

# Unit 7 Standard Test A ★★

## Listening

1 Read the questions. Then listen to the interview and complete the sentences. Write one word. (10 marks)

- 1 Malik is talking about how music is \_\_\_\_\_ people.
- 2 He has been involved with the 'Music Speaks' project since \_\_\_\_\_.
- 3 He has seen a lot of positive \_\_\_\_\_ since then.
- 4 The project \_\_\_\_\_ young people to get an education.
- 5 Many teenagers don't feel \_\_\_\_\_ about their abilities.
- 6 He believed that the problems in his country would never \_\_\_\_\_ if he didn't make a change.
- 7 Malik wants to use his music to \_\_\_\_\_ for change in his country.
- 8 His message to teenagers is to stay in school and be \_\_\_\_\_.
- 9 He wants other teenagers to be \_\_\_\_\_ and work towards a better life.
- 10 The radio presenter wishes Malik good luck with the \_\_\_\_\_.

## Vocabulary

2 Complete the sentences. (5 marks)

- 1 He v\_\_\_\_\_ at a homeless charity twice a week.
- 2 They made a d\_\_\_\_\_ to a charity last week.
- 3 I p\_\_\_\_\_ people to sign the petition yesterday.
- 4 We need to s\_\_\_\_\_ those who are poor.
- 5 I am going to p\_\_\_\_\_ against the waste of food by supermarkets.

3 Match the adjectives in the box with the definitions. (10 marks)

brave clever confident fair generous  
honest kind organized patient sympathetic

A person who ...

- 1 treats everyone equally: \_\_\_\_\_
- 2 is intelligent: \_\_\_\_\_
- 3 always tells the truth: \_\_\_\_\_
- 4 is willing to do dangerous things: \_\_\_\_\_
- 5 feels sure about their own ability: \_\_\_\_\_
- 6 gives people more than they need to: \_\_\_\_\_
- 7 shows that they care about someone's problems: \_\_\_\_\_
- 8 waits for others and doesn't get angry: \_\_\_\_\_
- 9 plans their work carefully: \_\_\_\_\_
- 10 cares about others: \_\_\_\_\_

## Language focus

4 Choose the correct words. (10 marks)

- 1 Your donations **could** / **perhaps** / **mustn't** change their lives.
- 2 She **can** / **must** / **couldn't** get an award for her courage. She's very brave.
- 3 **Perhaps** / **Could** / **Might** he will need our help.
- 4 The situation **perhaps** / **may** / **can** get better if we continue our campaign. We're not sure.
- 5 He **must** / **couldn't** / **can't** be at home. He isn't opening the door.
- 6 Helping other people **can't** / **perhaps** / **can** make you feel good.
- 7 I can't find my wallet, but it **can** / **might** / **must** be here somewhere. I had it a while ago.
- 8 When you help a charity, you **could** / **may** / **can** not benefit personally, but you will feel good.
- 9 **Could** / **Perhaps** / **Might** something nice will happen to you today.
- 10 The government **can** / **mustn't** / **may** take action because a lot of people have signed the petition.

# Unit Post Test English Semester 2

**RM Cervero**



## **Unit Post Test English Semester 2:**

**ETYMA Two** Cecelia Eaton Luschnig, Lance J. Luschnig, 2017-03-30 ETYMA II is an undergraduate or advanced high school textbook for English vocabulary building. It is divided into three parts beginning with a brief history of foreign words in English including information on families of languages, the Indo-European relations of English and the development of the language. This is followed by two large sections on the Latin and Greek element in English. In every section, numerous exercises help students work closely with the material. Each of the practical word building chapters ends with a summary of what you should know as well as adequate reviews. Complete reviews of material are included between every few chapters. Games, projects, vocabulary notes on history in words, words in contexts, odd and interesting words are included in every lesson to keep students' interest alive, especially in the more arid chapters on the nuts and bolts of vocabulary building.

