

Aim High 2 Units 6–10

End-of-year Test Answer Key

Exercise 1

- | | |
|------------------|--------------|
| 1 reproduced | 6 collapse |
| 2 unplug | 7 trace |
| 3 frown | 8 install |
| 4 gesticulating | 9 retired |
| 5 was devastated | 10 abandoned |

Exercise 2

- | | |
|--------------|---------------|
| 1 camera | 6 species |
| 2 lions | 7 global |
| 3 hood | 8 waves |
| 4 typewriter | 9 antibiotics |
| 5 future | 10 lenses |

Exercise 3

- 1 machines
- 2 engineer
- 3 water
- 4 Leonardo da Vinci
- 5 parts

Exercise 4

- 1 It was published in 1206.
- 2 There are a lot of copies of his book.
- 3 He was a civil servant and an engineer.
- 4 He created clocks and mechanical peacocks.
- 5 The crankshaft and the camshaft are still used.

Exercise 5

- 1 b 2 a 3 b 4 a 5 b 6 a 7 a 8 c 9 a 10 b

Exercise 6

- 1 I wish I had a car.
- 2 You must pay £2 to enter the park.
- 3 You mustn't tell lies.
- 4 I wish I lived in New York.
- 5 You needn't pay for the meal.
- 6 It's going to rain tomorrow.
- 7 If you miss the bus, you'll be late.
- 8 I wish my brother weren't annoying.
- 9 Will you be at home tomorrow?
- 10 I wish I weren't alone.

Exercise 7

- | | |
|------------|-------------|
| 1 forward | 6 hardly |
| 2 rewind | 7 change |
| 3 airplane | 8 pollution |
| 4 bowed | 9 most |
| 5 hands | 10 nuclear |

Exercise 8

- 1 What do you think are the three most serious issues for your country?
- 2 What would you do if your best friend became homeless?
- 3 Why did the thief steal the car?
- 4 Students' own answers.
- 5 Students' own answers.

Exercise 9

- Students' own answers.

Answer Key Student Aim High

**Mike Calvert, Helena Gonzalez-
Florida, Niobe O'Connor, Amanda
Rainger**

Answer Key Student Aim High :

People Management and Development David Farnham, Paul Smith, 2005 As part of the CIPD Revision Guides series these revision guides are designed to aid CIPD students in preparing for their examinations Based on the experience and skills of the CIPD Examiners these guides provide comprehensive and relevant information and invaluable advice for students in the lead up to their CIPD examinations There are opportunities to practise exam technique assess knowledge levels and benefit from handy tips on improving exam performance

DIGGING DEEP, AIMING HIGH : An Educator's Lifelong Quest to Put Kids First Steven Askinazi, 2021-01-15 Digging Deep Aiming High is a memoir of my career as a teacher and administrator in the New York City public schools My experiences teaching in the middle school and my tenure working as an assistant principal and principal at the Manhattan Center High School for Science and Mathematics paint a contrasting picture Both schools were dramatically different in terms of providing job satisfaction and student achievement It is remarkable how two different schools could produce incredibly different results when teams of dedicated educators truly put kids first Manhattan Center attracted trailblazers who made it their mission to defy the odds to raise the bar to reject mediocrity and encourage all children to succeed As a team we decided early on to evaluate all of our programs and academic results by digging deep and aiming high to work toward the highest level of educational achievement for our kids Failure was never an option yet we realized that the bureaucratic challenges of working in a large school system and in an impoverished inner city neighborhood would pose numerous roadblocks in accomplishing our goals The school was created in 1982 as a collaboration between the high school division and District 4 located in East Harlem This project was an educational experiment it being the first high school to accept students from anywhere in the city as long as they were willing to make a commitment to the rigors of a college bound program and a longer school day The campus was unique in that the school also housed an elementary school and junior high program in the same building Working in this environment was especially gratifying for staff to be surrounded by kids of all ages and by students who were accepted regardless of their zip code The parents and their children were especially grateful for the opportunity to attend a school of their choice rather than be forced to accept their neighborhood school which in many cases had a poor academic rating What makes this story so noteworthy is that we the stakeholders in this one special school recognized that we would need to seek out numerous public and private partnerships to assist us in the task of educating our youngsters With the abundance of resources and the generosity of time provided by organizations such as General Electric NBC Mt Sinai Hospital local universities NYU COLUMBIA HUNTER COLLEGE and the Children s Aid Society a community based organization to name a few we were able to create miracles for kids With the help of hundreds of mentors and many volunteers together with teachers and auxiliary personnel working 10 12 hour days and often on weekends we created a top notch academic program Our entire school population was accepted into colleges with prestigious scholarships and financial aid packages thanks to the dedication of a

