

SKILLS FOR FIRST CERTIFICATE

- 2** [C] a very small individual piece of a substance such as sand, salt, or sugar **2a** [regular] [+off] a very small amount of a quality or feeling: **a grain of truth** *There was more than a grain of truth in what he'd said.*
3 [v] the arrangement, pattern, or direction of fibres in substances such as wood, stone, cloth, or paper: *There were deep cracks along the grain of the wood.*
4 [C] an old unit for measuring weight, equal to 0.065 ounce

go against the grain to be completely different from what you feel is right, natural, or normal for you
 → **USE**

grained /graɪnd/ adj with fibres in a clear arrangement, pattern, or direction: **grained oak doors**

grained /graɪnd/ v used with some adjectives for substances such as wood or stone that have a clear arrangement, pattern, or direction of fibres: *fine-grained rock* **2** used with some adjectives for describing substances that consist of small individual pieces: *coarse-grained salt* → **cross-grained**

grainy /graɪni/ adj photographs or films are not clear or look as if they are made up of small spots, usually because they are old: *photographs shot with grainy black-and-white film* **2** a grainy substance or surface has large grains in or on it: *grainy mustard*

gram /græm/ noun [C] ★ a unit for measuring weight in the metric system. There are 1,000 grams in a kilogram.

grammar /ˈgræmə/ noun ★★

- 1** [U] the set of rules that describe the structure of a language and control the way that sentences are formed: *errors in spelling and grammar* • *the teaching of grammar*
 • *The book covers all the essential points of English grammar.*

2 [C] a book explaining the rules of a language: *Did you borrow the Italian grammar?*

grammarian /ˈgræməriən/ noun [C] an expert in the study of grammar

grammar school noun [C] **1** a school in the UK for children between the ages of 11 and 18 who have passed a special examination to be allowed to go there **2** AmE a secondary school

grammatical /ˈgræmətɪkl/ adj ★

- 1** [only before noun] relating to grammar and the study of grammar: *grammatical analysis* • *grammatical errors*
2 a grammatical sentence follows the rules of grammar: *the grammatically correct sentence*

Malcolm Mann

Steve Taylore-Knowles

Grammatical words help to form sentences and meaning. Examples are words such as 'of' and 'for'.

gramme /græm/ another spelling of gram

Grammy /ˈgræmi/ noun [C] a prize given in the US each year to the best performers and writers of music



MACMILLAN

Skills For Ec Use Of English Sb

Inoue-Smith, Yukiko,McVey, Troy

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Examining FCE and CAE Roger Hawkey, 2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE Measured Constructs Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012 An addition to the Studies in Language Testing series this volume provides an overview of English language testing over the last century with coverage of key theoretical and practical aspects of the assessment of reading listening writing and speaking skills It includes examples of the Cambridge English exams old and new and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years **Text Complexity and Reading Comprehension Tests** Erik Castello, 2008 Based on the analysis of a specially compiled corpus of internationally recognized English as a foreign language EFL reading tests at different levels of proficiency this volume explores the relation between the complexity of written texts and the difficulty of reading comprehension tests It brings together linguistic investigations into the text inherent complexity of the tests and a study of the data derived from their administration to groups of Italian university students The study of text complexity draws on corpus linguistics text linguistics and systemic functional linguistics Both quantitative and qualitative analyses are carried out on the language used in the reading texts and in the related tasks that make up the corpus of tests The assessment of test difficulty on the other hand is informed by research on language testing and in particular by findings and methodologies of Classical Test Theory and Item Response Theory Relevant aspects of these theories are used to analyze and interpret both the data obtained from the administration of the tests and the data collected by means of feedback questionnaires completed by test takers The application of such diverse methodologies and the subsequent comparison of the results of the analyses has brought out interesting correlations between text inherent complexity perceived test difficulty and actual test difficulty **Improve Your Use Of English Skills For F** Malcom Mann & Steve Taylor-Knowles, 2014-01-02 *Evaluating Language Assessments* Antony John Kunnan, 2017-07-06 Cover Title Copyright Dedication Contents Illustrations Series Editor Preface Preface Acknowledgments 1 The Need for Evaluation 2 Past Frameworks and Evaluations 3 Ethics Based Approach to Assessment Evaluation 4 Building the Fairness and Justice Argument 5 Opportunity to Learn 6 Meaningfulness 7 Absence of Bias 8 Washback and Consequences 9 Advancing Fairness and Justice 10 Applications and Implications Index Optimizing Higher Education Learning Through Activities and Assessments Inoue-Smith, Yukiko, McVey, Troy, 2020-06-26 The mission of higher education in the 21st century must focus on optimizing learning for all students In a shift from prioritizing effective teaching to active learning it is understood that computer enhanced environments provide a variety of ways to reach a wide range of learners who have differing backgrounds ages learning needs and expectations Integrating technology into teaching assumes

greater importance to improve the learning experience *Optimizing Higher Education Learning Through Activities and Assessments* is a collection of innovative research that explores the link between effective course design and student engagement and optimizes learning and assessments in technology enhanced environments and among diverse student populations Its focus is on providing an understanding of the essential link between practices for effective activities and strategies for effective assessments as well as providing examples of course designs aligned with assessments positioning college educators both as leaders and followers in the cycle of lifelong learning While highlighting a broad range of topics including collaborative teaching active learning and flipped classroom methods this book is ideally designed for educators curriculum developers instructional designers administrators researchers academicians and students **Assessing**

