

Level Test Sheet

with Book Level, Target Audience, and Justification
for CWK Book Series (1-11)

Book Level, Target Audience, and Justification for CWK Book 4

1. Level of the Book

Overall Level: Intermediate to upper-intermediate (B1-B2 on the CEFR scale)

Language Focus:

- More advanced sentence structures (e.g., relative clauses, passive voice, and conditionals)
- Introduction of complex cause-effect relationships (e.g., "Fire safety education reduces the risk of fire.")
- Use of comparisons, abstract concepts, and technical terms (e.g., "Braille is not a language but a code.")

Vocabulary Complexity:

- Contains academic and specialized vocabulary (e.g., mental tension, renewable resources, urban air mobility, aviation transportation system, firefighter robots).
- Includes scientific, technological, and cultural terms (e.g., nervous system, Braille, self-driving cars, carbon dioxide).

Reading Length & Complexity:

- Texts contain longer sentences with multiple clauses.
- Many informational texts covering science, history, culture, and environmental issues.
- Greater use of abstract and conceptual thinking (e.g., "Prevention is the best policy." / "High levels of love develop scientific technology.").

2. Target Audience

Age Group:

- Upper elementary (6th grade), middle school, or high school students (ages 12-16).
- Learners preparing for academic English or standardized English tests.

English Proficiency Level:

- B1-B2 learners who need topic-based reading with an analytical approach.

Purpose of Use:

- Vocabulary building (scientific, cultural, and technical words).
- Complex sentence structure practice (cause-effect, conditionals, passive structures).
- Reading comprehension & writing development (for intermediate+ students).

3. Justification for Level and Audience

The book introduces relative clauses, passive voice, and to-infinitive clauses for cause/purpose (e.g., "To make the world better, all documents should be transcribed in Braille.").

Thematic complexity:

- Covers abstract themes like stress management, future technology, air pollution, Braille, urban air mobility, and firefighter robots.
- Introduces technical discussions (e.g., how self-driving cars work, how fire safety education reduces risk, how Braille is used).

Sentence complexity:

- More dependent clauses and conditional statements.
- Passive voice is commonly used (e.g., "Many everyday items are made of rubber.").
- More varied sentence structures compared to Books 2 & 3.

Level Test with Answers

Part 1: Vocabulary Matching (10 Points)

■ Match the words with their meanings.

1. ____ Renewable energy
2. ____ Fireproof
3. ____ Braille
4. ____ Self-driving car
5. ____ Carbon dioxide
6. ____ Mental tension
7. ____ Rescue
8. ____ Urban Air Mobility
9. ____ Aviation
10. ____ Sustainable

- A. A type of transportation using small, automated aircraft
- B. A gas that plants absorb and that contributes to climate change
- C. A system that helps blind people read using raised dots
- D. Free from the risk of catching fire
- E. Stress or worry that affects the mind
- F. The act of saving someone from danger
- G. The industry related to flying and air travel
- H. A vehicle that operates without a human driver
- I. An energy source that can be naturally restored (like solar and wind power)
- J. Using resources in a way that can be maintained long-term without damage

Part 2: Sentence Structure (10 Points)

■ Rearrange the words into correct sentences.

1. (reduce / UAM / helps / air pollution)
2. (produces / plants / oxygen / carbon dioxide / while absorbing)
3. (Braille / blind people / helps / books / read)

4. (people / in the future / self-driving cars / will use)

5. (firefighters / buildings / burning / into / rush)

Part 3: Reading Comprehension (10 Points)

■ Read the passage and answer the questions.

Passage:

Future transportation is changing quickly. Self-driving cars are being tested in many cities. They use sensors and artificial intelligence to drive without a human. Urban Air Mobility is also growing. It will allow small flying vehicles to transport people between cities, reducing traffic on the roads. However, some people are concerned about the cost and safety of these new technologies.

Questions:

1. What are self-driving cars being tested with?
2. What is Urban Air Mobility?
3. How does Urban Air Mobility help with traffic?
4. Why are some people worried about future transportation?
5. What technology do self-driving cars use?

Usage Guidelines

1. For Classroom Use

- Integrate with science, technology, and environmental studies.
- Assign reading passages and vocabulary exercises per lesson.
- Use *sentence diagram training* to break down complex structures.
- Encourage discussions on future technology, environmental issues, and social topics.

2. For Self-Study

- Follow the reading → vocabulary → writing exercises method.
- Use vocabulary tests as self-check quizzes.
- Summarize readings in short essays to improve writing skills.

3. For Level Placement

- If a student scores 0-10 points, they need more foundational practice (Book 3 recommended).
- If a student scores 11-20 points, they are at the B1 level (can continue with Book 4 but needs support).
- If a student scores 21-30 points, they are at the B2 level (ready for more advanced texts).

Answer Key

Part 1.

Answer Key:

1. I, 2. D, 3. C, 4. H, 5. B, 6. E, 7. F, 8. A, 9. G, 10. J

Part 2.

Answer Key:

1. UAM helps reduce air pollution.
2. Plants produce oxygen while absorbing carbon dioxide.
3. Braille helps blind people read books.
4. People will use self-driving cars in the future.
5. Firefighters rush into burning buildings.

Part 3.

Answer Key:

1. Self-driving cars are being tested with sensors and artificial intelligence.
2. Urban Air Mobility is a system of small flying vehicles for city transportation.
3. It reduces traffic on the roads by transporting people in the air.
4. Some people worry about the cost and safety of these new technologies.
5. They use sensors and artificial intelligence.