

- 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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Oxford Project 4 Third Edition Teacher

James H. Stronge



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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 administrators and department heads staff development specialists teacher and administrator educators human resource specialists and education policymakers and their staffs Anyone who has a vested interest in students and their success can gain valuable insight and practical tools to ensure positive outcomes for all students New to the 3rd edition Introduction of the Framework for Effective Teaching and its six domains professional knowledge instructional planning instructional delivery assessment learning environment professionalism Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching Updated reference charts at the end of chapters keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers Twenty nine sidebars interspersed throughout chapters that provide state of the art supplementary text on effective teaching practices and research findings Updated Teacher Skills Assessment Checklist keyed to the domains of the Framework for Effective Teaching Updated Part 2 presents positive qualities and red flags associated with effective teachers keyed to the domains of the Framework for Effective Teaching More than 1 000 entries in the References

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

The Teaching and Learning Challenges of 21st-Century Higher Education Tina

Byrom,Jackie Cawkwell,2023-07-11 Pedagogy is at the heart of the higher education student experience This book explores pedagogy in a range of higher education HE practices and draws from the expertise of a range of professionals working in higher education across three countries the UK China and Malaysia thus giving voice to a number of debates around teaching and learning practice in higher education from different cultural perspectives The volume also explores challenges that have arisen as a result of the Covid 19 pandemic which has forced higher education practitioners to reconceptualise pedagogy It provides insights into different approaches to teaching in 21st century higher education and as such has a practical focus that will appeal to HE practitioners who are keen to enhance their own practice and as a consequence student outcomes

Resources in Education ,2000-04 **General Catalogue of Printed Books** British Museum. Department of Printed Books,1969

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those more familiar with alphabetical languages In light of this difficulty in learning Chinese characters some of the chapters identify effective teaching and learning strategies to master the Chinese language **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 **International Handbook of Research on Teachers and Teaching** Lawrence J. Saha,Anthony Gary Dworkin,2009-04-17 The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant *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 **Improving Assessment through Student Involvement** Nancy Falchikov,2013-04-15 The assessment of students an activity central to the role of any professional in further and higher education and is an area that is the subject of constant innovation and debate This book provides a scholarly account of the many facets of assessment with a particular focus on student involvement Peer and self assessment are powerful assessment tools to add to the existing tutor based methods of assessment and feedback and this book is a comprehensive guide to the the methods and issues involved Practical and accessible in style yet grounded in research and rich in evidence based material Improving Assessment Through Student Involvement will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods **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

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

Catalogue of Printed Books in the Library of the British Museum British Museum. Department of Printed Books, 1891

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