

Unit 5 Standard Test A ★★

Listening

1 [1.06] Read the statements. Then listen to a radio show about future predictions and say if the statements are true or false. (10 marks)

- 1 Ian Tucker is an engineer. _____
- 2 Ian says in the future we might be able to use our minds to talk to each other. _____
- 3 The communication would be as words instead of electronic signals. _____
- 4 Ian thinks that in the future we will live forever. _____
- 5 The technology to allow us to live longer won't cost very much money. _____
- 6 Scientists in the UK are exploring how to change the Earth's climate. _____
- 7 The scientists aim to protect our planet. _____
- 8 By 2025, Ian predicts people will use machines to help their brains work faster. _____
- 9 Ian thinks only a few people will have access to these machines by 2075. _____
- 10 Listeners can contribute more ideas via social media. _____

Vocabulary

2 Complete the sentences with the phrases in the box. (5 marks)

get a driving licence get married get old
take some time out take up

- 1 I always make sure I _____ when I need a rest.
- 2 It's common for people in the UK to _____ and settle down in their thirties.
- 3 In the UK, you can _____ at the age of seventeen.
- 4 I want to travel the world and have fun before I _____.
- 5 You're never too old to _____ a new sport.

3 Choose the correct words or phrases. (10 marks)

- 1 It's never too late to get a **phone / hobby / pension** and learn something new.
- 2 I'm going to **get old / travel around / get involved in** Australia and learn how to surf.
- 3 It's a good idea to **waste / spend / earn** some time abroad while you're young.
- 4 My sister wants to **start / get / take up** her own business after she gets her degree.
- 5 Most people get a **pension / bank account / job** when they retire.
- 6 When I leave school, I want to get a **hobby / job / bank account** as a chef.
- 7 I think it's important to **look after / get involved / settle down** yourself and eat healthily.
- 8 When I get a **degree / driving licence / family**, I'll be able to visit more local places.
- 9 He's going to **tie himself down / settle down / retire young** and travel the world.
- 10 I'd like to **get involved with a charity / have a family / have fun** to help others.

Language focus

4 Complete the first conditional sentences with the correct form of the words and phrases in the box. (10 marks)

not get rich not look
not get married live not get a driving licence

- 1 People _____ on other planets if there is an epidemic on Earth.
- 2 I _____ unless I meet the right person.
- 3 Unless I have some lessons, I _____.
- 4 You _____ unless you get a job.
- 5 Humans _____ the same if they adapt to conditions on another planet.

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Metacognition in Language Learning and Teaching Åsta Haukås, Camilla Bjørke, Magne Dypedahl, 2018-06-14 The Open Access version of this book available at <https://www.taylorfrancis.com/books/e/9781351049139> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching While other works have explored certain notions of metacognition in language learning and teaching this book divided into theoretical and empirical chapters looks at metacognition from a variety of perspectives including metalinguistic and multilingual awareness and language learning and teaching in L2 and L3 settings and explores a range of studies from around the world This allows the volume to highlight a diverse set of methodological approaches including blogging screen recording software automatic translation programs language corpora classroom interventions and interviews and subsequently to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally This innovative collection is an essential resource for students and scholars in language teaching pedagogy and applied linguistics

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, 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.

Resources in Education, 1998

English for Midwifery Students: An Inquiry-Based Learning Materials Hariyanto, 2020-07-12 English for Midwifery Students: An Inquiry-Based Learning Material describes a process of educational discovery wherein a student is guided to see issues, ask meaningful questions, and then decide how to answer those questions. This book consists of five elements of Inquiry-Based Learning. The five components include Essential Questions, Student Engagement, Cooperative Interaction, Performance Evaluation, and Variety of Resources. The book is arranged based on Inquiry-Based learning phases: Orientation, Conceptualization, Investigation, Conclusion, and Discussion. It is intended for midwifery students and generally for health students of Higher Education.

Register of the University of California University of California (1868-1952), 1951

Research in Education, 1974

Annual Catalogue, with Announcements University of Arizona, 1971

Resources in Women's Educational Equity, 1979-05

2012-2013 College Admissions Data Sourcebook West Edition, *The College Handbook* College Entrance Examination Board, 1998 Presents information on 4-year colleges and universities and 2-year community colleges and technical schools.

Frank Joseph Shulman, Anna See Ping Leon Shulman, 2001-01-01 A descriptively annotated multidisciplinary cross-referenced and extensively indexed guide to 2,395 dissertations that are concerned either in whole or in part with Hong Kong and with Hong Kong Chinese students and emigres throughout the world.

