

Name: _____ Class: _____

LISTENING

- 1 **Track 2.97** Usłyszysz dwukrotnie pięć wypowiedzi. Na podstawie informacji podanych w nagraniu uzupełnij zdania 1–5. Zakreśl literę a, b albo c.

Speaker 1

1. Mike is from _____.
 a Australia b the UK c the USA

Speaker 2

2. Ana and Gabriela are _____.
 a Argentinian b Brazilian c Spanish

Speaker 3

3. The backpack is _____.
 a old b new c black

Speaker 4

4. Adam is on holiday in _____.
 a Poland b Turkey c France

Speaker 5

5. Olivier is _____.
 a a student b a teacher c thirty-one

_____/10

VOCABULARY

- 2 Zakreśl wyraz (a–d), który nie pasuje do pozostałych.

1 Places:

- a garden b school c summer d park

2 Nationalities:

- a Turkish b Spain c French d Argentinian

3 Numbers:

- a fifty b ten c eighty-one d party

4 Countries:

- a Polish b the UK c Brazil d Australia

_____/4

- 3 Zakreśl właściwe odpowiedzi.

- 1 We're *on* / *in* the park.
 2 He's from the UK. He's *British* / *American*.
 3 Ben is at *holiday* / *school*.
 4 65 is *fifty-six* / *sixty-five*.
 5 They're *at* / *on* a café.
 6 Mehmet is from *Turkish* / *Turkey*.

_____/6

GRAMMAR

- 4 Uzupełnij zdania. Wstaw *am*, *is* lub *are*.

- 1 You _____ from Paris.
 2 He _____ eleven.
 3 I _____ in the garden.

_____/3

- 5 Uzupełnij zdania. Wstaw *a*, *an* lub *—*.

- 1 It's _____ black backpack.
 2 They're _____ oranges.
 3 It's _____ apple.

_____/3

- 6 Uzupełnij zdania. Zakreśl odpowiedź a, b lub c.

- 1 They're _____ blue pens.
 a a b an c —
 2 She _____ a student from Turkey.
 a are b is c am
 3 We _____ French.
 a 'm b 's c 're
 4 It's _____ amazing park!
 a an b — c a

_____/4

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Announcement of the Summer Session State University of Iowa,1927 **Assessing Listening and Spoken Language in Children with Hearing Loss** Tamala S. Bradham,K. Todd Houston,2014-12-30 **Resources in Education**,2000-10 **Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2002: Department of Education** United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies,2002 **Research in Education**,1974 **Graduate Programs in Business, Education, Information Studies, Law & Social Work 2014 (Grad 6)** Peterson's,2013-12-20 Peterson s Graduate Programs in Business Education Information Studies Law Social Work 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as accounting finance business administration management education human resources international business law library information studies marketing social work transportation management and more Up to date info collected through Peterson s Annual Survey of Graduate and Professional Institutions provides valuable data on degree offerings professional accreditation jointly offered degrees part time evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions about a specific graduate program or department faculty members and their research and more Also find valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies [American Education](#) Joel Spring,2021-06-30 Featuring current information and challenging perspectives on the latest issues and forces shaping the American educational system with scholarship that is often cited as a primary source Joel Spring introduces readers to the historical political social and legal foundations of education and to the profession of teaching in the United States In his signature straightforward concise approach to describing complex issues he illuminates events and topics that are often overlooked or whitewashed giving students the opportunity to engage in critical thinking about education Students come away informed on the latest topics issues and data and with a strong knowledge of the forces shaping the American educational system Thoroughly updated throughout the 20th edition of this clear authoritative text remains fresh and up to date reflecting the many changes in education that have occurred since the publication of the previous edition such as The effects of the pandemic on schools teachers students learning and social goals The latest U S Department of Education guidelines for school prayer regulations on sexual harassment and Title IX and guidelines for writing IEPs Expanded discussion of institutional racism Coverage relating to transgender youth and athletics *Foundations of American Education* L. Dean Webb,Arlene Metha,Kenneth Forbis Jordan,2010 The Sixth Edition ofFoundations of American Educationemphasizes the defining topics in education today a diverse population an increasingly globalized society and the impact of standards and assessment on student learning

