

- 1 Complete the sentences with one word connected with money.

Example

When you want to buy things in another country, you need to use foreign currency.

- 1 Gold and silver are _____ metals: they are worth a lot of money.
- 2 _____ is a system of exchanging goods without money.
- 3 _____ is making fake money.
- 4 _____ are money made from metal.
- 5 The modern way to buy things is to pay _____ using credit or debit cards instead of money.
- 6 When you pay for something, the shop gives you a _____ to show you paid.
- 7 _____ are money made from paper.
- 8 When the banks are closed, you can use a card to get money from a cash _____.

MARK / 8

- 2 Change the active sentences to passive ones and the passive sentences to active ones.

Example

They built this bridge in 1850.
This bridge was built in 1850.

- 1 People can buy stamps in this shop.

- 2 Our teacher is marking our homework now.

- 3 Michelangelo painted The Sistine Chapel.

- 4 How often has Italy won the World Cup?

- 5 They don't play rugby at that school.

- 6 Your drama lessons will be taken by a famous actor.

MARK / 6

- 3 Complete the sentences using the correct form of the verbs in brackets.

Example

The Euro can be used (can use) in many London shops.

- 1 The first credit cards _____ (introduce) in the USA.
- 2 Tickets _____ (must buy) before you get on the train.
- 3 Hotels _____ (can build) underwater.
- 4 The bus to Birmingham _____ (might delay) because of the bad weather.
- 5 In the station, baggage _____ (must not leave) unattended.
- 6 National monuments _____ (cannot sell) to tourists!
- 7 In the UK, a cash machine _____ (call) a 'hole in the wall' by some people.
- 8 Large notes _____ (can take out) from a bank.

MARK / 8

- 4 Complete the sentences with the words in the box.

timetable single fare express return
direct platform passengers

- 1 The _____ says the train leaves in 15 minutes.
- 2 The _____ train to Glasgow only takes 5 hours. The slow train takes much longer.
- 3 Which _____ do I need for the train to York?
- 4 Is there a _____ train to Liverpool or do I have to change?
- 5 • Can I have a _____ ticket to London, please?
= 'Don't you want a _____?'
- 6 • No, I'm not coming back.
- 6 There are a lot of _____ on the trains between 8.00 and 9.00 am.
- 7 The _____ to Leeds is £35.00.

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How can the use of frequency information from corpora be used in foreign language teaching? A corpus-based study on vocabulary in course books Karin Dietiová, 2019-02-27 Diploma Thesis from the year 2016 in the subject Didactics for the subject English Pedagogy Literature Studies grade A course Angli tina language English abstract How can corpora be used to improve vocabulary learning in language acquisition This thesis focuses on the use of word frequencies by teachers of English Teaching vocabulary to young learners is one of the most challenging responsibilities that teachers face The methodology chosen for the presentation of vocabulary is crucial for the learning success of the students There is a great amount of studies on how computers can facilitate the learning of English as a foreign language EFL and with the development of immense corpora both teachers and students now have access to hundreds of millions of words and the possibility to explore their occurrence patterns This advantage is however rarely used in practice partly due to the relatively short existence of this discipline but most importantly due to the lack of information about corpora in English language teaching ELT This paper will present the concept of course book vocabulary and present word frequencies in learner s dictionaries The research part of this thesis deals with a linguistic analysis of data extracted from course books and their comparison with the Oxford list of 3000 essential words The aim of the thesis is to investigate the linguistic attributes of texts forming course books and to examine their relation Teaching Environmental Impact Assessment Angus Morrison-Saunders, Jenny Pope, 2021-05-28 This comprehensive guide provides readers with strategies for teaching Environmental Impact Assessment EIA in all its forms whether through formal university programmes or in the form of short courses offered to professionals and practitioners **Qualities of Effective Teachers, 3rd Edition** James H. Stronge, 2018-03-28 Every teacher seeks to be an effective teacher Every teacher wants to have a positive remarkable and lasting influence on students lives But what makes for an effective teacher What role does teacher preparation play in teacher effectiveness What do effective teachers do during planning instruction and assessment How do they create a learning environment that engages and supports students And how do effective teachers interact with their students to promote the best opportunities and results for all In Qualities of Effective Teachers 3rd edition James H Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness The result A research based framework for effective teaching that addresses Professional knowledge Instructional planning Instructional delivery Assessment Learning environment Professionalism Stronge also examines characteristics of effective teachers of at risk students and high ability students To bridge the gap between research and practice he includes checklists of skills and positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom This resource is for any educator interested in improving teaching It offers research based advice for teachers who wish to improve their own performance as well guidance for teacher leaders and supervisors school

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Equality and Power in Schools Anne Lodge, Kathleen Lynch, 2004-11-23 Based on a study of 12 schools over a two year period this book explores issues of equality and power both in the classroom and in the staffroom Through classroom observation interviews with pupils and staff focus groups and questionnaires the authors examine classroom practice grouping and streaming peer group relations and attitudes to power relationships both between pupils and teachers and amongst teachers themselves They also look particularly at the different experiences of pupils in single sex and co educational schools The authors findings offer an insight into the way schools operate in terms of social class gender religion and ethnicity and raise fundamental questions about the use and abuse of power in schools and how this affects the lives of pupils and staff This book will be of interest to those studying education sociology gender studies and women s studies and to policy makers and teachers in senior management roles

