1 You need a life jacket to go skiing in the mountains. T F  
 \_\_\_\_\_

2 Safety helmets protect both bike riders and horseback riders. T F  
 \_\_\_\_\_

3 People need sunscreen to protect themselves from mosquito bites. T F  
 \_\_\_\_\_

4 Nothing can protect a hiker from sunburn. T F  
 \_\_\_\_\_

5 A map is helpful if you're hiking. T F  
 \_\_\_\_\_

6 A wind breaker protects you from the cold. T F  
 \_\_\_\_\_

**3** Use the words in parentheses to answer the questions. Write sentences.

1 What happened while Sara was kayaking? (**lost a paddle**)  
 \_\_\_\_\_

2 What was Erna doing when she broke her arm? (**horseback riding**)  
 \_\_\_\_\_

3 What were you doing when the thunderstorm began? (**hiking**)  
 \_\_\_\_\_

4 What happened while they were putting up the tent? (**started to rain**)  
 \_\_\_\_\_



**4** Complete the sentences. Use the correct form of the verb in parentheses.

- 1 We \_\_\_\_\_ when it started to rain. **(raft)**
- 2 My cousin got soaked while he \_\_\_\_\_ last weekend. **(hike)**
- 3 My mom and sister used all the insect repellent when they \_\_\_\_\_ in the mountains. **(camp)**
- 4 I paddled the kayak while the mosquitoes \_\_\_\_\_ me. **(bite)**
- 5 I'm glad I \_\_\_\_\_ a helmet when I fell off my bike. **(wear)**

**5** Complete the questions with the words in parentheses. Then write a short answer.

- 1 **(when / Tara / was / shopping)**  
 \_\_\_\_\_ she lost her purse?  
 Yes, \_\_\_\_\_
- 2 **(Kari and Dan / hiking / were / when)**  
 \_\_\_\_\_ it suddenly started to rain?  
 No, \_\_\_\_\_
- 3 **(when / Miguel / was / horseback riding)**  
 \_\_\_\_\_ his sunglasses broke?  
 Yes, \_\_\_\_\_
- 4 **(were / watching TV / you / when)**  
 \_\_\_\_\_ the lights went out?  
 No, \_\_\_\_\_
- 5 **(was / swimming / Anya / when)**  
 \_\_\_\_\_ she suddenly heard thunder?  
 No, \_\_\_\_\_

**1** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

**2** Complete the sentences. Use the correct form of the word in parentheses.

- 1 What was she doing when she got lost? (**run**)  
\_\_\_\_\_ when she got lost.
- 2 What were you doing when you got sunburned? (**swim**)  
\_\_\_\_\_ when I got sunburned.
- 3 What happened while he was horseback riding? (**rain**)  
\_\_\_\_\_ while he was horseback riding.
- 4 What was she doing when she got hurt? (**ski**)  
\_\_\_\_\_ when she got hurt.

**3** Use the words in parentheses to answer the questions. Make any necessary changes.

- 1 What happened while Jack was hiking? (**start to rain**)  
\_\_\_\_\_
- 2 What were they wearing when they got in the kayak? (**life jackets**)  
\_\_\_\_\_
- 3 What happened while Roman was horseback riding? (**break his arm**)  
\_\_\_\_\_
- 4 What happened while Amy was skiing? (**lose her sunglasses**)  
\_\_\_\_\_

4 Complete the journal entry. Use the words from the box.

insectrepellent    camping    vacation    raining

**Friday night:** Oh, boy, a three-day weekend! Mom and Dad are taking me \_\_\_\_\_!  
1.

**Saturday afternoon:** When we were putting up the tent, Mom opened her backpack to get the \_\_\_\_\_. Guess what? She'd left it at home!  
I got mosquito bites all over my arms and face.  
2.

**Sunday morning:** It started \_\_\_\_\_ while we were kayaking.  
I didn't have a warm jacket. I was wet and cold all day!  
3.

**Monday night:** The car broke down. We didn't get home till 10 o'clock!  
This was the worst \_\_\_\_\_ ever!  
4.

5 Read the sentences and correct one mistake in each one.

1 Are you wearing a wind breaker when you went to the beach?

\_\_\_\_\_

2 Was Mario sleeping when they were getting to the campsite?

\_\_\_\_\_

3 Victoria was kayaking when she got sunburned?

\_\_\_\_\_

4 Were your friends horseback ride when they got lost?

\_\_\_\_\_

6 What is the worst trip or vacation you have ever taken? Describe at least two things that happened. Write three or four sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





- 1 Point to various safety or preventive measures shown in the photographs. Ask the student to name each one and say why it is used. Have the student use complete sentences. Ask the student if he/she uses any of these devices or if he/she takes any of these preventive measures and elicit the activity he/she needs them for, for example: *I wear insect repellent because there are lots of mosquitoes in our garden.*

**Challenge:**

Ask the student to pick one of the photographs and imagine he/she had been doing this activity while on vacation when something harmful or negative happened. Ask the student to say what he/she was doing, what happened, and what the consequences were. Make sure the student says whether or not he/she was using a safety or preventive device. If the student has difficulty with narrating an incident, prompt him/her using questions such as *What were you doing when [it started to rain; the kayak turned over; the mosquitoes started biting you]? Were you wearing sunscreen when you went to the ocean?*

- 2 Have the student role-play the part of a worried parent whose child is at an adventure camp. Point to different photos and prompt the student to ask the “child” questions about doing that activity: *Did you use [bug repellent] while you were [hiking]? Did you wear [a helmet] when you went [biking]?*

**1** Match the photos to the correct electronic device. Then match to the correct description.

1



MP3 player

**a** It has lots of apps and you can even check the weather.

2



tablet

**b** You can use it to ring people and send text messages.

3



smartphone

**c** People keep their music in it and can use it while they jog.

4



laptop computer

**d** Students use this to do projects and watch films.

**2** Complete the dialogs. Use the correct words from the box. Use a capital letter where necessary.

anyone (2x)    everyone (2x)    no one (2x)

**1 A:** In the future, \_\_\_\_\_ will write letters. They'll send emails to their friends and family.

**B:** I don't agree! \_\_\_\_\_ who likes to write notes on paper will still write letters!

**A:** But \_\_\_\_\_ is going to use computers to communicate! Most people already do!

**2 A:** Someday, \_\_\_\_\_ will use flying cars to get to places. It'll be so much fun!

**B:** No way! \_\_\_\_\_ I know thinks that's going to happen.

**A:** Really? \_\_\_\_\_ I've talked to thinks there will be flying cars someday!

**3** Ask and answer. Complete the sentences. Use *will* or *won't* in your answers.

1 Will everyone use flying suits in a hundred years?

Yes, \_\_\_\_\_.

2 Will anyone use solar-powered cars a hundred years from now?

No, \_\_\_\_\_.

3 \_\_\_\_\_?

No, no one will use paper and pencil a hundred years from now.

4 \_\_\_\_\_?

Yes, everyone will send video messages in the future.

**4** Answer the questions. Choose *everyone*, *anyone*, *someone*, or *no one*.

**Example:** Who will use desktop computers in 50 years?

*No one will use desktop computers in 50 years.*

1 In a hundred years, who will use flying suits to travel?

\_\_\_\_\_

2 Who can learn to use a computer navigation system?

\_\_\_\_\_

3 Who will still write letters on paper with a pen or pencil in 50 years?

\_\_\_\_\_

**5** Listen and write the numbers next to what will happen in the future.



 **1** Listen. Write the correct electronic device. Use the words from the box.


MP3 player    robotic dog    smartphone

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_


**2** Find the mistakes in the sentences and correct them. There may be more than one possible answer.

- 1 Driverless cars will be so popular! Nobody will use them.
- 2 Did you hear about Mark's new smartphone? Anyone took it from his locker!
- 3 I don't think there's no one home. The lights are off.
- 4 Someone I know writes letters, except my grandmother.
- 5 Has nobody here ever played with the robotic cat?

**3** Choose *someone*, *everyone*, *anyone*, or *no one*. Use a capital letter when necessary.




Today I met \_\_\_\_\_ in science class who is  
 very interesting. \_\_\_\_\_ had joined our class  
 for a long time, so this was a big deal. \_\_\_\_\_  
 gathered around to ask questions of the new boy. Suddenly, without  
 saying anything to \_\_\_\_\_, the boy pressed a button and  
 flew in circles around the classroom! We had all heard of these new  
 jetpack flying systems, but \_\_\_\_\_ had seen one in action.  
 I will never forget this day: October 21, 2078.







4 Meg and Jessica are talking about robots. Meg is asking Jessica some questions about robots. What does Jessica say? Read the conversation and choose the best answer.

1  **Meg:** Will there be many robots in the future?


 **Jessica:** \_\_\_\_\_

2  **Meg:** Who will need a robot in the next 100 years?


 **Jessica:** \_\_\_\_\_

3  **Meg:** Will everybody have a robot in their homes?

 **Jessica:** \_\_\_\_\_

4  **Meg:** How will robots communicate with people?

 **Jessica:** \_\_\_\_\_

5  **Meg:** What will robots be able to do?

 **Jessica:** \_\_\_\_\_

- A Almost everyone will have a robot to do their jobs in the house because people won't have enough time.
- B Robots will be everywhere in the next 100 years.
- C There will only be few people that won't have a robot.
- D People will use robots to do many things, like cooking, cleaning and doing the shopping!
- E Robots will be able to understand what people tell them and choose the right thing to say.

