

Test Instructions

Test Center Test Center

All the testing materials found in the Teacher's Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your MP3 player, or play them directly from the CD.

Written Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary, grammar, and phonics. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the question. Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test. The Answer Key for the Written Tests is on pp. 152–154 of the Teacher's Book.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary, grammar and phonics. There is a listening component in the midterm test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary, grammar and phonics. There is a listening component in the final test.

Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions for each unit follow. Suggested answers are given in parentheses. Use the rubric below to assess the oral tests.

Rubric

4	Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate.
3	Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.
2	Answers question with an incomplete sentence.
1	Gives nonverbal answer by pointing at picture, nodding, or shaking head.
0	No response given.

Oral Tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt them to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

Unit 1

Materials: Teacher Cards for a scarf, glasses, watering the plants, talking to the teacher, sitting on a bench. (1, 4, 7, 10, 18)

- Show the picture of a scarf *It's Anna's scarf. It's hers.* Elicit the question. (Whose scarf is that?)
- Show the picture of the glasses. *They're Jim's glasses. They're his.* Elicit the question. (Whose glasses are those?)
- Give the student the picture of the boy watering the plants. *Which boy is (Ben)?* (He's the boy who is watering the plants.)
- Give the student the picture of the girl talking to the teacher. *Which girl is (Lisa)?* (She's the girl who is talking to the teacher.)
- Show the picture of the boy sitting on the park bench. *What was he doing when it started to rain?* (He was sitting on a bench when it started to rain.)

Unit 2

Materials: Teacher Cards for *She was amazed, He was tired, a shark, a video.* (19, 26, 35, 40)

- Give the student the picture that says *She was amazed.* Say *The penguins were amazing.* (She was amazed.)
- Give the student the picture that says *He was tired.* Say *The race was tiring.* (He was tired.)
- Hold up the picture of the shark have the student make a sentence to describe it. (The shark was scary.)
- Hold up the picture of the video. Have a student make a sentence to describe it. (The video was interesting.)
- Then point to another student and ask *What did (he) say?* (He said the video was interesting.)

Unit 3

Materials: Teacher Cards for a box of chocolates, a DVD, a stuffed toy, gave a present, showed a T-shirt (45, 47, 53, 60, 61)

- Show the picture of a box of chocolates. *What should she get her mother?* (She should get her a box of chocolates.)
- Show the picture of a DVD. *What should she get her father?* (She should get him a DVD.)
- Show the picture of a stuffed toy. *Should I get my sister a stuffed toy or a video camera?* (You should get her a stuffed toy.)

- Show the picture that says *gave a present. What did he give her?* (He gave her a present.)
- Show the picture that says *showed a T-shirt. What did he show him?* (He showed him a T-shirt.)

Unit 4

Materials: Teacher Cards for game store, sports store, music store, bookstore, ice cream shop, bakery, Go to the corner, Turn left, Turn right, Go two blocks. (63, 64, 65, 66, 69, 70, 88, 89, 90, 91)

- Place Teacher Cards 66, 69, and 70 in a row along the chalk rail. *Where's the ice cream shop?* (It's next to the bookstore/bakery. It's between the bookstore and the bakery.)
- Draw a simple map on the board. Set a clothing store on the corner with a game store next to it. *Where's the clothing store?* (It's on the corner. It's next to the game store.)
- Give the student Teacher Cards 63, 64, and 65 and have him or her set them along the chalk rail. *Where's the sports store?* (Answers will vary.)
- Hold up Teacher Cards for *Go two blocks* and *Turn left.* *How do I get to the park?* (Go two blocks and turn left.)
- Hold up Teacher Cards for *Go to the corner* and *Turn right.* *How do I get to the airport?* (Go to the corner and turn right.)

Unit 5

Materials: Teacher Cards for Australia, Italian, Spanish, black beans, rice noodles (93, 106, 108, 109, 112)

- Show the picture of Australia. *Where's she from?* (She's from Australia.)
- Show the picture of Spanish. *What language is spoken in Mexico?* (Spanish is spoken in Mexico.)
- Show the picture of Italian. *People in Italy speak Italian.* Ask students to say it another way. (Italian is spoken in Italy.)
- Show the picture of rice noodles. *Where are rice noodles eaten?* (Rice noodles are eaten in Vietnam.)
- Show the picture of black beans. *Where are black beans eaten?* (Black beans are eaten in Brazil.)

Unit 6

Materials: Teacher Cards cleaned his desk, washed her hands, played soccer, had a cat, riding her bicycle (115, 120, 126, 127, 131)

- Show the picture of the boy with the messy desk. *Has he already cleaned his desk?* (No, he hasn't./ He hasn't cleaned his desk yet.)
- Show the picture of the girl drying her hands. *Has she already washed her hands?* (Yes, she has./ She has already washed her hands.)

- Show the picture of the girl with the cat. *How long has she had a cat?* Have students answer with *for*. (She has had a cat for five years.) length of time will vary.
- Show the picture of the boy playing soccer. *How long has he played soccer?* Have students answer with *since*. (He has played soccer since last year.) Answers will vary.
- Show the picture of the girl riding her bicycle. *She is riding her bicycle. How long has she been riding her bicycle?* (She has been riding her bicycle for 30 minutes/since noon.) Answers will vary.

Unit 7

Materials: Teacher Cards for outgoing, friendly, learn how to write my name, run a marathon, speak more languages (135, 137, 142, 148, 150)

- Show the picture of the outgoing children. *What are they like?* (They are outgoing.)
- Show the picture of the friendly children. *What are they like?* (They are friendly.)
- Show the picture of a boy writing his name. *When did he learn how to write his name?* Hold up four fingers. (He learned how to write his name when he was four.)
- Show the picture of a boy running a marathon. *What does he wish he could do?* (He wishes he could run a marathon.)
- Show the picture of a girl speaking more languages. *What does she wish she could do?* (She wishes she could speak more languages.)

Unit 8

Materials: Teacher cards for the Amazon jungle, the pyramids of Egypt, meet a TV star, buy a motorbike, go skydiving (155, 158, 163, 166, 168)

- Show the picture of the Amazon jungle. *If you could go anywhere, where would you go?* (I'd go to the Amazon jungle.)
- Show the picture of the pyramids of Egypt. *I would go to Egypt. Why?* (I'd like to see the pyramids.)
- Show the picture of a girl meeting a TV star. *If you could do anything, what would you do?* (I would meet a TV star.)
- Show the picture of a boy buying a motorbike. *If you could do anything, what would you do?* (I would buy a motorbike.)
- Show the picture of a girl skydiving. *If you could do anything, what would you do?* (I would go skydiving.)