

UNIT 9: TEST 1

Mark A, B, C or D on your answer sheet to indicate the word whose underlined part differs from the others

- | | | | |
|--------------------------------|--------------------------|---------------------------|-----------------------------|
| 1. A. affig r dable | B. expl i gre | C. pegm o te | D. b o arding |
| 2. A. ch i ldren | B. ch e ck-in | C. toug h down | D. or ch id |
| 3. A. hyphe n g | B. pyram i d | C. accen t s | D. fact o ry |
| 4. A. er o ded | B. lik ed | C. stop ped | D. reach ed |
| 5. A. gile u p | B. rece ipt | C. compl ain | D. packag e tour |

Mark the letter A, B, C or D that differs from the other three in the position of primary stress

- | | | | |
|-----------------|-----------|------------------------|---------------------------|
| 6. A. establish | B. delay | C. consist | D. immigr a nt |
| 7. A. copy | B. fluent | C. propos e | D. stand ard |

Choose the option (A, B, C or D) that best completes each of the following sentences.

8. It's my opinion that you _____ skip breakfast.
 A. will not B. should not C. may not D. can not
9. Is Mr Buong fond of _____ English short stories into Vietnamese?
 A. translate B. to translate C. can translate D. translating
10. If she learned hard, she _____ good grades.
 A. will have B. has C. will get D. would get
11. Tom: " Sam, I passed my exam. " Sam: "Did you? _____? "
 A. Congratulations B. Good idea C. Best wishes D. With pleasure
12. John: " Let me introduce myself. I'm John " Mary: ",- _____."
 A. I'm very pleased B. Nice to meet you C. It's my pleasure D. What a please
13. Try to _____ the meaning of words rather than going straight for your dictionary.
 A. judge B. guess C. decide D. expect
14. Does English have _____ vocabulary in the world ?
 A. the largest B. the larger C. the large D. a large
- 15: _____ they couldn't speak English, they continued their work in London.
 A. Despite B. Although C. because D. Because of
16. They agreed _____ us to learn English as a native language.
 A. helping B. helped C. help D. to help
17. I wish I _____ all the new words ,so I can do the English test better.
 A. would remember B. am remember C. remember D. could remember
18. It's an important part of your cultural identity to keep your _____ in speaking English
 A. vocabulary B. language C. accent D. skill
19. One way of increasing your comprehension is to learn all your vocabulary without the use of your ow _____.
 A. first language B. technical language C. business language D. official business
20. Learning by heart new words _____ an important part of learning English.
 A. was B. were C. is D. are
21. If you _____ in my position, what would you do?
 A. are B. will be C. were D. would be
22. The girls and flowers _____ he painted were vivid.
 A. who B. that C. whose D. which

Read the school announcement and mark A, B, C, or D to indicate the best fits each of the blanks.

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- | | | | |
|--------------|-----------|----------|---------|
| 23. A. in | B. around | C. at | D. out |
| 24. A. taken | B. taking | C. takes | D. take |
| 25. A. in | B. on | C. at | D. over |
| 26. A. a | B. an | C. the | D. Ø |

Mid Lesson Practice Page A Key Unit 9

Ying-Ying Zheng



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Ventures Transitions Level 5 Teacher's Manual Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, 2010-09-20 Ventures is a six level standards based ESL series for adult education ESL This Teacher s Manual provides instructional support that makes Transitions even easier to teach Key features include lesson plans for teaching clear and engaging classes lesson notes with dozens of additional activities Student s Book answer key student audio script

Number David Clemson, Wendy Clemson, 2003 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant

revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor's Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 Ventures All Levels Canadian Teacher's Guide Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage, 2008-10-06 Ventures is a six level standards based ESL series for adult education ESL This resource offers ideas and tips for making sure all five levels of the Student's Books are tailored to the needs of Canadian students The guide also includes information on Canadian on line document literacy and correlations to Canadian Benchmarks SRA Open Court Reading, 2005 *Instructor's Manual and Key with 3.5 IBM Disk to Accompany Word 7 for Windows 95* Deborah A. Hinkle, 1996-07-05 The Annotated Instructor's Edition provides the point of instruction assistance you need to enrich your teaching with relevance and effectiveness It's designed to help you meet the diverse needs and learning styles of your students A variety of test items in varying formats is included in the test bank *Complete Typewriting* Ollie Depew, 1938 *Teacher's Manual for Gregg Typing, New Series* John L. Rowe, 1954 *Cambridge Global English Stage 6 Teacher's Resource* Jane Boylan, Claire Medwell, 2014-05-22 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher's Resource 6 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner's Book 6 Notes on Activity Book 6 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner's Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists **Macmillan Language Arts Today**, 1990 Middle School Math, Course 3 McDougal Littell Incorporated, 2004 *Super Minds Starter Teacher's Book* Lucy Frino, 2012-02-09 An exciting seven level course that enhances young learners thinking skills sharpening their memory while improving their language skills This exciting seven level course enhances your students thinking skills improving their memory along with their language skills Super Minds develops creativity with visualisation exercises and art and craft activities explores social values with lively stories and encourages cross curricular thinking with fascinating English for school sections For ease of use this Starter Teacher's Book is interleaved with pages from the Student's Book It includes detailed lesson aims clear instructions and a vast array of extra activities **Practical English, a Scholastic Magazine**, 1960 **Resources in Education**, 1998 *Gregg College Keyboarding and Document Processing (Gdp), Lessons 61-120, Student Text* Scot Ober, 2002 **Instructor Wraparound Edition Gregg College Keyboarding & Document**

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