5 Write sentences about the future. Use *we will* or *won't* and the words in parentheses.

1 (video messaging / telephone)

\_\_\_\_\_

2 (computer navigation systems / maps)

\_\_\_\_\_

3 (paper and pen / email)

\_\_\_\_\_

4 (shop online / shop in stores)

\_\_\_\_\_





- 1 Ask the student to compare the two pictures. Have him/her point to different people in the drawings and explain what they *do* today and what they *will do* in the future. Prompt the student to talk about the inventions people *have* and *use* now and those they *will have* and *will use* in the future.
- 2 Have the student make predictions about the future. Ask him/her to imagine what will and will not happen in the future, especially in the fields of travel and communication. How will we travel? How will we keep in touch? What will we *not* do anymore? Prompt the student to use the indefinite pronouns *someone*, *anyone*, *no one*, and *everyone* as they talk about life 50 years from now.

**Challenge:**

Ask the student to imagine the schools of the future. Will there still be classrooms 50 years from now? Will there still be human teachers in the room? Prompt the student to look around the classroom and find objects that he/she thinks will still be or won't be around anymore, focusing on the use of *we'll have/we won't have*. Have the student describe at least three ways in which education will be different in 50 years. Prompt the student to say something positive and something negative about these changes.

**1** Complete the sentences using either *more than* or *the most* and the word in parentheses.

- 1 I think *Downtown Cops* is \_\_\_\_\_ *Dial 911*. (**popular**)
- 2 Yes, but *88 North Central* is still \_\_\_\_\_ cop show on television. (**exciting**)
- 3 *The Voyage Home* is \_\_\_\_\_ any other book I've read all year. (**interesting**)
- 4 *Hawk and Spider* is \_\_\_\_\_ video game ever! (**amazing**)

**2** Read the sentences and find one mistake in each one. Rewrite the sentences correctly.

- 1 I can't decide which dessert I want. The cake looks so delicious as the pie!  
\_\_\_\_\_
- 2 I need to save money to buy that new video game. It's the least expensive game in the whole store!  
\_\_\_\_\_
- 3 I don't think I'll finish reading this book. It's not as more interesting as the last one I read.  
\_\_\_\_\_
- 4 These shoes are the best! The shoes in that other store were much least stylish than the ones here.  
\_\_\_\_\_
- 5 Don't waste your money on the sequel to *Mars Adventure*. It's less than exciting.  
\_\_\_\_\_

**3** Rewrite the sentences. Use *too* or *enough*.

- 1 That bread is \_\_\_\_\_ stale to eat.
- 2 That shelf is not low \_\_\_\_\_ for me to reach.
- 3 This jacket is not cheap \_\_\_\_\_ for me to buy right now.
- 4 This restaurant is \_\_\_\_\_ noisy for me.
- 5 These pants are \_\_\_\_\_ tight for me to wear.

<sup>20</sup>  
4 Look at the pictures and listen to the sentences. Circle *T* for *True* or *F* for *False*.

A



1 T F      2 T F

B



3 T F

C



4 T F      5 T F

5 Read the sentences. Circle *T* for *True* or *F* for *False*.

- |   |   |   |
|---|---|---|
| 1 Nothing can protect a hiker from mosquitoes.                  | T | F |
| 2 Safety helmets protect both bike riders and horseback riders. | T | F |
| 3 You don't need a life jacket to go skiing in the mountains.   | T | F |
| 4 Everyone should wear a life jacket while rafting.             | T | F |

6 Complete the sentences. Use the correct form of the verb in parentheses.

- 1 We \_\_\_\_\_ when it started to rain. (**raft**)
- 2 My cousin got soaked while he \_\_\_\_\_ last weekend. (**hike**)
- 3 My mom and sister lost the insect repellent when they \_\_\_\_\_ in the mountains. (**camp**)
- 4 I paddled the kayak while the mosquitoes \_\_\_\_\_ me. (**bite**)
- 5 I'm glad I \_\_\_\_\_ a helmet when I fell off my bike. (**wear**)

**7** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

**8** Write the answers or questions. Use the words in parentheses. Make any necessary changes.

1 What happened while they were hiking? (get lost)

\_\_\_\_\_

2 (horseback riding / Claire / when) she hurt her knee?

\_\_\_\_\_

3 What were they doing when it started to rain? (put up the tent)

\_\_\_\_\_

4 (Mark / hike / when) he got sunburned?

\_\_\_\_\_

- 9 Complete the sentences. Use the words from the box. Use a capital letter when necessary.

anybody    everybody    nobody    somebody

- 1 Is there \_\_\_\_\_ home? The house is very dark and quiet.
- 2 \_\_\_\_\_ I know writes letters anymore, except my grandmother.
- 3 Driverless cars will be so popular! \_\_\_\_\_ will use them.
- 4 Did you hear what happened to my smartphone? \_\_\_\_\_ took it from my locker!



- 10 Listen and answer the questions.

- 1 What did Grandma and Grandpa get when they moved? \_\_\_\_\_
- 2 What does Grandpa use to make phone calls? \_\_\_\_\_
- 3 What does Grandpa use to listen to music? \_\_\_\_\_
- 4 What are Grandma and Grandpa going to use to watch movies?  
\_\_\_\_\_



- II Write sentences about the future. Use *will* or *won't* and the words in parentheses.

- 1 (laptop computers / tablet)

\_\_\_\_\_

- 2 (telephone / smartphone)

\_\_\_\_\_

- 3 (letters / emails)

\_\_\_\_\_



1



2



3







- 1 Ask the student to look at the photos and name what items he/she can see and where they can be bought. Then have the student compare the three items with reference to their price.

**Challenge:**

Tell the student you're going to role-play a dialog. You are the customer and he/she is the shop owner. Prompt the student to use the language learnt in the Unit, then exchange roles if there is time.

- 2 Elicit what the three vacation activities are. Ask the student to name the vacation-related items which are necessary for each activity. Encourage him/her to think of items that aren't visible in the photos.

**Challenge:**

Have the student talk about a time when he/she tried one of these vacation activities. Ask him/her whether they used all the safety equipment and preventive measures. If he/she has never tried any of the activities in the photos, prompt the student to talk about what activities he/she usually does while on vacation. Do these activities need any special safety equipment or related items?

- 3 Ask the student to identify what the two photos are (*future car and robot*). Prompt the student to describe in what ways these two items will be different in the future and encourage him/her to use the future simple and the indefinite pronouns. Does he/she think these changes are for better or worse?

**Challenge:**

Invite the student to talk about how life will be different in other areas, for example, communication, travelling, eating, etc.

**I** Use the correct form of the verbs from the box to complete the sentences. Then look and match. Draw lines.

take    call    play    listen

1 This hand-held game device was used for \_\_\_\_\_ video games.

a



2 This instant camera was used to \_\_\_\_\_ pictures.

b



3 This transistor radio was used for \_\_\_\_\_ to the news.

c



4 This cell phone was used to \_\_\_\_\_ friends and family.

d



**2** Listen and number.

stove

washing machine

keyboard

fork

car

abacus

**3** Complete the sentences. Use *used for* or *used to*.

- 1 Eyeglasses are \_\_\_\_\_.
- 2 Headphones are \_\_\_\_\_.
- 3 A spoon is \_\_\_\_\_.
- 4 Ice tongs are \_\_\_\_\_.
- 5 Smartphones are \_\_\_\_\_.

**4** Think of a popular invention. What is it used for? Write three or four sentences.

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---

**5** Look at each picture. What is it? What do you think it was used for? Use *might* or *maybe* in your answers.

1



---

---

2



---

---

**1** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

**2** Complete the answer for each question. Use a form of the words from the box.

catch    cook    add and subtract    type

- 1 What is a keyboard used for?  
It's used for \_\_\_\_\_.
- 2 What are pots and pans used for?  
They're used for \_\_\_\_\_.
- 3 What was the fish trap used for?  
It was used for \_\_\_\_\_ fish.
- 4 What was an abacus used for?  
It was used for \_\_\_\_\_.

**3** Complete the sentences. Write either *used to* or *used for*.

- 1 Eyeglasses are \_\_\_\_\_ see.  
Eyeglasses are \_\_\_\_\_ seeing.
- 2 A watch is \_\_\_\_\_ tell the time.  
A watch is \_\_\_\_\_ telling the time.
- 3 Washboards were \_\_\_\_\_ wash clothes.  
Washboards were \_\_\_\_\_ washing clothes.
- 4 A pan is \_\_\_\_\_ cook food.  
A pan is \_\_\_\_\_ cooking food.

**4** Answer the questions. Write sentences. Use the nouns and the correct form of the verbs in parentheses.

1 What are beads used for? (**make, jewelry**)

\_\_\_\_\_

2 What are smartphones used for? (**talk, to friends and family**)

\_\_\_\_\_

3 What are pans used for? (**cook, food**)

\_\_\_\_\_

4 What are MP3 players used for? (**listen, music**)

\_\_\_\_\_

**5** Read the description of this new gadget and complete the table.

**Quadcopter – Drone**

This gadget is the latest news in the world of photography! It may look like a small helicopter but it's definitely more than just that! Four small blades turn round and round and lift it in the air. There's also a camera attached to it. It's mainly used for taking pictures from high above. But, it's becoming more and more important because it's used to search for people in danger after natural disasters.



Quadcopter – Drone	
1 What it looks like	
2 What it's got	
3 What it's used for	
4 Why it's important	





- 1 Ask the student to say what each of the two items in the picture might be. Have him/her say which one was used for work and which for play. Prompt the student to describe in detail how each was used.

