

Unit 4 Written quiz

Name: _____
Date: _____

Total Score _____ /50 points

A **40** Alice and Jim are talking about surprise birthday parties. Listen and circle *True* or *False* for each sentence.

1. Jim's friend George planned a surprise party for him.	True	False
2. Jim's surprise party was at a restaurant.	True	False
3. Jim's high school friends came to the party from far away.	True	False
4. Jim already knew that Alice didn't like surprises.	True	False

A _____ /8 points (2 points each)

B These people are talking a friend out to dinner for his birthday tonight, and they are talking about the evening. Rewrite the sentences using the correct form of *be supposed to* or *was/were going to*. (There is more than one correct answer in some cases.)

Example: *Ken* I thought we planned to go to a different restaurant.

I thought we were supposed to go to a different restaurant. OR

I thought we were going to go to a different restaurant.

1. **Andrew** Do we have to bring birthday presents?

2. **Bob** I planned to go to that restaurant last night, but I didn't.

3. **Megan** They say the food is very good.

4. **Mike** They say the food isn't expensive.

5. **Janet** I said I'd invite Jack, but I forgot.

B _____ /10 points (2 points each)

C Write the expressions from the box that have the same meaning as the underlined words and phrases. There is one extra expression.

get going get home get it get over get the feeling get to know get used to

1. It's really late. We'd better hurry. _____
2. I've told my brother about my problem, but he just doesn't understand. _____
3. It takes a while to become comfortable in a new apartment. _____
4. My sister broke up with her boyfriend years ago, but she can't forget about him. _____
5. Your friends seem really nice. I'd like to become more familiar with them. _____
6. I think our friends want us to leave. It's getting late, I guess. _____

C _____ /6 points (1 point each)

Answers Sheet Student Touchstone 4

Brenda Rollins

Answers Sheet Student Touchstone 4:

Handbook of College Reading and Study Strategy Research Rona F. Flippo, 2008-08-15 This Handbook is the most comprehensive and up to date source available for college reading and study strategy practitioners and administrators. In response to changing demographics politics policy issues and concerns in the field of college reading and study strategies since publication of the first edition in 2000 this new edition has been substantially revised and fully updated to reflect the newest research in the field including six new chapters and a more user friendly structure to make it easier for researchers program administrators college instructors and graduate students to find the information that they need. In this thorough and systematic examination of theory research and practice college reading teachers will find information to make better instructional decisions. Administrators will find justification for programmatic implementations and professors will find in one book both theory and practice to better prepare graduate students to understand the parameters and issues of this field. The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategy issues and instruction.

Reading Comprehension: Sequencing

Brenda Rollins, 2013-05-01 This is the chapter slice Sequencing from the full lesson plan Reading Comprehension. A child's ability to read and comprehend the written word is his touchstone to success in school and in life. The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations. Reading is the most essential communication skill in our society. For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences. Reading Comprehension emphasize important concepts and appear throughout this series. Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand. In addition the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness. All of our content meets the Common Core State Standards and are written to Bloom's Taxonomy.

Reading Comprehension: Using Graphic Organizers to Identify Context Clues Brenda Rollins, 2013-05-01 This is the chapter slice Using Graphic Organizers to Identify Context Clues from the full lesson plan Reading Comprehension. A child's ability to read and comprehend the written word is his touchstone to success in school and in life. The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations. Reading is the most essential communication skill in our society. For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences. Reading Comprehension emphasize important concepts and appear throughout this series. Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand. In addition the objectives used in this book are structured using Bloom's Taxonomy of Learning to

ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy **Reading Comprehension: Using Graphic Organizers for Sequencing** Brenda Rollins,2013-05-01 This is the chapter slice Using Graphic Organizers for Sequencing from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom s Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy **Reading Comprehension: Using Graphic Organizers to Make Inferences** Brenda Rollins,2013-05-01 This is the chapter slice Using Graphic Organizers to Make Inferences from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom s Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy **Tests in Print 6** Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date **Tests in Print** Oscar Krisen Buros,2006 **Tests in Print VI** Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date **Tests in Print V** Linda L. Murphy,James C. Impara,Barbara S. Plake,1999 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S Designed to complement the Mental Measurements Yearbooks Tests in Print fills a pressing need for a comprehensive bibliography of all commercially available English language tests in print Although these volumes are useful in and of themselves their maximum usefulness requires the availability and use of

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The British Library General Catalogue of Printed Books 1976 to 1982 British Library,1983 Mathematics Teaching in the Middle School ,2004

ESOL Tests and Testing Stephen Stoynoff,2005 This volume describes how ESOL tests and test users have changed greatly in the past few decades Some widely used ESOL tests have been revised with a number of new tests incorporating advances in computer technology In addition many more ESOL practitioners than in the past are responsible for selecting and using tests Stephen Stoynoff and Carol A Chapelle introduce teachers and administrators to the principles methods and vocabulary of language assessment Twenty one reviewers of ESOL tests consider test purpose methods and justification of their use in particular situations

As You Like It Study Guide Saddleback Educational Publishing,2006-09-01 This series features classic Shakespeare retold with graphic color illustrations Educators using the Dale Chall vocabulary system adapted each title Each 64 page book retains key phrases and quotations from the original play Research shows that the more students read the better their vocabulary their ability to read and their knowledge of the world Containing 11 reproducible exercise to maximize vocabulary development and comprehension skills these guides include pre and post reading activities story synopses key vocabulary and answer key The guides are digital you simply print the activities you need for each lesson

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Reading for Understanding Ruth Schoenbach,1999-12-20 Describes a reading apprenticeship approach for getting middle and high school students interested in reading and improving their comprehension focusing on academic literacy

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