

5 Uzupełnij zdania, tak aby zachować znaczenie zdania wyjściowego. Użyj strony biernej w odpowiednim czasie. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 They painted the room white.
The room _____ white.
- 2 How do they make it?
How _____ made?
- 3 Who invented it?
Who was it _____?
- 4 No one uses those devices anymore.
Those devices _____ anymore.
- 5 They didn't install those screens all that long ago.
Those screens _____ all that long ago.
- 6 How often do they check these machines?
How often are _____?

____ / 6

Use of English

6 Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją.



This photo was ¹ _____ in an art gallery.
It shows several ² _____ hanging
on the walls and two young people, a woman and
a man, who are ³ _____ at one of them.
The ⁴ _____ of art in front of them looks
like an example of modern art, but we can't tell
from the photograph who it was painted
⁵ _____.

____ / 5

Functions

7 Uzupełnij luki w dialogach, tak aby były one spójne i logiczne.

- 1 X: Look! These models _____
of recycled paper.
Y: That's interesting, isn't it?
- 2 X: Look at this photo. It shows some sick
animals.
Y: _____ awful!
- 3 X: Is this a famous painting?
Y: Of course. It was _____ Van Gogh.
- 4 X: This floral arrangement is made with dried
flowers.
_____ clever idea!
Y: It is really pretty.
- 5 X: That's an interesting photo! When
_____ taken?
Y: Let me see. Ah, my dad took it years ago
during his trip to India.

____ / 5

Unit 7 Test Version Us History

James A. Duthie



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Social Studies for Secondary Schools Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

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AP® U.S. History Crash Course, For the 2020 Exam, Book + Online Larry Krieger, 2020-01-02 REA the test prep AP teachers recommend

Kaplan AP U.S. History 2016 Krista Dornbush, 2015-08-04 The Advanced Placement test preparation guide that delivers 75 years of proven Kaplan experience and features exclusive strategies practice and review to help students ace the AP U S History exam Students spend the school year preparing for the AP U S History test Now it's time to reap the rewards money saving college credit advanced placement or an admissions edge However achieving a top score on the AP U S History exam requires more than knowing the material students need to get comfortable with the test format itself prepare for pitfalls and

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A Handbook for History Teachers James A. Duthie, 2012-09-28

History is not a mere chronicle of facts but a dialogue between competing interpretations of the past it should be taught as such Teaching history in this way makes it both intellectually demanding and more interesting while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy The opening chapters provide the rationale for the study of history its epistemological basis and the logic of the discipline The bulk of the book deals with practical ways to help students acquire process and apply information In particular it addresses the specific thinking skills required by the discipline with many effective techniques for helping students to master them The implications of this approach for teacher evaluation of student work are also addressed

Teaching U. S. History Thematically Rosalie Metro, 2023

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