**Challenge:**

Ask the student to speculate on what people might have used to wash clothes before the washboard. (For example, *They washed them against rocks.*) Ask what people might have used to listen to music before the gramophone. (For example, *People who played instruments got together at someone's house and made music.*)

- 2 Write this list of inventions on the board: *ice skates, butter churn, fish trap, pillow, abacus*. Ask the student to pick one invention and say what it is or was used for.
- 3 Ask the student to think of the most useful and least useful device he/she can think of and explain what each one is used for.

**1** Look at the pictures. Write the missing words.

a



Product: \_ - \_ \_ \_ \_ \_

Material: c \_ \_ \_ \_ \_

b



Product: \_ \_ \_ \_ \_

Material: c \_ \_ \_ \_

c



Product: \_ \_ \_ \_ \_

Material: m \_ \_ \_ \_ \_

d



Product: \_ \_ \_ \_ \_

Material: r \_ \_ \_ \_ \_

**2** Read the sentences. Circle *T* for *True* or *F* for *False*.

- 1 Sweaters are made of metal.      T      F
- 2 Boots are made of rubber.      T      F
- 3 Soda cans are made of cotton.      T      F
- 4 Flower pots are made of clay.      T      F

**3** Complete the sentences. Write the simple present form of the verbs in the passive.

- 1 Cattle \_\_\_\_\_ in Argentina. **(raise)**
- 2 Corn \_\_\_\_\_ in Mexico. **(grow)**
- 3 Murano glass \_\_\_\_\_ in Venice. **(make)**
- 4 Coffee \_\_\_\_\_ from Colombia to the United States. **(export)**
- 5 Diamonds \_\_\_\_\_ in Africa. **(mine)**



<sup>25</sup>  
**4** Listen and complete the sentences.

- 1 The coffee \_\_\_\_\_ in Costa Rica.
- 2 The tea \_\_\_\_\_ from China.
- 3 The watch \_\_\_\_\_ in Switzerland.
- 4 The T-shirts \_\_\_\_\_ in Guatemala.

**5** Write sentences. Use the words in parentheses. Use the simple past form of the verbs in the passive.

1 (the first CDs / produce / Japan)

---

2 (basketball / invent / United States)

---

3 (the first refrigerator / make / Ireland)

---

4 (the first aerosol spray can / develop / Norway)

---

**6** Think of a product you use every day. What is it made of? Where is it produced?

---

---

---

---

---

**1** Listen and write the correct number.

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

**2** Complete the chart. Use the words from the box.

bed sheets    flower pots    plates    rain boots    tires    towels

Material	Products Made From Material	
Clay		
Cotton		
Rubber		

**3** Complete the sentences with the verbs from the box. Write the simple present form in the passive.

produce    raise    grow    manufacture    mine

- 1 Bananas \_\_\_\_\_ in Ecuador.
- 2 Diamonds \_\_\_\_\_ in Africa.
- 3 Murano glass \_\_\_\_\_ in Venice.
- 4 Many CDs \_\_\_\_\_ in Japan.
- 5 Cattle \_\_\_\_\_ in Spain.

**4** Answer the questions. Complete the sentences. Use the simple past form of the verbs in the passive.

1 Where was the automatic door invented?

\_\_\_\_\_ in the United States.

2 Where is some of the best coffee grown?

\_\_\_\_\_ in Costa Rica.

3 Where was the high-speed train developed?

\_\_\_\_\_ in Japan.

4 Where was corn first farmed?

\_\_\_\_\_ in Mexico.

**5** Write sentences. Use the words in parentheses. Use the simple past form of the verbs in the passive.

1 (Italy / this sweater / make)

\_\_\_\_\_

2 (grow / cacao beans / Costa Rica)

\_\_\_\_\_

3 (Brazil / develop / this invention)

\_\_\_\_\_

4 (manufacture / these T-shirts / Canada)

\_\_\_\_\_

**6** Name one of the products, goods, or ideas from this unit that you think is very important. Write three or four reasons to support your choice. Use complete sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





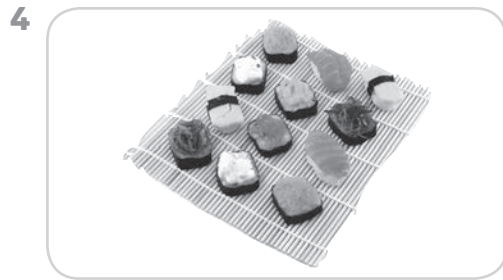
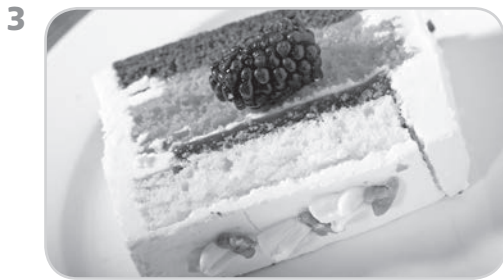
- 1 Have the student talk about what different things are made of. Ask him/her to point to the pictures of the two products that come from plants. Prompt the student to use the passive voice by asking: *What are these boots made of? What are these T-shirts made of? Where were these products grown?* Ask about the airplane in the same manner. *What is it made of?*

**Challenge:**

Ask the student to make a comparison of rubber and cotton products. Which does he/she think are more useful? Why? Encourage the student to give at least two reasons to support this opinion. Ask if he/she is wearing any cotton clothing or rubber products (such as rubber-soled shoes). Prompt the use of the passive voice by asking, *What is (X) made of?* not *Are you wearing anything made of cotton?*

- 2 Have the student talk about chocolate, coffee, and other foods or beverages that are grown, made, raised, or produced in other countries or in the country where he/she is living. Invite the student to express opinions about goods he/she likes or dislikes that come from other countries. Prompt the use of the passive voice by varying your questions: *Where was it found? Where was it grown? How was it made? Was this exported from another country?*, etc.
- 3 Play a guessing game. Have the student describe a product from the Unit or other product he/she knows of focusing on its material, origin, use, etc. for you to guess what it is.

**1** Listen and write the adjective that you hear.



**2** Complete the sentences. Circle the correct word.

- 1 I don't like most desserts because they are too (**spicy** / sweet).
- 2 If the food is (**terrible** / delicious), just send it back.
- 3 When a restaurant becomes (**different** / popular), you sometimes have to wait in line.
- 4 I put too much lemon in my soup. It was too (**spicy** / sour) to eat.
- 5 If you go to Spain, don't forget to try the (**different** / traditional) gazpacho soup!

**3** Complete the questions. Write the correct form of the verb in parentheses.

- 1 Have you ever \_\_\_\_\_ in a band? (**play**)
- 2 Have you ever \_\_\_\_\_ horseback riding? (**be**)
- 3 Has he ever \_\_\_\_\_ a mountain? (**climb**)
- 4 Has she ever \_\_\_\_\_ in a play? (**perform**)
- 5 Have they ever \_\_\_\_\_ raw fish? (**eat**)

4 Complete the dialog. Use the words from the box.

adventurous    different    raw    traditional

**Petey:** What would you like to eat Ana? I'd like something a bit old-fashioned, more \_\_\_\_\_ .

**Ana:** Ah I'd like something \_\_\_\_\_ ! How about \_\_\_\_\_ fish?

**Petey:** It's a bit \_\_\_\_\_ for me.

**Ana:** Well, what would you choose for dinner?

**Petey:** I'd have my all-time favorite meal: pancakes, bacon, eggs, and a big glass of orange juice!

**Ana:** But Petey, that's breakfast food! That's not dinner food.

**Petey:** Oh, come on, Ana! Where's your adventurous spirit?

5 Write the answers and questions. Use the words in parentheses.

1 Would you rather eat sandwiches or pizza?

\_\_\_\_\_ (pizza)

2 Would they rather go swimming or fishing?

\_\_\_\_\_ (fishing)

3 Would he rather play baseball or watch baseball on TV?

\_\_\_\_\_ (play baseball)

4 \_\_\_\_\_ (you, skydive, skateboard)

I'd rather skydive.

5 \_\_\_\_\_ (they, hiking, mountain climbing)

They'd rather be mountain climbing.

6 \_\_\_\_\_ (she, see a movie, go to a concert)

She'd rather go to a concert.

28 **1** Listen. Write the two adjectives that you hear used to describe each food.

a



\_\_\_\_\_

\_\_\_\_\_

b



\_\_\_\_\_

\_\_\_\_\_

c



\_\_\_\_\_

\_\_\_\_\_

d



\_\_\_\_\_

\_\_\_\_\_

**2** Complete the sentences. Write the correct form of the verb in parentheses.

- 1 Has he ever \_\_\_\_\_ in a play? (**perform**)
- 2 Have you ever \_\_\_\_\_ Thai food? (**eat**)
- 3 Have they ever \_\_\_\_\_ a baseball game? (**see**)
- 4 Have you ever \_\_\_\_\_ on a roller coaster? (**ride**)
- 5 Has she ever \_\_\_\_\_ mountain climbing? (**be**)

**3** Read the chart. Then answer the questions. Write sentences.

Choices	Eli	Rosa	Leo
go hiking go swimming	hiking	swimming	swimming
watch baseball game watch soccer game	baseball	baseball	soccer
have cold soup have hot soup	hot soup	cold soup	hot soup

- 1 Would Leo rather go swimming or hiking?  
\_\_\_\_\_
- 2 Would Eli and Rosa rather watch baseball or soccer?  
\_\_\_\_\_
- 3 Would Eli and Leo rather have cold or hot soup?  
\_\_\_\_\_



**4** Complete the story with the words from the box. Make any necessary changes

adventurous    have    know    rather  
save    popular    willing    swim



“Have you ever \_\_\_\_\_ close to a shark before?” Tim asked his best friend, Jack.

