

Vocabulary

- 1 Complete the daily routine phrases in the text. Write one word.

I _____ up at 7.20 a.m. during the week, and I get up at 7.30. First, I have a shower and then I _____ dressed. Next, I _____ breakfast. I usually walk to school. I _____ at school at 8.30 a.m. In the afternoon, I _____ school at 2.30 p.m. After that, I do my homework and see friends. I _____ to bed early because I have to go to school the next day.

Mark: / 6

- 2 Complete the days of the week with the missing letters.

1 M _ _ _ _ _ y
2 T _ _ _ _ _ y
3 W _ _ _ _ _ y
4 Th _ _ _ _ _ y
5 F _ _ _ _ _ y
6 S _ _ _ _ _ y
7 S _ _ _ _ _ y

Mark: / 7

- 3 Complete the definitions with school subjects.

1 _____ is the study of numbers, measurements and shapes.
2 _____ is the study of the way people and countries spend money and make, buy and sell things.
3 _____ is the study of things that happened in the past.
4 _____ is the study of the Earth and everything on it, such as mountains, rivers, land and people.
5 _____ is the study of the life of animals and plants.

Mark: / 5

- 4 Complete the second sentence using the opposite of the adjectives in the first sentence.

1 China is a large country.
Andorra _____
2 During the day, New Orleans is safe.
At night, _____
3 This road is very wide.
That path _____
4 Summer in Portugal is usually dry.
Winter in Portugal _____

Mark: / 4

- 5 Complete the sentences with the words below.

boat bridge jungle mountain river valley

1 The Golden Gate _____ is in San Francisco.
2 The _____ Thames is in London.
3 Kilimanjaro is a _____ in Tanzania.
4 The river in the bottom of this _____ is called the Rhine.
5 The Amazon rainforest is a large _____ in South America.
6 The only way to visit the Statue of Liberty in New York is by _____

Mark: / 6

- 6 Choose the correct answers.

1 Emma is _____. She wants to go to bed.
(a angry) (b sad) (c tired)
2 Max is _____. He can't find his phone.
(a happy) (b embarrassed) (c worried)
3 We're _____. Our holiday starts tomorrow.
(a excited) (b worried) (c angry)
4 I'm _____. I can't remember your name.
(a tired) (b embarrassed) (c happy)
5 The teacher is _____. All the students are late.
(a angry) (b excited) (c happy)
6 Charlotte's _____. She doesn't like her new school.
(a excited) (b sad) (c tired)

Mark: / 6

Word Skills

- 7 Match the first parts of the sentences (1–6) with the second parts (A–F).

1 My friends go on holiday in
2 It's my birthday on
3 Rob plays basketball at
4 I wash the dishes after
5 My English class is from
6 We all get up early during

A dinner.
B 9.30 a.m. to 11 a.m.
C August.
D the week.
E the weekend.
F Sunday.

Mark: / 6

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Editor



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Handbook of Language and Literacy C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2013-09-24 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten

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Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley

Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-12-07 The Common Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards

Nourishing Vocabulary Shira Lubliner, Judith A. Scott, 2008-04-29 Focuses on supporting students academic development with targeted vocabulary instruction and provides strategies for vocabulary acquisition read alouds independent reading and decoding unknown words

Handbook of Research on Teaching the English Language Arts Douglas Fisher, Diane Lapp, 2017-11-06 Now in its fourth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the third edition in 2010 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies A Companion Website extends and enhances the Handbook with a wealth of additional resources The Handbook of Research on Teaching the English Language Arts Fourth Edition Addresses all of the language arts within a holistic perspective speaking listening language writing reading Is well grounded and balanced in theory and research while promoting validated practice Features authors who are known for their expertise and who represent diversity in culture years in the profession and geographic location Gives attention to special populations and instructional contexts Includes new media literacies Has the authority of a research handbook while remaining practical for students in masters and doctoral classes

Researching Second Language Incidental Vocabulary Acquisition through Reading Barry Lee Reynolds, 2025-11-13 This book provides a thorough review of important incidental vocabulary acquisition issues so as to provide readers with a starting point to quickly gain access to an overview of what has been published up until this point It shows examples of how to go about conducting incidental vocabulary acquisition research It critiques particular methodologies that have been used in previous studies and thereby challenge future researchers to innovate When possible particular studies are used for these critiques so that readers can become aware of the issues that they should take care of when designing their own studies Lastly this book suggests future

directions for the field of incidental vocabulary acquisition An extensive reading program is the heart of a well designed language course and one of the many reasons for this is that it provides opportunities for substantial vocabulary learning Researching Second Language Incidental Vocabulary Acquisition through Reading is a carefully organised guide to researching such learning The book draws on a large amount of research to cover a list of the critical factors to consider when designing research on incidental vocabulary learning from reading The book is organised in such a way that it can be read in its entirety or used as a reference book to check particular factors in design An important strength of the book is that it is written by a practising researcher teacher trainer and editor who is very familiar with carrying out and publishing such research This is a very valuable resource for researchers and supervisors Paul Nation LALS Victoria University of Wellington New Zealand **Accelerating Literacy for Diverse Learners** Socorro G. Herrera, Della R. Perez, Shabina K.

