

- 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 _____?'
• 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

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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

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Research in Education ,1973 **Evidence-based Practice in Education** Richard Pring,Gary Thomas,2004-03-16 Where does hunch end and evidence begin Too much is written and said about school improvement about improvements in teaching and learning with far too little attention to this question This book provides vivid discussion from distinguished protagonists and antagonists about what gets called evidence based practice Reading it all involved in education policymakers and practitioners alike can proceed more confidently Professor Tim Brighouse London Schools Commissioner The movement to evidence based practice in education is as important as it is controversial and this book explores the arguments of leading advocates and critics The book begins with an explication of evidence based practice Some of the ideas of its proponents are discussed including the Campbell Collaboration and the application to education of Cochrane style reviews and meta analyses The thinking behind evidence based practice has been the subject of much criticism particularly in education and this criticism is aired in the second part of the book Questions have been raised about what we mean by evidence about how particular kinds of evidence may be privileged over other kinds of evidence about the transferability of research findings to practice and about the consequences of a move to evidence based practice for governance in education Given that the origins of the interest in evidence based practice come largely from its use in medicine questions arise about the validity of the transposition and contributors to the third part of the book address this 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 Bjørnstrand Fernando Carnaíba Cristin 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

Proceedings of the 3rd International Conference: Quantitative and Qualitative Methodologies in the Economic & Administrative Sciences (QMEAS 2013) Christos Frangos, **Subject Index of Modern Books Acquired** British Library, 1982 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1978

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