“No, of course I \_\_\_\_\_ . I’m not that \_\_\_\_\_ !” replied Tim with a look of terror on his face.

“Well, how about trying an adventure tomorrow?” asked Jack smiling at him.

“Look, Jack” said Tim, “I’ve \_\_\_\_\_ you since we were five, but I really don’t know what you mean.”

So, Jack explained how he found a website advertising this new adventure. “It’s called shark cage diving and it’s very \_\_\_\_\_. Everybody wants to try it! Come on!” he said excitedly. “I’d \_\_\_\_\_ stay here!” was Tim’s first reply. But Jack pointed out that it was completely safe. “Divers stay in a cage all the time and sharks can’t get in, so there’s no danger at all!”

Tim seemed more \_\_\_\_\_ to try. “OK... I guess we could have a go... How much is it?” he asked. “Well... it’s about 150 dollars...” said Jack.

“I’ve \_\_\_\_\_ my pocket money for the past 3 months, but I spent most of it. I only have 10 dollars left...,” said Tim and it was the first time he was happy not to have any money left.

**5** Name an experience or an adventure that you would like to have. Describe the activity. Say why you would like it.

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- 1 Ask the student if he/she is adventurous. If the student says *yes*, have him/her tell you about two or three experiences or activities that show his/her adventurous nature. If the student says *no*, have him/her give you two or three examples of things they didn't do or were afraid to try. If the student is shy, prompt responses by asking about types of food he/she may or may not have tried: *Have you been to an Indian restaurant?* Then ask the student about types of sports or entertainment: *Have you gone to a play? Have you watched a soccer game in person? Have you been horseback riding?*
- 2 Ask the student if he/she would rather eat sushi (raw fish) or ride a roller coaster? These are two very different activities. Prompt the student to say why he/she would prefer one experience over the other. Encourage the student to look at the pictures and point to examples as he/she talks about what is scary about the sushi (*the strangeness, raw, colors, seaweed*) as opposed to what is scary about the roller coaster (*speed, height, the downhill rush*).

**Challenge:**

Ask the student to describe a time when he/she tried something adventurous or tasted something new or went somewhere that scared him/her. How did he/she feel before, during, and after the experience? Did it make him/her more or less willing to try something new another time?

- 3 Ask the student to think back on the adventures presented in the Unit. Which ones does he/she think were the scariest/most exciting/most fun? Then have the student decide which adventures he/she would rather experience and which he/she would rather not. Elicit the reasons for the student's answers.



Which gadgets are the speakers talking about? Listen and match.  
There are more gadgets than you need.

Mason



Sophia



Ethan



Complete both answers for each question. Use the correct form of the words in parentheses.

1 What were washboards used for? (**wash clothes**)

They were used for \_\_\_\_\_.

They were used to \_\_\_\_\_.

2 What are ice tongs used for? (**carry ice**)

They're used to \_\_\_\_\_.

They're used for \_\_\_\_\_.

3 What was a pressure cooker used for? (**cook food**)

It was used to \_\_\_\_\_.

It was used for \_\_\_\_\_.

4 What was a gramophone used for? (**play records**)

It was used for \_\_\_\_\_.

It was used to \_\_\_\_\_.

**3** Answer the questions. Write sentences. Use the nouns and the correct form of the verbs in parentheses.

1 What are knives used for? (cut, food)

---

2 What are tablets used for? (send, emails)

---

3 What are cameras used for? (take, pictures)

---

4 What are beads used for? (make, jewelry)

---

5 What is an abacus used for? (add and subtract)

---

**4** Look at the pictures. What are they made of?

clay   cotton   metal   wool

a



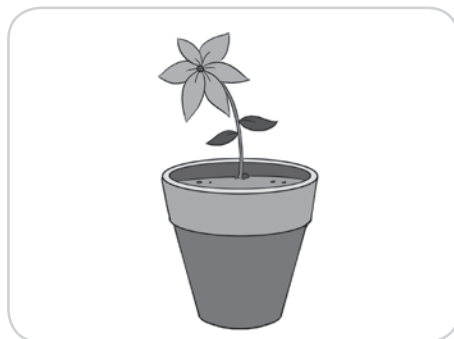
b



c



d



**5** Write sentences. Use the words in parentheses. Use the simple past form of the verbs in the passive.

1 (this robot / develop / Japan)

\_\_\_\_\_

2 (these sweaters / manufacture / China)

\_\_\_\_\_

3 (this watch / make / Switzerland)

\_\_\_\_\_

4 (these oranges / grow / California)

\_\_\_\_\_

**6** Listen and write one word in each space.

**Turkish Delight**



- 1 Turkish delights taste: \_\_\_\_\_
- 2 Ingredients: gel of starch and \_\_\_\_\_
- 3 Turkish delights are: \_\_\_\_\_ all around the world
- 4 Different flavours: rosewater, cinnamon, \_\_\_\_\_ and lemon
- 5 Served with: Turkish \_\_\_\_\_

**7** Ask and answer questions. Use the words in parentheses. Write complete sentences.

1 Would they rather go hiking or skateboarding? (**skateboarding**)

\_\_\_\_\_

2 Would you rather eat sweet or spicy food? (**spicy**)

\_\_\_\_\_

3 Would he rather watch baseball or football? (**baseball**)

\_\_\_\_\_




4 Would she rather go kayaking or hiking? (**hiking**)

\_\_\_\_\_

**8** Complete the questions. Write the correct form of the verb in parentheses.

- 1 Have you ever \_\_\_\_\_ on a sports team? (**play**)
- 2 Have you ever \_\_\_\_\_ horseback riding? (**be**)
- 3 Has she ever \_\_\_\_\_ to a play? (**go**)
- 4 Have they ever \_\_\_\_\_ raw fish? (**eat**)

**9** Listen and check the adventure the people would rather try.

Choices	Ava	Mia	Noah
			
			
			

**10** Answer the questions for you. Write complete sentences.

- 1 What's your favorite electronic gadget? What do you use it for?

\_\_\_\_\_

- 2 Think of a world-famous product. What is it made of? Where is it made/produced/grown?

\_\_\_\_\_

- 3 Which of these activities would you most/least like to do? Which of these activities would you least like to do? Write a reason for your answers.

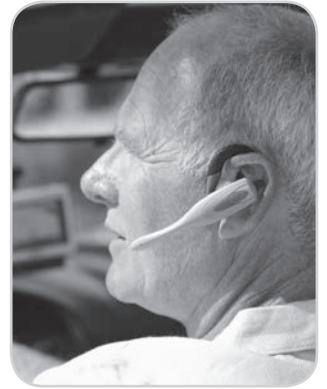
hiking / skydiving / skiing

\_\_\_\_\_

\_\_\_\_\_



1



2



3







- 1 Ask the student to identify the gadgets and categorize them into old and new. Ask: *What are the new gadgets used for? What were the old ones used for?*

**Challenge:**


Ask the student to name three gadgets they use every day and what they use them for. Ask: *What happens if you lose one of these gadgets?*

- 2 Point to the first photo and elicit what it is (*a high-speed passenger train*). Ask: *What is it made of? (metal) Where was it invented? (in Japan)*. Then point to the photo of bananas and ask: *Where are they grown? (in Ecuador)*. Finally, point to the photo of gloves and hat and ask: *What are they made of? (wool)*. Elicit other products made of wool.

**Challenge:**

Ask the student to think about other famous products from around the world. Encourage the student to use the passive and give his/her opinion about each one.

- 3 Focus the student's attention on the pair of photos. Ask: *How would you describe these two dishes? Which one would you rather have? Why? Have you ever tried them?* Then prompt the student to talk about a positive and negative experience they've had with food.

 Listening

<sup>32</sup> **1** Listen and write the correct number.



<sup>33</sup> **2** What object is each person talking about? What was the problem with it? Listen and complete the table.

	Object	Problem
<b>1</b> Abigail		
<b>2</b> Jacob		
<b>3</b> Madison		

<sup>34</sup> **3** Read the questions and listen. Check (✓) the correct answer.

