



name _____

class _____

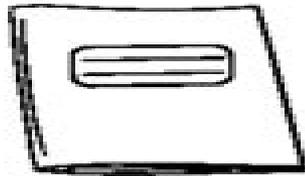
Vocabulary

1 Write the numbers.

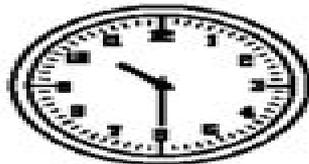
- 0 8 eight
- 1 11 _____
- 2 14 _____
- 3 43 _____
- 4 75 _____
- 5 100 _____

/ 5

2 Look at the pictures and write the words.



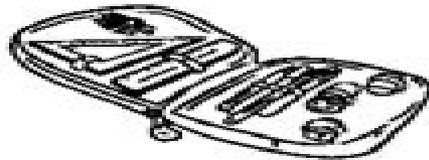
0 notebook



1 c _ _ c _



2 b _ a _ _



3 p _ _ _ l c _ _



4 r _ _ _ _ r



5 s _ _ _ s _ _ _

/ 5

3 Complete the sentences with the words in the box. There is one extra word.

black blue green grey pink purple yellow

- 0 Lavender is purple.
- 1 Zebras are _____ and white.
- 2 Trees are _____.
- 3 Lemons are _____.
- 4 Flamingos are _____.
- 5 Elephants are _____.

/ 5

Grammar

4 Circle the correct word.

- 0 It's a on a cupcake. 3 It's a / on flower.
- 1 It's a / an elephant. 4 It's a / an orange.
- 2 It's a / an zebra. 5 It's a / an umbrella.

/ 5

5 Write sentences. Use plural forms.

0 It's a coloured pencil.
They're coloured pencils.

- 1 It's a sandwich. _____
- 2 It's a pencil case. _____
- 3 It's an orange. _____
- 4 It's a box. _____
- 5 It's a desk. _____

/ 5

Speaking

6 Match beginnings 1-5 and endings a-e.

- 0 I'm eleven years a down.
- 1 Sit b you help me?
- 2 How do you c spell that?
- 3 Can d your books, please.
- 4 Stand e up, please.
- 5 Close f old.

/ 5

Vocabulary / 15

Speaking / 5

Grammar / 10

Your total score / 30

English Class A1 Pearson

H Kauffman



English Class A1 Pearson:

A Study on the Washback Effects of the Test for English Majors (TEM) Qian Xu, Jun Liu, 2018-10-05 This book adopts a multi method and multi phase approach to investigate the washback effects of Test for English Majors TEM on program administrators teachers and students shedding new light on TEM reform and the reform of English teaching and learning in China TEM a nationwide test used to measure the language proficiency of undergraduate English majors in China is a major standardized test taken by nearly 400 000 students every year The book s key features include an in depth discussion of the nature of washback and a framework for investigating it a multi method and multi phase approach employing both the quantitative method of questionnaire surveys and the qualitative methods of interviews and classroom observations large scale questionnaire surveys conducted among experts program administrators teachers and students and involving over 30 000 participants detailed assessments of TEM s washback effects on stakeholders perceptions classroom teaching practice students learning activities etc and essential insights into testing and teaching reforms English Class Elizabeth Kilbey, 2017 *Ideology and Hegemony of English Foreign Language Textbooks* Ömer Gökhan Ulum, Dinçay Köksal, 2020-01-27 This volume investigates ideological and hegemonic practices in globally and locally written English as a Foreign Language EFL textbooks and explores whether these textbooks reflect the values beliefs and norms of the native speaker society by examining their ideological components and the hegemonic practices by means of which the source society or state seeks to influence learners of the language It also attempts to clarify EFL teachers and students views on the underlying ideology and hegemonic practices in globally and locally written EFL textbooks Studies on the relationship between ideology hegemony and textbooks in applied linguistics have become more prevalent in recent decades as the emergence of critical theory critical pedagogy and critical thinking skills from the 1920s onwards has led scholars to adopt a more critical perspective towards EFL textbooks especially with regard to elements of ideology and hegemony These two terms encompass a plethora of components ranging from nationalism to religion At the same time the importance of metanarratives originating from the tenets of modernism has declined from the 1960s onwards the assumption being that the world has entered a new age called postmodernism and post structuralism that emphasizes the role of individuals and rejects efforts to reinforce post colonialism the effects of which can be seen in EFL textbooks Accordingly taking the elements of ideology and hegemony into account remains a vital aspect in the analysis of EFL textbooks *Assessing the English Language Writing of Chinese Learners of English* Liz Hamp-Lyons, Yan Jin, 2022-05-24 This book focuses on the assessment of English language writing in China mainland the territories of Hong Kong and Macau and Taiwan The first part of the book describes how writing in English has been assessed in Chinese contexts in the past 25 years and how it continues to be assessed at present The second part of the book presents reports of work such as formative classroom based assessment feedback based or feedback led approaches learning oriented assessment portfolios as well as the important issue of teacher