**Directory of Distance Learning Opportunities** Modoc Press, Inc., 2003-02-28 This book provides an overview of current K-12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet. The Directory includes over 6,000 courses offered by 154 institutions or distance learning consortium members. Following an introduction that describes existing practices and delivery methods, the Directory offers three indexes: Subject Index of Courses Offered by Level, Course Level Index, Geographic Index. All information was supplied by the institutions. Entries include current contact information, a description of the institution and the courses offered, grade level and admission information, tuition and fee information, enrollment periods, delivery information, equipment requirements, credit and grading information, library services, and accreditation. Web-based Teaching and English

Language Teaching Cynthia Fong King Lee, George Jor, Eva Lai, 2005 A report on the two-year web-based teaching project called Multimedia English Learning Web. Specifically, it demonstrates the use of information technology on English language teaching. Focusing on how pedagogic changes redefine the roles of students and teachers, including the issues encountered when teaching English on the web. Additionally, a CD-ROM accompanies the book to illustrate the system design of the web-based project. **Web Technologies: Concepts, Methodologies, Tools, and Applications** Tatnall, Arthur, 2009-10-31

With the technological advancement of mobile devices, social networking, and electronic services, Web technologies continue to play an ever-growing part of the global way of life, incorporated into cultural, economical, and organizational levels. **Web Technologies: Concepts, Methodologies, Tools, and Applications** 4 Volume provides a comprehensive depiction of current and future trends in support of the evolution of Web information systems, Web applications, and the Internet. Through coverage of the latest models, concepts, and architectures, this multiple volume reference supplies audiences with an authoritative source of information and direction for the further development of the Internet and Web-based phenomena. *Handbook of Research on Web 2.0 and Second Language Learning* Thomas, Michael, 2009-01-31 This book investigates how those involved in education can respond to the opportunities offered by the Web 2.0 technology. Provided by publisher.

**PROGRAMMING IN C** Dr. Sandeep Kumar Bothra ,Dileep Singh,2023-11-01 e book of PROGRAMMING IN C BCA First Semester for Three Four Year Undergraduate Programme for University of Rajasthan Jaipur Syllabus as per NEP 2020

**Resources in Education** ,1998 *Assessing Change in English Second Language Writing Performance* Khaled Barkaoui,Ali Hadidi,2020-11-29 This book introduces a new framework for analyzing second language L2 learners written texts The authors conducted a major study on changes and differences in English L2 learners writing performance to advance understanding of the nature of L2 writing development over time in relation to L2 instruction and testing and to offer a model that professionals and researchers can use in their own longitudinal and cross sectional studies of L2 writing development Grounded in research data theory and technology this will be a welcome how to for language test developers scholars and graduate students of L2 writing and assessment

**Research Abstracts, 1980, Chulalongkorn University**

Nantana Buranarom,1983 **Dissertation Abstracts** ,1966 Multimodality across Epistemologies in Second Language Research Amanda Brown,Søren W. Eskildsen,2024-04-01 This collection highlights diverse epistemological perspectives in original research on the important role of multimodality in second language contexts The volume explores a wide range of theoretical and methodological traditions toward foregrounding the notion that bodily action is not merely an add on to the modality of talk but an integral part of second language teaching learning and interaction Following an introductory chapter 18 empirical chapters feature either classroom or non classroom research which shed light on different dimensions of multimodality in second language contexts including learning reflected in gesture learning gesture across languages the role of bodily action in language teaching and the role of movement in configuring space for effective communication Each empirical chapter follows a consistent structure detailing the research focus the background to each study methodology and findings A concluding synthesis chapter braids the insights of these chapters drawing parallels across different methods and pointing toward crosscutting areas for future research This book will be of interest to students and scholars in applied linguistics multilingualism bilingualism gesture studies cognitive science and psychology Chapters 10 and 11 of this book are available for free in PDF format as Open Access at [www.taylorfrancis.com](http://www.taylorfrancis.com) They has been made available under a Creative Commons Attribution NonCommercial ShareAlike CC BY NC SA 4 0 International license