- 1** Where has Matthew been to before?
  - a** New York
  - b** Paris
  - c** Athens
- 2** On this vacation, Matthew tried \_\_\_\_\_.
  - a** kayaking
  - b** horseback riding
  - c** skiing
- 3** What did Matthew forget at the hotel?
  - a** his sunglasses
  - b** his sunscreen
  - c** his water bottle
- 4** Who helped Matthew when he got hurt?
  - a** his older brother
  - b** his uncle
  - c** his dad
- 5** Who did he buy a beaded bracelet for?
  - a** his baby sister
  - b** his mom
  - c** his aunt



## Reading and Writing

4 Find a mistake in each sentence. Rewrite the sentences correctly. There may be more than one possible answer.

1 Doesn't no one want to enter the robotics design contest?

\_\_\_\_\_

2 Someone I know uses a typewriter anymore, except my grandmother.

\_\_\_\_\_

3 Robots will be so popular! Somebody will use them.

\_\_\_\_\_

4 Did you hear what happened to my new tablet? Anyone took it from my locker!

\_\_\_\_\_

5 Complete the sentences with the correct form of the verbs from the box.

try out    join    act    do

1 Do you enjoy \_\_\_\_\_ in school plays?

2 I bet you're a great basketball player! How about \_\_\_\_\_ our team?

3 I hear you play the drums. Are you interested in \_\_\_\_\_ for the school band?

4 I love martial arts and I'm really good at \_\_\_\_\_ tae kwon do.

6 Complete the sentences. Circle the correct word.

1 Mr. Reyes **was** / **is** my P.E. teacher for three years.

2 Two years ago, his wife **had** / **has** a baby.

3 After that, they **move** / **moved** to a bigger apartment.

4 Then Mr. Reyes **went** / **goes** back to college at night.

5 Last year, he **buys** / **bought** a house.

**7** Match the student interests to school groups. Draw lines.

- |  |                  |
|--|------------------|
| 1 I'm interested in studying Asian philosophies and exercise.              | drama club       |
| 2 I'm a good writer. I love to work with other people.                     | tae kwon do club |
| 3 I love watching movies and TV. I want to write and direct shows one day. | basketball team  |
| 4 I like running and active team sports.                                   | school newspaper |

**8** Write your own comparisons. Use the words from the box with *more...than*, *the most*, *less...than*, *the least*, and *as...as*.

amazing   beautiful   delicious   popular

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**9** Complete the sentences. Circle the correct answer.

- 1 Many T-shirts are made of **wool** / **cotton**.
- 2 Airplanes are made of **clay** / **metal**.
- 3 Some boots are made of **cotton** / **rubber**.
- 4 Most flower pots are made of **metal** / **clay**.

**10** Write sentences using the words. Use the simple present form of the verbs in the passive voice.

1 (T-shirts / manufacture / Guatemala)

\_\_\_\_\_

2 (hybrid cars / export / Japan)

\_\_\_\_\_

3 (tomatoes / grow / many countries)

\_\_\_\_\_

4 (Murano glass / make / Venice)

\_\_\_\_\_

**11** Complete the questions. Write the correct form of the verb in parentheses.

1 Has he ever \_\_\_\_\_ in a play? (**perform**)

2 Has she ever \_\_\_\_\_ rafting? (**go**)

3 Have they ever \_\_\_\_\_ skydiving? (**be**)

4 Have you ever \_\_\_\_\_ Indian food? (**eat**)

**12** Answer the questions for you. Use the words in parentheses. Write complete sentences.

1 Would you rather celebrate your birthday with a traditional cake or an unusual cake?

\_\_\_\_\_

2 Think of a device that is no longer useful. What is it? What was it used for?

\_\_\_\_\_

3 Write three sentences comparing yourself and one of your family members or classmates.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





- 1 Ask the student to locate the photo showing a school club. Ask what club it is (*drama club*). Invite the student to name 3 other school clubs or groups and write them on the board. Ask: *Which one would you rather be a member of? Why?*

**Challenge:**

Elicit whether the student is a member of a club or group. Have him/her talk about what he/she does there and what skills are necessary.

- 2 Point to the photo of the boy washing a car. Ask: *What is he doing? Why? (He's washing a car to raise money for a good cause.)*. Elicit other fundraising activities, as well as reasons for raising money.

**Challenge:**

Ask the student to talk about an occasion when he/she helped somebody or donated money for a good cause. What happened? Would he/she do it again?

- 3 Point to the photo of the cotton plant and elicit what it is. Ask: *What other materials do you know? What products are made from this material? What are these products used for?* Then draw the student's focus to the bouquet of roses and ask the student to name what it is and where it can be bought. Ask: *On which special days or important life events would you buy a bouquet of flowers? (when a baby's born, on birthdays, anniversaries, graduations, etc.)*

**Challenge:**

Ask the student if he/she has ever bought flowers on a special occasion. What occasion was it and who were they for? Ask the student to describe other presents they've bought and elicit which present was the most/the least expensive, the best, the worst, etc.

## Diagnostic Pre-Test

1. 1. C, 2. B, 3. A, 4. D
  - ② 1. I would like to have a grilled cheese sandwich.
  2. My brother would like to try the oatmeal.
  3. Would anyone like cereal and milk?
  4. Would you like to try some yogurt with fruit?
2. 1. c, 2. d, 3. a, 4. b
  - ③ 1. I get presents and a cake and there are a lot of balloons in the house.
  2. We give Dad a card and a big hug! He's the best!
  3. My sister and I make a special dinner for Mom and Dad.
  4. We watch fireworks and make lots of noise at midnight.
3. 1. b, 2. d, 3. c, 4. a
  - ④ 1. I'm a member of the school art club and we're going to paint a mural this evening!
  2. Alex is the best video game player in our class.
  3. You're a great soccer player. How about joining the soccer team?
  4. Charlotte is a great dancer and she looks lovely in her dancing outfit.
4. 1. headache, 2. cut, 3. allergies, 4. sore throat
5. 1. myself, 2. once, 3. been, 4. grown, 5. use, 6. yours
6. 1. better...than, best; 2. worse...than, worst; 3. cooler...than, coolest
7. 1. My grandmother is coming to visit on the sixth.
2. I'm going to go to the dentist on the twelfth.
3. I'm going to take my dog to the vet on the fourteenth.
4. I'm going to give my social studies report on the twenty-third.
8. 1. were, 2. are, 3. are, 4. were, 5. are, 6. were
9. 1. waiting, 2. are going, 3. Are, 4. would like, 5. make
10. Students' own answers.

## Unit 1 Practice Test

1. 1. science club, 2. school band, 3. tae kwon do club, 4. drama club
2. 1. painting, 2. acting, 3. playing, 4. building, 5. doing
3. 1. science club, 2. baseball team, 3. school newspaper, 4. drama club
4. 1. school band, 2. school newspaper, 3. sticks, 4. Tuesdays, 5. call
  - ⑤ **Girl:** Hey, Jack. I've got some great news! The school band is looking for a new drummer!
  - Boy:** Really? I thought the band was full. I asked a couple of months ago and they already had one.
  - Girl:** But didn't you read the school newspaper? There's an advertisement there.
  - Boy:** No, I didn't have time. Had to finish a Science project. So, what does the ad say?
  - Girl:** Well, if you want to try out for the band you need to have your own drum sticks.
  - Boy:** Oh?
  - Girl:** Yeah, the old drummer was using her own.
  - Boy:** OK, well I've got an old set I can use. Anything else?
  - Girl:** Ermm... oh, yeah, you need to go to the band rehearsals if you want to join... it's every Tuesday, at 7 pm. The band director, Mrs Harrison, wants to hear the new drummer play first.
  - Boy:** That makes sense.
  - Girl:** You'd better call her and let her know. I made a note of her phone number.
  - Boy:** Great!
5. Students' own answers.

## Unit 1 Unit Test

1. a. 3, b. 4, c. 1, d. 2
  - ⑥ 1. Marie loves martial arts. She also likes playing games of concentration.
  2. Claire loves to act and sing. She loves going to the movies, too. She wants to be a famous actress one day!



3. Greg is very good at writing. He has his own blog, but would like to work with other students, too.
  4. Raul is very athletic. He loves playing sports and being part of a team.
2. 1. blogging, writing; 2. trying out, playing; 3. joining, learning; 4. practicing, starting
  3. 1. b, 2. a
  4. 1. track team, 2. school newspaper, 3. drama club, 4. science club, 5. school band
  5. 1. How about trying out for the school play?  
2. Are you interested in joining the school band?  
3. Do you enjoy being on the baseball team?  
4. How about joining the science club?
  6. Students' own answers.

## Unit 2 Practice Test

1. 1. got married, 2. graduated, 3. was born, 4. opened
7. 1. **A:** Hey, Dolores, who's that?  
**B:** That's my aunt. She got married three years ago. It was a great day!
2. **A:** Hi, Martin! Who's that?  
**B:** That's my big sister. She graduated from high school last week.
3. **A:** Amanda, who's that?  
**B:** That's my little brother! He was born a year ago. It's his birthday today!
4. **A:** Hey, Rick, who's that?  
**B:** That's my uncle. He just opened a new restaurant last month!
2. 1. opened, 2. was, 3. moved, 4. worked, 5. bought, 6. found
3. 1. older, 2. younger, 3. bigger, 4. smaller, 5. shorter, 6. taller
4. 1. nicest, 2. oldest, 3. longest, 4. tallest, 5. biggest
5. 1. bigger, T; 2. longer, F; 3. tallest, F; 4. shorter, F; 5. youngest, T
6. Students' own answers.

## Unit 2 Unit Test

1. 1. was born, 2. graduated (from Boston University), 3. moved to London, 4. got married, 5. got a job
8. **Uncle Liam** is my favorite uncle. He's 36 years old and was born in Massachusetts. When my uncle was 23 years old he graduated from Boston University. Three years later he moved to London to look for a job. When he arrived there he met a girl called Emma and they got married in 2014! Just a year ago he got a new job in the US, so he's coming back!
2. 1. told, 2. was, 3. lived, 4. got, 5. married
3. 1. older than, the oldest; 2. younger than, the youngest; 3. bigger than, the biggest; 4. smaller than, the smallest
4. 1. Anna is older than Maria.  
2. Scott is the shortest in the family.  
3. John is younger than Sam.
5. Students' own answers.

