

End-of-Term Test

Units 7-9

Grammar

5. Circle the correct words to complete the sentences.

1. I'm sorry. We haven't got ... to drink.
 a. something
 b. nothing
 c. anything

2. When she's in England, some ... visit Oxford.
 a. would like to
 b. will like
 c. should

3. Everyone ... old one day.
 a. won't
 b. will be
 c. mustn't be

4. When ... your homework?
 a. you will do
 b. you are doing
 c. are you going to do

5. If I see her, I ... her the book.
 a. will give
 b. am giving
 c. give

6. We're very tired because our teacher ... us a lot of questions today.
 a. asks
 b. will ask
 c. has asked

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6. Complete the first conditional sentences with the correct form of the verb in brackets.

- a. If Sam (not phone) soon, Ella will be worried.

- b. If we go by plane, it (be) quicker.

- c. We (miss) the film if we don't catch the bus.

- d. If he doesn't pass his English exam, he (not go) to college.

- e. If you (take) Helen's dictionary, she'll be angry.

7. Make questions with *be going to*. Match the questions with the answers below.

- a. What / she / do / tomorrow?

- b. How many people / you / invite / to your party?

- c. What time / she / arrive?

- d. When / they / go / on holiday?

- e. It / rain / later?

1. About seven o'clock.

2. In July.

3. I don't know yet.

4. About 20 friends.

5. You should take your umbrella just in case.

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8. Circle the correct alternatives.

- a. Alie ~~has~~ / ~~have~~ lost his mobile phone again!

- b. The English class ~~has start~~ / ~~started~~. You're late!

- c. I ~~have written~~ / ~~wrote~~ an email to a girl in England. I'd like her to be my pen friend.

- d. We ~~have~~ / ~~has~~ finished our homework and now we're going to play tennis.

- e. Someone ~~has stealed~~ / ~~stolen~~ my mum's bag!

- f. They ~~have~~ / ~~has~~ stayed at our house lots of times.

- g. He ~~has ran~~ / ~~run~~ a marathon.

- h. I ~~have just saw~~ / ~~seen~~ a fox in my garden!

- i. You ~~has~~ / ~~have~~ ...

Course 3 Benchmark Test Answers

RJ Alexander



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Teacher Evaluation that Makes a Difference Robert J. Marzano, Michael D. Toth, 2013 In *Teacher Evaluation That Makes a Difference* Robert J. Marzano and Michael D. Toth introduce a new model of teacher evaluation that takes into account multiple data rich measures of teacher performance and student growth to ensure fair meaningful and reliable evaluations for all teachers

RBI Assistants Guide for Preliminary & Main Exams with 3 Online Tests 5th Edition Disha Experts, 2021-02-04

Personnel Management for Effective Schools John T. Seyfarth, 1991 The aim of this book is to alert prospective and practicing school administrators to the wide range of activities covered by the term personnel management and to present the best of current practice in the field The broad scope of the text illuminates the relationships between present and future personnel staff members directors of instruction and Principals or Assistant Principals The text also demonstrates their common goal of improving the school system

Computer Performance Evaluation Users Group (CPEUG) Computer Performance Evaluation Users Group, 1978

Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

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Federal Register ,1997-08-27 *NBS Special Publication* ,1978 **Educational Testing and Measurement** Tom Kubiszyn,Gary D. Borich,2024-01-24 Educational Testing Measurement Revised and updated edition of the reader friendly classroom relevant introduction to testing and assessment designed for educators to meet today s challenges in measuring student progress Educational Testing and Measurement Twelfth Edition is a revised and updated practical resource that will enhance assessment literacy to help prepare current and prospective teachers to navigate today s changing world of educational testing and assessment It describes the classroom impact of national and key state level policy changes that drive the ongoing changes in the usage of both teacher made and standardized tests and assessments Expanding on previous editions the book Explains test and measurement content in a nonintimidating and unique manner Clarifies how formative assessment can help integrate instruction and assessment on a day day basis in the classroom and the roles of interim benchmark and summative assessment Describes the practical day to day issues related to the development scoring and interpretation of formative assessment results Presents both sides of the various controversies around educational testing and assessment to inform readers sufficiently to form their own opinions Uses a friendly conversational style to enhance the emphasis on the application of theory Provides sufficient theoretical background without oversimplifying for readers to understand the statistical and psychometric foundations of measurement New content in the twelfth edition Includes the impact of the COVID 19 pandemic on learning and assessment Expands coverage of formative interim benchmark and summative assessment Introduces Multi Tiered Systems of Support MTSS and explains how MTSS both integrates with and expands upon Response to Instruction Intervention RTI Describes changes to assessment practice driven by the Every Student Succeeds Act ESSA replacing No Child Left Behind Act or NCLB and state academic standards Includes examples illustrating the development usage and interpretation of assessment results in today s classrooms Includes an updated instructor s manual with an expanded item bank and links to on line resources to expand upon the text presentation in key areas e.g formative assessments standardized testing measuring behavioral social and emotional development Educational Testing and Measurement Twelfth Edition presents a balanced perspective of educational testing and assessment with a unique approach to descriptive statistics and psychometrics validity reliability and fairness **Organic Chemistry Education Research into Practice** Jay Wackerly,Sarah Zingales,Michael Wentzel,Gautam Bhattacharyya,Brett McCollum,2025-03-25 This Research Topic has three main goals 1 provide a platform for instructors of organic chemistry to

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ECEL2009- 8th European Conference on E-Learning, Dan Remenyi,2009

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The Semantic Web Pascal Hitzler,Miriam Fernández,Krzysztof Janowicz,Amrapali Zaveri,Alasdair J.G. Gray,Vanessa Lopez,Armin Haller,Karl Hammar,2019-05-24 This book constitutes the refereed proceedings of the 16th International Semantic Web Conference ESWC 2019 held in Portoro Slovenia The 39 revised full papers presented were carefully reviewed and selected from 134 submissions The papers are organized in three tracks research track resources track and in use track and deal with the following topical areas distribution and decentralisation velocity on the Web research of research ontologies and reasoning linked data natural language processing and information retrieval semantic data management and data infrastructures social and human aspects of the Semantic Web and machine learning

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The Semantic Web - ISWC 2016 Paul Groth,Elena Simperl,Alasdair Gray,Marta Sabou,Markus Krötzsch,Freddy Lecue,Fabian Flöck,Yolanda Gil,2016-10-05 The two volume set LNCS 9981 and 9982 constitutes the refereed proceedings of the 15th International Semantic Web Conference ISWC 2016 which was held in

Kobe Japan in October 2016 The 75 full papers presented in these proceedings were carefully reviewed and selected from 326 submissions The International Semantic Web Conference is the premier forum for Semantic Web research where cutting edge scientific results and technological innovations are presented where problems and solutions are discussed and where the future of this vision is being developed It brings together specialists in fields such as artificial intelligence databases social networks distributed computing Web engineering information systems human computer interaction natural language processing and the social sciences The Research Track solicited novel and significant research contributions addressing theoretical analytical empirical and practical aspects of the Semantic Web The Applications Track solicited submissions exploring the benefits and challenges of applying semantic technologies in concrete practical applications in contexts ranging from industry to government and science The newly introduced Resources Track sought submissions providing a concise and clear description of a resource and its expected usage Traditional resources include ontologies vocabularies datasets benchmarks and replication studies services and software Besides more established types of resources the track solicited submissions of new types of resources such as ontology design patterns crowdsourcing task designs workflows methodologies and protocols and measures

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