Collocation G. Barnbrook, O. Mason, R. Krishnamurthy, 2013-04-16 This book presents a comprehensive description of collocation covering both the theoretical and practical background and the implications and applications of the concept as language model and analytical tool It provides a definitive survey of currently available techniques and a detailed description of their implementation

Resources in Education, 2000-04

Second Language Education G. Richard Tucker, David Corson, 1997 The contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other

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transposition The issues raised in the book while primarily those raised by educators are of relevance also to professionals in medicine social work and psychology

Teaching Design Meredith Davis, 2017-07-11 An Expertly Written Guidebook to Teaching Design at All Levels Teaching Design provides a practical foundation for teaching about and through design The exploding interest in design and design thinking calls for qualified faculty members who are well prepared for a variety of institutional settings and content areas While designers know their disciplines they frequently lack experience in constructing responsive curricula and pedagogies for rapidly evolving professions And while K 12 educators are trained for the classroom their ability to transform teaching and learning through design is limited by a shortfall in professional literature Davis s extensive experience in education offers a detailed path for the development of curricula The book addresses writing objectives and learning outcomes that succeed in the counting and measuring culture of institutions but also meet the demands of a twenty first century education An inventory of pedagogical strategies suggests approaches to learning that serve both college professors and K 12 teachers who want to actively engage students in critical and creative thinking Sections on assessment make the case for performance based activities that provide credible evidence of student learning Davis also discusses the nature of contemporary problems and teaching strategies that are well matched to growing complexity rapid technological change and increased demand for interdisciplinary engagement Examples in Teaching Design span the design disciplines and draw on Davis s experience in teaching seminars for college faculty graduate courses for design students seeking academic careers and workshops for K 12 teachers converting their classrooms into centers for innovation

Science Teaching Michael R. Matthews, 2014-09-19 Science Teaching explains how history and philosophy of science contributes to the resolution of persistent theoretical curricular and pedagogical issues in science education It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject Through its historical perspective the book reveals to students teachers and researchers the foundations of scientific knowledge and its connection to philosophy metaphysics mathematics and broader social influences including the European Enlightenment and develops detailed arguments about constructivism worldviews and science multicultural science education inquiry teaching values and teacher education Fully updated and expanded the 20th Anniversary Edition of this classic text featuring four new chapters The Enlightenment Tradition Joseph Priestley and Photosynthesis Science Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field

Understanding the Language Classroom S. Gieve, I. Miller, 2005-11-30 The starting point for this collection is a chapter by Dick Allwright on the language learning and teaching classroom experience entitled Six Promising Directions in Applied Linguistics The other distinguished contributors respond to this discussion with their own interpretations and from their own experience The collection problematizes prescription efficiency and technical solutions as orientations to classroom language learning

Complexity and idiosyncrasy on the other hand are recognized as central concepts in a move towards centralizing teachers and learners own understanding of classroom life in the contexts of language learning adult literacy education and language teacher education

Transforming Teacher Preparation Across Nations Gerald LeTendre, Ira Lit, Rachel A. Lotan, 2025

The contributors to this volume document and analyze the evolution of an international organic network of collaborating teacher educators Educators at the Stanford Teacher Education Program launched the iSTEP Institute a professional learning and development program for teacher educators from across the globe This international movement seeks to construct and implement exemplary teacher preparation Chapter authors argue that there are several shortcomings with how we currently conceptualize

- 1 the nature of reform in teacher education
- 2 the role of theory in transforming educational institutions and
- 3 the transnational diffusion of innovation and best practices in teaching and teacher education

They articulate a new formulation of effective systemic reform This book shows how the iSTEP Institute has been a reform catalyst for teacher preparation by embedding and transforming the key institutional components of universities NGOs foundations schools and school governance Case examples demonstrate how the activities of this reform network have transformed teacher education in several nations across the global north and south

Book Features Identifies key design principles for consequential teacher preparation on a global level Offers case examples that demonstrate the power and transferability of design principles across social political and cultural contexts Elevates the power of organic relational networks as a catalyst and engine for effective reform in teacher education Draws on principles of teacher preparation from the iSTEP Institute and the Stanford Teacher Education Program STEP whose model of preparation is internationally renowned Demonstrates how effective school university partnerships can evolve to support long term reform in teacher preparation Lotan directed STEP for over a decade Lit is the current faculty director LeTendre worked with the Program for Complex Instruction during his time at Stanford Contributors comprise leading scholars of teacher education from around the world all of whom participated in the iSTEP Institute including Björn Strand Fernando Carna ba Cristi n Cox Karen Hammerness and Kirsti Klette

Encyclopedia of Bilingualism and Bilingual Education Colin Baker, Sylvia Prys Jones, 1998 This encyclopedia is divided into three sections individual bilingualism bilingualism in society and bilingual education It includes many pictures graphs maps and diagrams The book concludes with a comprehensive bibliography on bilingualism

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