## Unit 3 Practice Test

1 a. 3, b. 1, c. 2

9. 1. **Chris:** How are we going to make some money to buy new baseball equipment?  
**Marco:** We could paint our own pictures and have an art fair. That would be a lot of fun!  
**Chris:** I agree! Let's tell the rest of the team today!
2. **Samantha:** What could we do to get more people interested in the drama club?  
**Miguel:** Well, we could put on a school play.  
**Samantha:** I like that idea! We could make posters and sell tickets, too! Maybe we could make money for some new costumes!
3. **Thomas:** We need to raise money for the class trip. What could we do?  
**Claire:** Hmm. Well, we could make cupcakes and have a bake sale!  
**Thomas:** That's a great idea, Claire!

2. 1. He's going to put up posters around the school.  
2. They're going to have a car wash to raise money.  
3. I'm going to send an email to everyone I know asking for help.  
4. She's going to make jewelry with beads for an art fair.  
5. We're going to organize a soccer match and sell tickets.
3. 1. How could, 2. How could, 3. What could, 4. What could, 5. How could
4. *Ideas for fundraising events:* bake sale, school dance, student art sale; *Ideas for advertising and publicizing:* blog on school website, email announcements or invites, posters
5. 1. a) They could plant flowers in flower boxes to make their town more beautiful.; 2. b) They could read to younger children and help them with their homework.

## Unit 3 Unit Test

### I. Tick: 3

- <sup>10</sup> **Woman:** You look very busy, Julia. What are you up to?  
**Girl:** Oh, hi, Mom. My science club needs to buy some parts for a new robot we're building. I need to think of a way to raise money!  
**Woman:** Well you could draw some paintings and sell them at an art fair.  
**Girl:** We tried that last year, but it didn't work out well. Obviously, we're better scientists than artists!  
**Woman:** Well, how about a car wash? I'm sure people would pay money to get their cars washed!  
**Girl:** Yeah, probably, but we haven't got any money to buy soap and sponges... and anyway we need the money for our club!  
**Woman:** Hmm... alright. Well, what about a cake sale? People always seem to want to buy cakes and cookies for a good reason! Why not try that?  
**Girl:** Maybe, although none of us knows how to bake cookies and cakes! I was thinking about a concert we could have. We could ask the school band to play and people could buy

tickets. They can pay as much as they like.

**Woman:** That sounds really clever to me!

Have you ever had a concert like that?

**Girl:** No, we haven't ... You know what, Mom? I think it'll work! So... could you help me design a poster?

2. 1. having a concert, 2. emailing family and friends, 3. make a video, 4. have an art fair
3. 1. We're going to bake cakes and cookies for the cake sale tomorrow.  
2. How much is she going to charge for one of her drawings?  
3. The art club could organize an art exhibition to raise money.  
4. He's going to sell raffle tickets to help homeless animals.  
5. How is he going to advertise the fundraiser for the school band?
4. 1. How could, 2. What could, 3. What could, 4. How could, 5. What could
5. Students' own answers.
6. Students' own answers.

## Units 1-3 Mastery Test

1. 1. b, 2. a, 3. a, 4. b
- <sup>11</sup> 1. I'm good at science and math. I like to work on my own. Experiments are like adventures to me.  
2. I love performing. I'd like to be in the movies one day. It's fun to act the part of different characters.  
3. I could play outdoors all day. I like all sports and enjoy being part of a team. I like competing.  
4. I love to write and I have my own blog. But I also like to work with other people.
2. 1. How about to acting in our next school play?  
2. You're such a great goalie! How about joining our soccer team?  
3. Martha's so good at playing the violin. She should join the school band!  
4. I'm interesting in to doing martial arts. I'll join the tae kwon do club.  
5. I love to writing for the school newspaper. It's so much better than blogging.

3. 1. baseball team, 2. school newspaper, 3. school band, 4. art club, 5. science club
4. 1. blogging, writing; 2. trying out, playing; 3. joining, studying; 4. practicing, starting
5. 1. ✓, 3. ✓, 5. ✓, 6. ✓, 7. ✓, 8. ✓
12. 1. Anthony is shorter than Roberto.  
2. Roberto is younger than Anthony.  
3. Eric is the tallest person in the family.  
4. Stacey is the youngest person in the family.  
5. Marie is thinner than Linda.  
6. Linda is older than Marie.  
7. Aaron is shorter than Garrett.  
8. Bobby is the youngest of all.
6. 1. stronger, strongest; 2. bigger, biggest
7. 1. got, 2. lived, 3. celebrated, 4. went, 5. graduated
8. 1. paint a mural, 2. have a car wash, 3. bake cookies, 4. write emails to friends and family
9. 1. we publicize the car wash to adults?  
2. to help me put up posters downtown?  
3. raise money for the field trip?  
4. we charge for tickets?  
5. we do to get more chess club members?

10. 1. B, 2. C, 3. B

13. 1. **Girl:** Hi Jason, what are you up to?  
**Boy:** Hi, Megan. I'm checking out this week's school newspaper. Have you read the school club news?  
**Girl:** Yeah, I have. The baseball team won the junior high tournament! They scored some amazing points!  
**Boy:** Yep, it was a terrific game! I remember when I was on the baseball team... I was a great player. But that was before I got hurt... [sigh]  
**Girl:** Well don't worry. You can sign up for another club. There was an ad somewhere for a new member, I think.  
**Boy:** Hey, you're right! Says here, they're looking for a new member to play the lead role in the next school play... I think I'll give it a shot!  
**Girl:** I'm sure they'll take you on. You're so good at acting!

2. A couple of years ago my older brother opened a new restaurant and decided to celebrate the event. He invited all the family... even our baby sister was there! It was a wonderful day and everybody enjoyed themselves. My cousin Olivia brought one of her friends with her and we started talking. We found out we had so much in common and became good friends. About a year later we got married!
3. **Man:** Hey, Lisa. I've just been to the grocery store and there was a car wash. Some people are raising money for some reason.  
**Girl:** I know, Dad. The Tae Kwon Do club from my school is raising money to buy some new uniforms.  
**Man:** Oh, I see. And what are you doing?  
**Girl:** I'm writing a letter to our principal. We need to improve our town, Dad.  
**Man:** OK. What's your suggestion?  
**Girl:** Well, we already have two parks and they're quite clean. What we could do to make our town a healthier place to live is not use cars so much.  
**Man:** What a great idea! And what event will you organize exactly?  
**Girl:** A walkathon! If I can get lots of people to participate I can show them that cars aren't that necessary!  
**Man:** That's a wonderful idea, Lisa. Where can I sign up for it?!

II. Students' own answers.

## Unit 4 Practice Test

- I. 1. T, 2. T, 3. F, 4. T, 5. F
14. 1. Necklace A is less expensive than necklace B.  
2. Necklace B is more expensive than necklace C.  
3. Necklace C isn't as expensive as necklace A.  
4. Necklace A is the least expensive necklace.  
5. Necklace C is the most expensive necklace.
2. 1. too, 2. enough, 3. too, 4. too, 5. enough
3. 1. c, 2. c, 3. b, 4. a, 5. a
4. 1. saw, 2. review, 3. bigger, 4. more, 5. as, 6. of, 7. than

5. 1. more colorful birds than Pete's Pets, the most colorful birds (of all);  
2. more delicious than at Juanita's Home Cooking, the most delicious (of all).

## Unit 4 Unit Test

1. 1. c, 2. a, 3. b  
  1. <sup>15</sup> Last month Music World got a popular new mp3 player. Last week Music Barn got a new mp3 player that was more popular than the earlier one. Yesterday Music Mania got the most popular new mp3 player!
2. 1. more, than; 2. more, than; 3. less, than;  
4. the most; 5. the least
3. 1. as fresh as, 2. as interesting as,  
3. as delicious as, 4. as amazing as, 5. as spicy as
4. 1. ✓  
2. ✗ – This skirt is too small for her now.  
3. ✗ – This one isn't long enough.  
4. ✗ – They're not comfortable enough.
5. 1. craft fair, 2. jewelry store, 3. clothing store,  
4. flower shop
6. Students' own answers.

## Unit 5 Practice Test

1. a. 1, b. 4, c. 2, d. 3  
  1. <sup>16</sup> Jason uses sunscreen so he won't get sunburned.  
2. When Lucy went hiking, she sprayed on insect repellent.  
3. Khalid remembers his helmet when he goes biking.  
4. Timmy was wearing sunglasses while he played at the beach.
2. Answers may vary slightly:
  1. F, You need a warm jacket to go skiing in the mountains.
  2. T
  3. F, People need insect repellent to protect themselves from mosquito bites.
  4. Sunscreen can protect a hiker from sunburn.
  5. T
  6. F, A wind breaker protects you from the wind.

3. 1. Sara lost a paddle while she was kayaking.,  
2. Erna was horseback riding when she broke her arm., 3. We were/I was hiking when the thunderstorm began., 4. It started to rain while they were putting up the tent.
4. 1. were rafting, 2. was hiking, 3. were camping,  
4. were biting, 5. was wearing
5. 1. Was Tara shopping when..., Yes, she was.  
2. Were Kari and Dan hiking when..., No, they weren't.  
3. Was Miguel horseback riding when..., Yes, he was.  
4. Were you watching TV when..., No, I wasn't.  
5. Was Anya swimming when..., No, she wasn't.