Explore this text to gain an understanding of how the evolution of education affects today's teaching and learning in a constantly changing world. Read, think about, and respond to current educational issues through an engaging ABC News and Video Insight feature providing video and thought provoking questions connecting chapter content to current and controversial issues in education. In addition, a Controversial Issue feature asks you to consider your values and beliefs as you read about and reflect on controversial school issues complete with for and against statements for your consideration. Readers will find a new chapter on Assessment an important part of the teaching and learning process of particular interest as it highlights the major purposes and types of educational assessment and the role of assessment in standards based education. A heavily revised chapter on Education in a Global Context focuses on current educational trends including globalization, changing demographics, and the role of technology in this global environment.

Engineering Education John Heywood, 2006-01-24. A synthesis of nearly 2 000 articles to help make engineers better educators. While a significant body of knowledge has evolved in the field of engineering education over the years, much of the published information has been restricted to scholarly journals and has not found a broad audience. This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators, devise more effective curricula, and be more effective leaders and advocates in curriculum and research development. The author's first objective is to provide an illustrative review of research and development in engineering education since 1960. His second objective is, with the examples given, to encourage the practice of classroom assessment and research, and his third objective is to promote the idea of curriculum leadership. The publication is divided into four main parts. Part I demonstrates how the underpinnings of education—history, philosophy, psychology, sociology—determine the aims and objectives of the curriculum and the curriculum's internal structure which integrates assessment, content, teaching, and learning. Part II focuses on the curriculum itself, considering such key issues as content organization, trends, and change. A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included. Part III examines problem solving, creativity, and design. Part IV delves into teaching, assessment, and evaluation, beginning with a chapter on the lecture, cooperative learning, and teamwork. The book ends with a brief, insightful forecast of the future of engineering education. Because this is a practical tool and reference for engineers, each chapter is self contained and may be read independently of the others. Unlike other works in engineering education which are generally intended for educational researchers, this publication is written not only for researchers in the field of engineering education but also for all engineers who teach. All readers acquire a host of practical skills and knowledge in the fields of learning, philosophy, sociology, and history as they specifically apply to the process of engineering curriculum improvement and evaluation.

Resources in Education, 1986

Inquiry-Based Practice in Social Studies Education S.G. Grant, Kathy Swan, John Lee, 2017-06-26. Written by the lead authors of the C3 Framework, *Inquiry Based Practice in Social Studies Education*. Understanding the Inquiry Design Model presents a

conceptual base for shaping the classroom experience through inquiry based teaching and learning Using their Inquiry Design Model IDM the authors present a field tested approach for ambitious social studies teaching They do so by providing a detailed account of inquiry s scholarly roots as well as the rationale for viewing questions tasks and sources as inquiry s foundational elements Based on work done with classroom teachers university faculty and state education department personnel this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice Both pre service and in service teachers are sure to learn strategies for developing the reinforcing elements of IDM from planning inquiries to communicating conclusions and taking informed action The curricular and pedagogical examples included make this practical book essential reading for researchers students of pre service and in service methods courses and professional development programs

The Essentials of Teaching Children to Read D. Ray Reutzel, Robert B. Cooter, 2005 Teaching Children to Read has always been well known for its comprehensive look at literacy instruction This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives The focus of this book is how to teach phonemic awareness phonics comprehension vocabulary fluency and ongoing classroom assessment Special features include A theory chapter to ground literacy background knowledge An infusion of the most current research available to inform practice and all five No Child Left Behind initiatives regarding phonemic awareness phonics comprehension vocabulary and fluency A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation including outcome assessment screening instruments diagnostic assessment tools and ongoing progress monitoring assessments

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strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community *Progress in Education, Volume 15* Roberta V. Nata,2007 This series presents substantial results from around the globe in selected areas of educational research The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere Many techniques programs and methods are directly applicable across borders This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again

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