very talented teaching staff Building the school from scratch in 1982 was far from easy The growing pains of attracting competent staff willing to work collaboratively and dedicated leaders who were willing to work tirelessly to provide an environment for teachers to flourish were always a challenge The explosive issues of funding for public education desegregation privatization of schools the role of law enforcement and the involvement of the unions were very real then and continue to be current problems facing educators today Digging Deep Aiming High will provide the reader with a thorough examination of the ways in which our team dealt with these controversies as well as with the politicization of diversity equity and inclusion issues It is my hope that our best practices in this one very unique high school will serve as a road map to the resolution of many of the obstacles facing our public schools nationwide today and tomorrow **Aiming High** Mary G. Visser, Paula Marilyn Hudis, 1999 **!asi! 1Teacher's Book** Mike Calvert, Helena Gonzalez-Florida, Niobe O'Connor, Amanda Rainger, 2004 Don't let them drop Spanish A major growing concern in schools is the decline in the number of language students and the impact this could have on your department Which is why we've developed Asi the only course to captivate all your students and help keep Spanish alive in your school **Aiming High** Bernie Norton, 2002 This publication is a guide for districts and schools moving toward a standards based educational system The information is based on a model developed in California Chapter 1 explores the concepts and research underlying standards based education Chapter 2 guides the reader through standards tests and accountability measures Developing a school community culture to support the standards movement is the focus of chapter 3 Chapter 4 directly addresses the issue of classroom implementation Strategies for creating a context for instruction and assessment are outlined in chapter 5 Chapter 6 presents an array of academic supports that high schools can implement to ensure students opportunity to learn institutionalize equity and maximize student achievement Chapter 7 presents ways to increase the bonds between students and the school Chapter 8 presents the components of a family and community support system that helps all students master the standards Chapter 9 focuses on the special needs of English language learners Chapter 10 reviews the types of data schools can collect the need for data disaggregation approaches to data analysis and strategies for using findings to continually improve schools An appendix contains a reflection tool to determine a school's progress in implanting a standards based system A glossary as well as an extensive list of selected references are also included WFA *Student Development Theory in Higher Education* Terrell L. Strayhorn, 2015-12-22 Moving beyond the theories traditionally used to describe college student development this engaging book introduces social psychological theories that address the most relevant issues in higher education today Covering theories of ecological systems sense of belonging prejudice and discrimination positive psychology social capital personality theory mentoring and hope theory this book promotes the understanding and application of social psychological theories to various higher education contexts Examples from diverse student populations encourage learners application to situations in their own contexts Comprehensive enough to be used as a main text but accessible enough to be used alongside another this

important textbook bridges research theory and practice to help practicing and aspiring higher education and student affairs professionals effectively work with college students. Special Features Include Reflective exercises that combine theory and practice and help students apply their knowledge solving problems. Case studies and scenarios for further connections to the reader's university and college settings. Guiding questions that encourage students to think beyond the current literature and practice. List of further readings and references for readers to explore topics in more depth.

Systematic Safety Training Hendrick, 1990-01-19. How to integrate safety skills into job training through behavior modification and various instructional methods. The price is high for this compendium of training suggestions and techniques. Annotation copyright Book News Inc Portland Or.