## Unit 5 Unit Test

1. a. 3, b. 4, c. 1, d. 2  
  1. <sup>17</sup> I take my water bottle with me when it's hot and sunny.  
2. When I'm rafting, a life jacket protects me from harm.  
3. I wear a warm jacket when I play in the snow.  
4. Sometimes I use a map to help me find my way.
2. 1. She was running, 2. I was swimming,  
3. It was raining, 4. She was skiing
3. 1. It started to rain while Jack was hiking.,  
2. They were wearing life jackets when they got in the kayak., 3. Roman broke his arm while he was horseback riding., 4. Amy lost her sunglasses while she was skiing.
4. 1. camping, 2. insect repellent, 3. raining,  
4. vacation
5. 1. Were you wearing a wind breaker when you went to the beach?  
2. Was Mario sleeping when they got to the campsite?  
3. Was Victoria kayaking when she got sunburned?  
4. Were your friends horseback riding when they got lost?
6. Students' own answers.

## Unit 6 Practice Test

1. 1. smartphone, b; 2. laptop computer, d;  
3. mp3 player, c; 4. tablet, a
  2. 1. no one, Anyone, everyone  
2. everyone, No one, Anyone
  3. Allow for reasonable variation: 1. everyone will use flying suits in a hundred years, 2. no one will use solar-powered cars a hundred years from now, 3. Will anyone/everyone use paper and pencil a hundred years from now?, 4. Will everyone send video messages in the future?
  4. Answers may vary slightly: 1. Everyone will use flying suits to travel., 2. Everyone will/can learn to use a computer navigation system., 3. No one will write letters on paper with a pen or pencil in 50 years.
  5. 1. Boy on the far right using a microphone dictation device.  
2. Man on the left talking on videophone.  
3. Boy on the floor playing with robotic dog.  
4. Old woman sitting on the right side of the sofa looking/talking at the window.  
5. Woman sitting on the left side of the sofa reading a book from a hologram.  
6. Girl sitting on a stool directing a robot with a remote control.
- 18
1. Everyone will use a microphone to type.  
2. Everybody will see who they're talking to on the phone.  
3. Anyone will be able to have a robotic pet.  
4. No one will move to open the window.  
5. Nobody will hold books to read them.  
6. Everyone will sit around while a robot does all the jobs.

## Unit 6 Unit Test

1. 1. smartphone, 2. robotic dog, 3. MP3 player
- 19
1. How cool! With this, I can take pictures, send email, and call my friends.  
2. He'll jump and bark and keep you company, and he'll never make a mess!  
3. With this, you can hold thousands of songs in the palm of your hand.
  2. 1. Everyone/Everybody will use them.  
2. Someone took it from his locker!

3. I don't think there's anyone home.
  4. Everyone/Everybody I know writes letters, except my grandmother.
  5. Has anyone/someone here ever played with the robotic cat?
3. 1. someone, 2. No one, 3. Everyone,  
4. anyone, 5. no one
  4. 1. B, 2. A, 3. C, 4. E, 5. D
  5. Answers may vary slightly: 1. We will use video messaging, and we won't use telephones.,  
2. We will use computer navigation systems, and we won't use maps., 3. We won't use paper and pen, and we will use emails., 4. We will shop online, and we won't shop in stores.

## Units 4-6 Mastery Test

1. 1. more popular than, 2. the most exciting,  
3. more interesting than, 4. the most amazing
  2. 1. I can't decide which dessert I want. The cake looks ~~so~~ as delicious as the pie!  
2. I need to save money to buy that new video game. It's the least most expensive game in the whole store!  
3. I don't think I'll finish reading this book. It's not as more interesting as the last one I read.  
4. These shoes are the best! The shoes in that other store were much least less stylish than the ones here.  
5. Don't waste your money on the sequel to *Mars Adventure*. It's less than the least exciting.
  3. 1. too, 2. enough, 3. enough, 4. too, 5. too
  4. 1. F, 2. T, 3. T, 4. F, 5. T
- 20
1. The bouquet of roses is more expensive than the beaded bracelet.  
2. The balloons are less expensive than the bouquet of roses.  
3. The beaded bracelet is more expensive than the bouquet of roses.  
4. The bouquet of roses is the most expensive of all.  
5. The balloons are the least expensive of all.
  5. 1. F, 2. T, 3. T, 4. T
  6. 1. were rafting, 2. was hiking, 3. were camping,  
4. were biting, 5. was wearing

7. a. 3, b. 1, c. 4, d. 2

- 21 1. Insect repellent helps prevent mosquito bites.  
 2. Cold weather is fun if you have a warm jacket.  
 3. Sunburn can be dangerous! Use sunscreen.  
 4. Bring along a water bottle if you go hiking.

8. 1. They got lost while they were hiking.  
 2. Was Claire horseback riding when she hurt her knee?  
 3. They were putting up the tent when it started to rain.  
 4. Was Mark hiking when he got sunburned?

9. 1. anybody 2. Nobody 3. everybody  
 4. Somebody

10. 1. a laptop computer, 2. a smartphone,  
 3. an MP3 player, 4. a tablet

- 22 **Boy:** Remember when Grandma and Grandpa used to write us letters?  
**Girl:** Yeah. Then they moved here and Mom brought them a laptop computer. The first thing they wanted to learn was how to send emails.  
**Boy:** And we both said, "We'll teach you!"  
**Girl:** Now Grandpa calls us on his smartphone! And Grandma listens to music on her mp3 player instead of a radio!  
**Boy:** I know! So, what are we going to get them for their anniversary?  
**Girl:** Well, they both love watching movies, so Mom and Dad got them tablet. Maybe we could get them a gift card to Electronic World.  
**Boy:** That's a great idea!

II. Students' own answers.

## Unit 7 Practice Test

1. 1. playing, c; 2. take, a; 3. listening, d;  
 4. call, b
2. 1. keyboard, 2. washing machine, 3. stove,  
 4. abacus, 5. car, 6. fork
- 23 1. We use this for typing.  
 2. We use this to wash clothes.  
 3. We use this to cook food.

4. We use this to count.  
 5. We use this for traveling.  
 6. We use this for eating.

3. Students' own answers.  
 4. Students' own answers.  
 5. Students' own answers.

## Unit 7 Unit Test

1. a. 3, b. 2, c. 1

- 24 1. **A:** What is it?  
**B:** It's an instant camera. It was used to take pictures.  
 2. **A:** What is it?  
**B:** It's a transistor radio. It was used to listen to music and the news.  
 3. **A:** What is it?  
**B:** It's a video game system. It was used to play video games.

2. 1. typing, 2. cooking, 3. catching,  
 4. adding and subtracting
3. 1. used to, used for; 2. used to, used for;  
 3. used to, used for; 4. used to, used for
4. 1. Beads are used for making jewelry.,  
 2. Smartphones are used for talking to friends and family., 3. Pans are used for cooking food., 4. MP3 players are used for listening to music.
5. 1. a small helicopter  
 2. four small blades, a camera  
 3. taking pictures from high above  
 4. used to search for people in danger

## Unit 8 Practice Test

1. 1. T-shirts, cotton; 2. flower pots, clay;  
 3. oven, metal; 4. tires, rubber
2. 1. F, 2. T, 3. F, 4. T
3. 1. are raised, 2. is grown, 3. is made,  
 4. is exported, 5. are mined
4. 1. was grown, 2. was exported,  
 3. was made, 4. were manufactured
- 25 **Boy:** Can you help me with an assignment? I'm supposed to find three things in our home that came from other countries.  
**Man:** Sure. We can start with the coffee I'm drinking right now. It was grown in Costa Rica.

**Boy:** I thought you and Mom drank tea that was exported from China?

**Man:** We do, usually. But this coffee was a gift from your aunt.


**Boy:** Aunt Alicia? Wait a minute. Didn't she send Laura a watch? The one that was made in Switzerland?

**Man:** I think you're right! Aunt Alicia is the world traveler in our family. She's sent you gifts, too. Those cotton T-shirts you love so much were manufactured in a factory in Guatemala.

5. 1. The first CDs were produced in Japan.  
2. Basketball was invented in the United States.  
3. The first refrigerator was made in Ireland.  
4. The first aerosol spray can was developed in Norway.
6. Students' own answers.


## Unit 8 Unit Test

1. a. 3, b. 2, c. 4, d. 1

-  <sup>26</sup> 1. It's made of wool.  
2. It's made of metal.  
3. It's made of clay.  
4. It's made of cotton.


2. *Clay:* plates, flower pots; *Cotton:* towels, bed sheets; *Rubber:* tires, rain boots
3. 1. are grown, 2. are mined, 3. is produced, 4. are manufactured, 5. are raised
4. 1. The automatic door was invented  
2. Some of the best coffee is grown  
3. The high-speed train was developed  
4. Corn was first farmed
5. 1. This sweater was made in Italy.  
2. These bananas were grown in Costa Rica.  
3. This invention was developed in Brazil.  
4. These T-shirts were manufactured in Canada.
6. Students' own answers.

## Unit 9 Practice Test


1. 1. unusual, 2. spicy, 3. delicious, 4. raw
-  <sup>27</sup> 1. This soup tastes so unusual!  
2. I'll eat any spicy Indian dish.  
3. Italian desserts are delicious.  
4. Many Japanese appetizers are served raw.

2. 1. sweet, 2. terrible, 3. popular, 4. sour, 5. traditional
3. 1. played, 2. been, 3. climbed, 4. performed, 5. eaten
4. 1. traditional, 2. different, 3. raw, 4. adventurous
5. 1. I'd rather eat pizza., 2. They'd rather go fishing., 3. He'd rather play baseball., 4. Would you rather skydive or skateboard?, 5. Would they rather be hiking or mountain climbing?, 6. Would she rather see a movie or go to a concert?

