

Unit 4 Written quiz

Name: _____

Date: _____

Total Score

_____/50 points

A 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 taking 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. **Helen** 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

- It's really late. We'd better hurry. _____
- I've told my brother about my problem, but he just doesn't understand. _____
- It takes a while to become comfortable in a new apartment. _____
- My sister broke up with her boyfriend years ago, but she can't forget about him. _____
- Your friends seem really nice. I'd like to become more familiar with them. _____
- 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

**Michael McCarthy, Jeanne
McCarten, Helen Sandiford**



Answers Sheet Student Touchstone 4:

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Don't Like Tuna Fish A dedicated teacher inadvertently discovers how astute her young students can become when given the opportunity May the Angels be with You Always A psychic telephone operator gets more than she bargains for while interpreting the Tarot for a desperate old woman Sometimes a Cigar A well known psychiatrist takes a bus trip with some extremely colorful passengers Diablo A young girl takes a remarkable journey to another world in order to learn the truth about herself As We Know It A young woman believes she has the sole power to heal the earth's people as the world nears its end The Coming An expectant mother awaits in wonder for the latent arrival of what The Taste of Blood in My Mouth A character in Ayn Rand's Atlas Shrugged tries to escape from the maze of allegory [Touchstone Level 3 Video Resource Book](#) , [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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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 **Convergent Thinking for Advanced Learners, Grades 3-5** Emily Hollett,Anna Cassalia,2022-07-29

Convergent Thinking for Advanced Learners Grades 3 5 will teach students how to approach problems with a critical and evidence based mindset Convergent thinking is a skill which helps students arrive at defensible solutions Working through the lessons and handouts in this book students will learn strategies and specific academic vocabulary in the sub skills of observation using evidence considering perspectives reflection and deduction to find accurate solutions This curriculum provides cohesive scaffolded lessons to teach each targeted area of competency followed by authentic application activities for students to then apply their newly developed skill set This book can be used as a stand alone gifted curriculum or as part of an integrated curriculum Each lesson ties in both reading and metacognitive skills making it easy for teachers to incorporate into a variety of contexts

Touchstone 1A Full Contact (with NTSC DVD) Michael McCarthy,Jeanne McCarten,Helen Sandiford,2008-12-08 Easy and enjoyable to teach Touchstone offers a fresh approach to the teaching and learning of English Full Contact includes five key components of the Touchstone series Student s Book Workbook Video Activity Pages Self study Audio CD CD ROM and NTSC DVD The Hamilton Phenomenon Chloe Northrop,2022-07-05 The Hamilton Phenomenon brings together a diverse group of scholars including university professors and librarians educators at community colleges Ph D candidates and independent scholars in an exploration of the celebrated Broadway hit When Lin Manuel Miranda s musical sensation erupted onto Broadway in 2015 scholars were underprepared for the impact the theatrical experience would have Miranda s use of rap hip hop jazz and Broadway show tunes provides the basis for this whirlwind showcase of America s past through a reinterpretation of eighteenth century history Bound together by their shared interest in Hamilton an American Musical the authors in this volume diverge from a common touchstone to uncover the unique moment presented by this phenomenon The two parts of this book feature different emerging themes ranging from the meaning of the musical on stage to how the musical is impacting pedagogy and teaching in the 21st century The first part places Hamilton in the history of theatrical performances of the American Revolution compares it with other musicals and fleshes out the significance of postcolonial studies within theatrical performances Esteemed scholars and educators provide the basis for the second part with insights on the efficacy benefits and pitfalls of teaching using Hamilton Although other scholarly works have debated the historical accuracy of Hamilton The Hamilton Phenomenon benefits from more distance from the release of the musical as well as the dissemination of the hit through traveling productions and the summer 2020 release on Disney Through critically engaging with Hamilton these authors unfold new insights on early American history pedagogy costume race in theatrical performances and the role of theatre in crafting interest in history

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