Kavimandan, Stephanie Wessels, 2013 In her new book nationally known professional development consultant and literacy expert Socorro Herrera and her colleagues provide a theoretical foundation for culturally responsive teaching that will accelerate literacy development for all students and particularly for English language learners Aligned with Common Core State Standards CCSS this volume incorporates current research and best practices for developing a classroom community that takes into account students languages cultures and individual biographies This resource provides proven effective strategies tools and ideas that can be adapted and modified for any grade level and content area This book features a demonstration DVD showing the books strategies in action in real classrooms classroom strategies that align with CCSS and Response to Intervention guidance to help teachers use grouping configurations to build classroom community and maximize students assets and a quick glance overview and an in depth exploration of each strategy that illustrates each step of implementation 208 page book and 1 hour DVD **Classic Middle School Literature Mystery** Nancy Garrity, 2000-03

Educational resource for teachers parents and kids Reading Fundamentals for Students with Learning Difficulties Sheri Berkeley, Sharon Ray, 2019-12-06 Reading Fundamentals for Students with Learning Difficulties is a foundational resource on reading instruction for students with learning difficulties This comprehensive practical textbook provides fundamental information related to typical and atypical reading development reading instruction within K 12 classrooms and how to identify reading problems and provide interventions to a wide range of students who struggle to learn Throughout the text cutting edge research on reading instruction for students with learning disabilities and English Learners is translated to practice making it accessible to even the most novice teachers Each section concludes with application activities including self tests and discussion prompts to reinforce learning Writing to Learn Academic Words Breno B. Silva, 2022-08-22 This book highlights the importance of English academic vocabulary for success at university and explores written tasks as effective pedagogical tools to promote the acquisition of academic words The book reviews germane and recent SLA psycholinguistic corpus linguistics and L2 writing research to underscore the challenges associated with the learning of

academic words Then it reports on three empirical studies conducted in the Polish context The first study develops a reliable tool to assess the knowledge of academic vocabulary of undergraduate learners The second and third studies investigate the learning of academic words after the writing of sentences and argumentative essays and discuss the role of cognition as a mediator of such learning The book also provides an accessible introduction to linear mixed effect models a powerful reliable and flexible statistical technique that has been gaining popularity among SLA and psycholinguistics researchers **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries,2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies **Handbook of Reading Interventions** Rollanda E. O'Connor,Patricia F. Vadasy,2013-01-15 Comprehensive authoritative and designed for practical utility this handbook presents evidence based approaches for helping struggling readers and those at risk for literacy difficulties or delays Leading experts explain how current research on all aspects of literacy translates into innovative classroom practices Chapters include clear descriptions of effective interventions for word recognition spelling fluency vocabulary comprehension and writing complete with concrete examples and teaching scripts Coverage also encompasses preschool literacy instruction and interventions for older readers English language learners and students with learning disabilities as well as peer mediated and tutoring approaches Prentice Hall Literature Pearson/Prentice Hall,2005-07 Prentice Hall Literature Penguin Edition c 2007 components for Grade 7 Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom White, Eddy,Delaney, Thomas,2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator s job as well as an essential step in the learning process for students The quality and effectiveness of the evaluations given by educators are impacted by their ability

to create and use reliable and valuable evaluations to facilitate and communicate student learning The Handbook of Research on Assessment Literacy and Teacher Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design Featuring research on topics such as course learning outcomes learning analytics and teacher collaboration this book is ideally designed for educators administrative officials linguists academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes *New Technologies and Language Learning* Li Li,2017-04-24 This research led textbook investigates the use of new technologies for language learning linking theory to practice The book synthesises previous technology use including Computer Assisted Language Learning theory and research and describes practical applications for both second and foreign language classrooms including detailed examples of these applications and the procedures for evaluating them International Journal of Applied Linguistics and English Literature (IJALEL: Vol. 3, No.1), 2014 Editor,2013-12-30 International Journal of Applied Linguistics and English Literature IJALEL is a peer reviewed journal established in Australia Authors are encouraged to submit complete unpublished and original works which are not under review in any other journal The scopes of the journal include but not limited to the following topic areas Applied Linguistics Linguistics and English Literature The journal is published in both printed and online versions The online version is free access and downloadable **Classic Middle School Literature** Nancy Roberts Garrity,2000-03 Educational resource for teachers parents and kids The Causes of High and Low Reading Achievement Ronald P. Carver,2000-02 Describes factors that cause some students to have low reading achievement others to have high reading achievement and discusses what educators can do to increase reading achievement For reading researchers grad students in reading research Handbook of College Reading and Study Strategy Research ,

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