The College Handbook, 1996 College Board, College Board Staff, 1995-08 For over 50 years students and their parents have relied on this handbook for complete facts about colleges throughout the country. The only one-volume guide to all accredited colleges, both two- and four-year schools, the guide provides up-to-date information on admission policies, acceptance rates, financial aid, campus life, majors, and more.

The Complete Book of Colleges 2021 The Princeton Review, 2020-07 The mega guide to 1,349 colleges and universities by the staff of the Princeton Review, including detailed information on admissions, financial aid, cost, and more. Cover

The Complete Book of Colleges, 2017

Edition Princeton Review,2016-07 The MEGA GUIDE to 1 355 COLLEGES AND UNIVERSITIES No one knows colleges better than The Princeton Review Inside The Complete Book of Colleges 2017 Edition you ll find meticulously researched information that will help you narrow the search for the best college for you Each of the 1 355 user friendly profiles answers your questions including How much are tuition and other student fees and costs What types of financial aid are available and when are the applications due What do admissions officers most look for in test scores and recommendations Which majors are the most popular and have the highest enrollment What is the housing like and how accessible is technology on campus What are the key campus organizations athletics and student activities How selective is the school Plus Indexes based on cost selectivity and size that will help you narrow your search Get a leg up on your college search with this easy to use comprehensive and savvy guidebook from the experts at The Princeton Review

Psychological perspectives on expertise Guillermo Campitelli,Michael H Connors, Merim Bilalić,David Zachary Hambrick,2015-05-19 Experts are persons who are very knowledgeable about or skillful in a particular area The aim of this Research Topic is to advance knowledge in the understanding of the phenomenon of expertise by putting together different lines of research that directly or indirectly study expertise Herbert Simon s expertise studies initiated two lines of research One is interested in elucidating the cognitive processes underlying expertise and the other investigates how expertise develops These lines of research started with studies comparing experts and novices in chess and then they extended to numerous areas of expertise such as music medical diagnosis sports arts and sciences In the field of judgment and decision making researchers investigate the quality of judgments and decisions of experts in different professions e g clinical psychologists medical practitioners judges meteorologists stock brokers Those lines of research explicitly investigate the topic of expertise but there are other research areas that make a substantial contribution to understanding expertise Scholars in language acquisition and in face perception for example investigate cognitive processes and development of expertise in areas in which almost everyone becomes an expert Furthermore skill acquisition research informs in detail about short term cognitive changes that may be important to understand how expertise develops We are interested in original research that advances knowledge in the understanding of decision making cognitive processes and development of expertise in sports intellectual games arts scientific disciplines and professions as well as expertise in cognitive abilities such as perception memory attention language and imagery We are also interested in theoretical articles in any of these areas articles that describe computational or mathematical models of expertise and articles offering a framework that would guide expertise research Articles that offer integrative approaches of some of the areas described above are strongly encouraged The goal of this Research Topic is to produce a hallmark piece of work in the field of expertise which complements and does not overlap with the Neural implementations of expertise Research Topic in Frontiers in Human Neuroscience

The Complete Book of Colleges, 2020 Edition Princeton Review,2019-07-02 No one knows colleges better than The Princeton Review Inside The Complete

Book of Colleges 2020 Edition students will find meticulously researched information that will help them narrow their college search *TEACHING ENGLISH AS A FOREIGN LANGUAGE* Selviana Napitupulu, Kisno Shinoda, 2014-08-18 The purpose of this book is to give new perspectives on how to teach English as a foreign language in Indonesia English is one of the subjects taught in junior high school and senior high school which is based on the curriculum and syllabus determined by the government The syllabus consists of the core competence basic competence objective materials methods and evaluation The subjects must contribute to the establishment of attitude skills and knowledge This book is completed with something new Curriculum 2013 The students of this subject are introduced with the history of language teaching the spread of Englishes and the concept of ENL ESL EFL TEFL TESL and TESOL The concept the framework and the standards in the new curriculum are also included in this book In addition the students are also introduced to scientific learning model such as thematic learning discovery learning and problem based learning Furthermore the kinds of text as learning materials are also given It is expected that upon completing this subject the students are able to teach English as a foreign language in Indonesia using lesson plan based on the syllabus of curriculum 2013 The examples of syllabus and lesson plans used in teaching English for junior high school and senior high school are available in the appendix of this book *The Ohio Teacher* ,1919

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