professional development in writing assessment This two part division relates to and reflects what has been happening in writing assessment internationally in the UK from the 1940s and in the US in the past 25 years The use of English for international business communication for international political negotiations and its rapidly increasing use as a medium of instruction in some subject areas has led to a rapid increase in the numbers of Chinese L1 speakers who are learning and being assessed in English This is often done with an emphasis on reading and writing The vast majority of assessments of English language writing are done through large scale direct testing that uses simple prompts tasks and short writing samples This book explores best practices in assessing the writing in English of native speakers of Chinese Assessing the English Language Writing of Chinese Learners of English edited by long time experts Liz Hamp Lyons and Yan Jin clearly demonstrates the authors collective years of writing and teaching about writing assessment The book s 13 chapters written by recognized experts in assessment of Chinese speakers learning English represent a wide array of important topics written in reader friendly language and offering evidence for pedagogical practices as well as high stakes testing of writing Teachers researchers administrators of writing programs in China and test developers who seek counsel about this population need look no further than to add Assessing the English Language Writing of Chinese Learners of English to their reading list Deborah Crusan Wright State University USA

Growing Up Muslim Andrew Garrod, Robert Kilkenny, 2014-04-11 While 9 11 and its aftermath created a traumatic turning point for most of the writers in this book it is telling that none of their essays begin with that moment These young people were living probing and shifting their Muslim identities long before 9 11 I ve heard it said that the second generation never asks the first about its story but nearly all the essays in this book include long intimate portrayals of Muslim family life often going back generations These young Muslims are constantly negotiating the differences between families for whom faith and culture were matters of honor and North America s youth culture with its emphasis on questioning exploring and inventing one s own destiny from the Introduction by Eboo Patel In Growing Up Muslim Andrew Garrod and Robert Kilkenny present fourteen personal essays by college students of the Muslim faith who are themselves immigrants or are the children of immigrants to the United States In their essays the students grapple with matters of ethnicity religious prejudice and misunderstanding and what is termed Islamophobia The fact of 9 11 and subsequent surveillance and suspicion of Islamic Americans particularly those hailing from the Middle East and the Asian Subcontinent have had a profound effect on these students their families and their communities of origin

English Class Sandy Zervas, 2017

A Course for Teaching English Learners Lynne T. Díaz-Rico, 2008 A Course for Teaching English Learners CTEL Handbook offers strategies to equip teachers to work with English language learners balancing fundamental principles with practical classroom techniques This book offers in a single volume a wealth of background principles underlying the cultural linguistic and sociocultural contexts and foundations of learning and by providing a comprehensive framework that doesn t only focus on reading and writing Provisions in the federal No Child Left Behind Act NCLB call for

yearly accountability in English language growth for language minority students The CTET Handbook addresses the new focus on testing procedures as well as adaptation for English learners during the test taking process Throughout Lynne Diaz Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening speaking reading writing and computer assisted instruction From publisher s description

Putting the CEFR into Practice Through Action Research Gregory C. Birch, Noriko Nagai, Maria Gabriela Schmidt, Jack V. Bower, 2024-11-18 This book provides an overview of an action research model which utilizes the Common European Framework of Reference for Languages CEFR and stresses the importance of systematically researching classroom practice It introduces the complementary nature of the CEFR and action research the CEFR and the CEFR focused Action Research Model CARM The book includes seven case studies guided by the model and concludes with an overall assessment of the efficacy of the CARM as a way to facilitate action research into CEFR informed practice Undertaken in a Japanese educational context the focus of the book is squarely on classroom based CEFR focused action research concerning issues that all educators face such as course design materials development selection classroom implementation learner autonomy and assessment

A Selection of Early Statistical Papers , **Proceedings of the International Conference on English Language and Teaching (ICOELT 2022)** Havid Ardi, M. Affandi Arianto, Nur Rosita, Carbiriena Solusia, Rizaldy Hanifa, 2023-12-27 This is an open access book International Conference on English Language and Teaching ICOELT is an Annual conference hosted by English Department of Faculty of Languages and Arts Universitas Negeri Padang It was firstly conducted in 2013 as International Seminar on English Language and Teaching ISELT This event consistently invites reputed speakers and having competence in English Language Teaching from around the world

Pearson's Magazine , 1915 Vol 49 no 9 Sept 1922 accompanied by a separately paged section entitled ERA

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