## Unit 9 Unit Test

1. 1. traditional, wonderful; 2. spicy, popular; 3. tasty, sour; 4. sweet, unusual
-  <sup>28</sup> 1. I'll try the traditional Moroccan dish. It smells wonderful.  
2. This spicy Greek appetizer is very popular in the United States.  
3. This tasty soup from China is very sour!  
4. I'd like to try something sweet for dessert. Maybe I'll try that unusual Philippine dessert.
2. 1. performed, 2. eaten, 3. seen, 4. ridden, 5. been
3. 1. He'd rather go swimming., 2. They'd rather watch baseball., 3. They'd rather have hot soup.
4. 1. swum, 2. haven't, 3. adventurous, 4. known, 5. popular, 6. rather, 7. willing, 8. saved

## Units 7-9 Mastery Test

1. 1. **Mason:** 2, **Sophia:** 4, **Ethan:** 1
-  <sup>29</sup> 1. **Man:** What have you got there, Mason?  
**Boy1:** It's something I found in my grandpa's house. It might be an old video game system!  
**Man:** Hmm... It looks like it was used for playing video games, but I think it's too small.  
**Boy1:** Ah, yes, you're right. Maybe people used to hold it in their hands and play video games... It looks so old!
2. **Woman:** Is that a new phone, Sophia? It doesn't look very new to me, though.  
**Girl:** Yeah, I know! I found it in our attic.

My parents used this to make phone calls when they weren't at home, but that was many years ago.

**Woman:** Well, I guess they have more modern cell phones now, right?

**Girl:** Yep! And if they forget them at home, they always come back to pick them up.

**3. Man:** That's a strange gadget, Ethan. What is it?

**Boy2:** I'm not sure. My dad bought it at a garage sale. It might be a transistor radio.

**Man:** Well, it has a flash attached to it and a lens, so it probably isn't. Perhaps it was used to take photographs.

**Boy2:** Hey, maybe you're right. My dad loves collecting old cameras. Maybe that's why he bought this one!

2. 1. washing clothes, wash clothes; 2. carry ice, carrying ice; 3. cook food, cooking food; 4. playing records, play records
3. 1. Knives are used for cutting food., 2. Tablets are used for sending emails., 3. Cameras are used for taking pictures., 4. Beads are used for making jewelry., 5. An abacus is used for adding and subtracting.
4. 1. wool, 2. metal, 3. cotton, 4. clay
5. 1. This robot was developed in Japan.  
2. These sweaters were manufactured in China.  
3. This watch was made in Switzerland.  
4. These oranges were grown in California.
6. 1. sweet, 2. sugar, 3. popular, 4. orange, 5. coffee

<sup>30</sup> Turkish delights are small colorful cubes that fill your mouth with a wonderful sweet taste. They were first produced in Turkey, Istanbul in 1777. Although the name suggests that they're mainly eaten in Turkey, in fact people eat Turkish delights all around the world... they're very popular! They come in different colors and they're made of gel of starch and sugar. Some of them even have nuts in them. And what about their flavor? Just like ice-cream, Turkish delights come in various flavours. But not chocolate or vanilla... how about rosewater and cinnamon? Or perhaps something more fruity, like orange or even lemon? Well, any flavor you choose to try, it'll

definitely go well with a Turkish coffee... at least that's how they serve it in Turkey and they must know best.

**7. 1.** They'd rather go skateboarding., **2.** I'd rather eat spicy food., **3.** He would rather watch baseball., **4.** They would rather go hiking.

**8. 1.** played, **2.** been, **3.** gone, **4.** eaten

**9. Ava:** mountain climbing, **Mia:** cliff diving, **Noah:** skydiving

<sup>31</sup> **1. Man:** Look at this advert here, Ava. It's about skydiving.

**Girl1:** Cool! That reminds me of last year's vacation. When I dived off that cliff, remember, Dad? I'll never forget how scared you and Mom looked!

**Man:** Well, skydiving must be even scarier. I hope you're not thinking about trying that, too!

**Girl1:** Hmm... I'm not sure, Dad. I mean I am the adventurous type and I love the feeling I get from heights, but this is a little too much for me. I'd rather do something that involves some height and walking... something like mountain climbing!

**Man:** That's a relief!

**2. Girl2:** Hi, Mia, what are you up to?

**Girl3:** Hey, Stacey. I'm just reading this magazine about outdoor adventures. Did you know there are people who pay to jump off an airplane?! They must be crazy!

**Girl2:** I know... I love heights but that sounds too much....

**Girl3:** Yep, I'm with you there.

**Girl2:** I couldn't even jump off a cliff, I don't think!

**Girl3:** Hmm... I'm not so sure. I think I'd be brave enough to try that!

**3. Boy1:** Hey, Noah, what's new?

**Boy2:** Hey, Mat. You'll never believe what my brother did last week.

**Boy1:** Oh? What's that?

**Boy2:** He went skydiving! You know, jumping off an airplane with a parachute. It must have been amazing!



**Boy1:** Wow! He's a true adventurer! Don't tell me you'd try it, too!?

**Boy2:** Why not? I love heights! I'd rather do that than go cliff diving... that's not adventurous enough for me!

10. Students' own answers.

## Level 5 Final Exam

1 a. 1, b. 3, c. 2

- 32
1. Bug repellent helps prevent mosquito bites.
  2. A compass is a good tool for hikers.
  3. Bring along bottled water when you're outdoors.

2. 1. smartphone / too popular or sold out,
2. headphones / not light enough,
3. picture frame / too colorful

33

1. **Girl1:** Hi Abigail, where have you been?  
**Girl2:** I was at the shopping centre looking for a new smartphone. My old one isn't working anymore. Something to do with the battery...

**Girl1:** Oh, so did you get one?

**Girl2:** Well, I saw a couple of nice ones, but the one I really liked was too popular...

**Girl1:** What do you mean?

**Girl2:** The last one was bought yesterday. It has completely sold out!

2. **Man:** Hi Jacob. Did you find those headphones you were looking for?

**Boy:** Yeah, I did.

**Man:** Great! So, did you get them?

**Boy:** No, Dad, they weren't light enough.

**Man:** Light? Do you mean they felt heavy?

**Boy:** Aha. I need a pair of light headphones to use when I'm hiking. The ones I tried felt heavy. I'd get a headache after 1 or 2 hours. I guess I'll have to stick with my old pair...

3. **Woman:** Why the long face, Madison? What's wrong?

**Girl3:** I can't find a nice picture frame, Mom. I'd like to give one to our teacher who's retiring next year.

**Woman:** That's a nice idea. Why don't you try that new card shop? I think it sells picture frames as well as cards.

**Girl3:** I did, but they only had one which was too colorful.

**Woman:** Maybe you should try the department store, then.

**Girl3:** I think I will.

3. 1. c, 2. c, 3. b, 4. b, 5. a

34

**Boy:** I love going on holidays, especially to places where I can experience new adventures. My parents prefer places where the food is tasty, like Paris for example.

**Girl:** Where did you go last year?

**Boy:** Last year I wanted to go to New York but we ended up going to Athens. We've already been there once, but my mom wanted to go back to taste all those delicious traditional dishes. This year was different, though. My mom couldn't come because my baby sister was born. So, on this vacation there were just me, my dad, my older brother and my uncle. My dad tried kayaking a few years ago, so he wanted to go somewhere where he could horseback ride. My uncle was good at skiing and me and my brother are really into this sport so we wanted to try it.

**Girl:** So what did you do?

**Boy:** In the end, we convinced my dad and we flew to Austria. We booked skiing lessons for the four of us and on our first lesson I made sure I had everything with me: my water bottle, my sunglasses, my helmet and my camera. My mom had warned me to put sunscreen on, but I left it at the hotel and got really sunburnt. I had no idea the sun would be so strong!

**Girl:** Yes, the sun is very strong in the snow.

**Boy:** The next day, as I was skiing down a slope one of my skis got stuck in the snow and I lost my balance. I fell over and hit my knee really hard on a rock. I called my brother, but he was too far away and couldn't hear me.

**Girl:** Oh, no. Did you get help?

**Boy:** Yes! Luckily my dad saw me, but was

finding it hard to stop with his skis. He sent my uncle instead and he helped me up. I had to rest my leg after that, so we cancelled our vacation and returned home. I was happy I would see my baby sister again and I even bought her a beaded bracelet from a nice shop at the airport. When my mom and aunt came to pick us up they were really worried. But I'm ready for our next adventure!

4. 1. Doesn't anyone want to enter the robotics design contest?  
2. No one I know uses a typewriter anymore, except my grandmother.  
3. Robots will be so popular! Everybody will use them.  
4. Did you hear what happened to my new tablet? Someone took it from my locker!
5. 1. acting, 2. joining, 3. trying out, 4. doing
6. 1. was, 2. had, 3. moved, 4. went, 5. bought
7. 1. tae kwon do club, 2. school newspaper, 3. drama club, 4. basketball team
8. Students' own answers.
9. 1. cotton, 2. metal, 3. rubber, 4. clay
10. 1. T-shirts are manufactured in Guatemala.  
2. Hybrid cars are exported from Japan.  
3. Tomatoes are grown in many countries.  
4. Murano glass is made in Venice
11. 1. performed, 2. gone, 3. been, 4. eaten
12. 1. Students' own answers.  
2. Students' own answers.  
3. Students' own answers.



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