**PROCEEDINGS OF THE SECOND INTERNATIONAL CONFERENCE ON GLOBALIZATION: CHALLENGES FOR TRANSLATORS AND INTERPRETERS** Youbin Zhao,Wei Lin,Zhiqing Zhang,2017-07-04 This two volume book contains the refereed proceedings of The Second International Conference on Globalization Challenges for Translators and Interpreters organized by the School of Translation Studies Jinan University China on its Zhuhai campus October 27 29 2016 The interrelation between translation and globalization is essential reading for not only scholars and educators but also anyone with an interest in translation and interpreting studies or a concern for the future of our world s languages and cultures The past decade or so in particular has witnessed remarkable progress concerning research on issues related to this topic Given this dynamic The Second

International Conference on Globalization Challenges for Translators and Interpreters organized by the School of Translation Studies Jinan University China organized by the School of Translation Studies Jinan University China was held at the Zhuhai campus of Jinan University on October 27-29, 2016. This conference attracts a large number of translators, interpreters and researchers providing a rare opportunity for academic exchange in this field. The 135 full papers accepted for the proceedings of The Second International Conference on Globalization Challenges for Translators and Interpreters organized by the School of Translation Studies Jinan University China were selected from 350 submissions. For each paper, the authors were shepherded by an experienced researcher. Generally, all of the submitted papers went through a rigorous peer review process.

*Advances in Decision Science and Management* Taosheng Wang, Srikanta Patnaik, Andrew W.H. Ip, Madjid Tavana, 2021-07-26. This book discusses an emerging area in computer science, IT and management, i.e. decision sciences and management. It includes studies that employ various computing techniques like machine learning to generate insights from huge amounts of available data and which explore decision making for cross platforms that contain heterogeneous data associated with complex assets, leadership and team coordination. It also reveals the advantages of using decision sciences with management-oriented problems. The book includes a selection of the best papers presented at the Third International Conference on Decision Science and Management 2021 (ICDSM 2021) held at Hang Seng University of Hong Kong in China.

School of Business University of Southern California. School of Business Administration, 1920 **Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective** Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo Ke, 2024-02-21. Over the past two decades, Chinese as a foreign or second language (CFL/CSL) has been increasingly taught and learnt as an important language both within and outside China. Studies in the field have attempted to address deep-seated tensions between existing educational ideologies, concepts, strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education.

*Against the Odds* William Moore, 1970 *Research in Education*, 1974  
*Teaching, Learning, and Assessment Together* Lauryann Evans, Arthur K. Ellis, 2013-10-02. This book offers easy-to-use classroom strategies for middle and high school English and Social Studies classrooms. They demonstrate how teaching, learning and assessment are inseparable and seamless. Each strategy will engage your students in activity and reflection, consuming little class time, costing nothing and uniting the three dimensions of education through reflective practice. The chapters begin with a reflective teaching strategy followed by classroom examples. Guiding icons will help you coordinate and implement each strategy. Chapters conclude with a set of learning community discussion questions to guide personal growth as well as faculty discussions.

*Redesigning Learning for Greater Social Impact* Siew Fun Tang, Swi Ee Cheah, 2017-08-04. These conference proceedings explore the design of pedagogical intervention and learning cultures, the inclusion of socio-emotional support in teaching and policy transforming technology to support the social fabric of our institutions and

challenging established beliefs about learning They clarify the complex challenges involved in employing social learning in education and higher education institutions to foster greater understanding and insights while also avoiding the pitfalls that come with rolling out the concept of redesigning learning The Taylor s Teaching and Learning Conference has been held at Taylor s University Malaysia since 2006 **Circular of Information with Reference Primarily to the Undergraduate Division at Berkeley** University of California, Berkeley,1926

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