Drama, Disability and Education Andy Kempe, 2013. What can society learn about disability through the way it is portrayed in TV films and plays. This insightful and accessible text explores and analyses the way disability is portrayed in drama and how that portrayal may be interpreted by young audiences. Investigating how disabilities have been represented on stage in the past, this book discusses what may be inferred from plays which feature disabled characters through a variety of critical approaches. In addition to the theoretical analysis of disability in dramatic literature, the book includes two previously unpublished playscripts, both of which have been performed by secondary school aged students and which focus on issues of disability and its effects on others. The contextual notes and discussion which accompany these plays and projects provide insights into how drama can contribute to disability education and how it can give a voice to students who have special educational needs themselves. Other features of this wide ranging text include an annotated chronology that traces the history of plays that have featured disabled characters, an analysis of how disability is used as a dramatic metaphor, consideration of the ethics of dramatising a disabled character, critical accounts of units of work in mainstream school seeking to raise disability awareness through engagement with practical drama and dramatic texts, a description and evaluation of a drama project in a special school. In tackling questions and issues that have not hitherto been well covered, *Drama, Disability and Education* will be of enormous interest to drama students, teachers, researchers and pedagogues who work with disabled people or are concerned with raising awareness and understanding of disability.

Critical Race Theory: Impact on Black Minority Ethnic Students within Higher Education Dilshad Sarwar, 2020-10-26. This book arrives at a timely moment. The resurgence of the Black Lives Matter movement in the wake of widespread shock felt across the world over the murder of George Floyd at the hands of the police in the US has triggered a renewed concern with race equality and encouraged organisations including universities to reflect on what they are doing to address this issue. While we shall have to wait to see whether fine words are translated into effective actions, there is little doubt that universities are currently more willing to listen to BME voices. Professor Andrew Pilkington, University of Northampton, UK. Historically, CRT follows the notion that there is considerable White bias evident in education and society generally. Bimper 2017. Studies carried out by Ladson Billings believe that there is clear marginalisation regarding students coming from a BME background and in

particular those students for whom English is not their first language Carrera 2019 The author further examined the start of the movement for CRT CRT began when a small group of activists wanted to understand better race racism and power Allen 2017 The first real CRT movement began by focusing their attention on issues relating to conventional civil rights and ethnic study discourses which existed They began by really questioning the liberal order addressing equality theory legal reasoning rationalism and the fundamental principles of constitutional law in America Dixon James Frieson 2018 Regardless of the fact that CRT originated from a movement within Law it did however move beyond that discipline The author further established within her research that educators in the main link themselves to CRT quite holistically Garcia Velez 2018 Educational theorists apply CRT quite loosely to HEIs under the guise of school discipline and hierarchy tracking controversies over curriculum and history IQ and achievement testing Educational theorists do consider and associate CRT and endeavour to use its core principles to change the social situations present in society today Contents CHAPTER 1 Introduction CHAPTER 2 Critical Race Theory An Educational Construct CHAPTER 3 Research Methodology CHAPTER 4 Academic Attainment CHAPTER 5 Black Minority Ethnic Experiences CHAPTER 6 The Societal Curriculum CHAPTER 7 Government Strategy CHAPTER 8 Thematic Analysis CHAPTER 9 Discussion and Theorising the Findings CHAPTER 10 Conclusions and Recommendations

Legal Writing Lisa Webley, 2013-07-18 Legal Writing guides students comprehensively through this vital legal skill and addresses a range of assessment methods from exam questions to final essays and problem answers It considers how to deconstruct essay and problem questions and how to conduct and apply legal research to answer set questions Lisa Webley explains how to reference others work clearly and correctly making this book a useful tool for students concerned about issues of plagiarism It also focuses on how to develop and communicate legal arguments with both good and bad examples of written work considered and discussed in the text Legal Writing is particularly useful for undergraduate students especially at the beginning of degree studies and to GDL and CPE students too This fully revised third edition includes More guidance on reading including speed reading techniques and on note taking skills A wholly revised chapter on referencing to employ the OSCOLA style which has become the default style of most UK law schools in recent years More worked examples throughout the text and additional examples from across the legal curriculum on the companion website An improved companion website with increased guidance for revision FAQs and more multiple choice questions allow students to test their progress and further engage with the topics in the book

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