Listening Gary Buck, 2001-04-12 A formal evaluation of students listening abilities is crucial in order that language teachers can meet the pedagogical needs of their students While there has been a considerable body of work done on assessing the listening abilities of native speakers the issues surrounding the assessment of second language learners listening abilities are still emerging This book outlines in an accessible manner the theory and research relating to the listening ability of foreign language learners It provides language teachers with guidelines to design and develop suitable listening tasks for their students Measuring L2 Proficiency Pascale Leclercq, Amanda Edmonds, Heather Hilton, 2014-06-23 This volume brings

together concrete ideas on identifying and measuring second language L2 proficiency from different branches of SLA The chapters introduce a range of tools for the evaluation of learners language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid reliable and practical manner *The Cambridge Guide to Second Language Assessment* Christine Coombe, 2012-01-30 The Cambridge Guide to Second Language Assessment aims to present in one volume an up to date guide to the central areas of assessing the second language performance of English by speakers of other languages This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues *Assessing Language Teachers' Professional Skills and Knowledge* Rosemary Wilson, Monica

Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment

examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students

B2 First (FCE) 3800 English Vocabulary
B2 3800 Version 2021 DAVID YAO,2020-06-04 English has six levels within the CEFRL are A1 A2 B1 B2 C1 and C2 CEFRL Common European Framework of Reference for Languages Beginner Level A1 A2 Intermediate Level B1 B2 Advance Level C1 C2 With these levels you can easily work out your ability and assess your progress The vocabulary in the book is arranged in alphabetical order Refer to Oxford Dictionary Cambridge Dictionary and Google and other resources to give bilingual explanations in Chinese and English If the word has multiple meanings only select CEFRL covered interpretation If there are confusing vocabulary I give bilingual example sentences in Chinese and English to help understanding

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face2face Advanced Teacher's Book with DVD Theresa Clementson, Gillie Cunningham, Jan Bell, 2013-09-26 face2face Second edition is the flexible easy to teach 6 level course A1 to C1 The Advanced Teacher's Book offers detailed teaching notes for every lesson keys to exercises and extra teaching tips It provides a whole host of photocopiable worksheets including Class Activities Vocabulary Plus Help with Listening and unit by unit Progress Tests There is also a comprehensive map of the Student's Book content to the CEFR and a photocopiable guide to the Student's Book DVD ROM The accompanying free Teacher's DVD has all the video for classroom presentation to use with the Student's Book bank of Video Worksheets as well as the entire content of the Teacher's Book in PDF format

Testing Second Language Speaking Glenn Fulcher, 2014-10-13 The testing and assessment of second language learners is an essential part of the language learning process Glenn Fulcher's Testing Second Language Speaking is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives The book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking Written in a clear and accessible manner it covers Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects Successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation

Measuring Second Language Vocabulary Acquisition James Milton, 2009-10-06 Measuring Second Language Vocabulary

Acquisition provides an examination of the background to testing vocabulary knowledge in a second language and in particular considers the effect that word frequency and lexical coverage have on learning and communication in a foreign language. It examines the tools we have for assessing the various facets of vocabulary knowledge such as aural and written word recognition, the link with word meaning and vocabulary depth. These are illustrated and the scores they produce are demonstrated to provide normative data. Vocabulary acquisition from course books and in the classroom is examined as is vocabulary uptake from informal tasks. This book ties scores on tests of vocabulary breadth to performance on standard foreign language examinations and on hierarchies of communicative performance such as the CEFR. **Reference**

Encyclopedia of the American Indian Barry T. Klein, 2005 **FCE Use of English** Virginia Evans, 2014 FCE Use of English 2 is intended for students preparing for the Cambridge First FCE Michigan ECCE examinations as well as other examinations at the same level of difficulty. Features condensed presentation of grammar structures and exercises: phrasal verbs, prepositions, tenses, spelling rules, pronunciations and word formation. **Film & Video Finder**, 1989 **Toward a Phenomenology of Sexual Difference** Sara Heinämaa, 2004-09-01 Simone de Beauvoir's *Le Deuxième Sexe* has been studied extensively since its appearance in 1949. Through the years, certain passages have taken on prestige, others are seen as unimportant to understanding Beauvoir's argument. In *Toward a Phenomenology of Sexual Difference* Sara Heinämaa rediscovers those neglected passages in her quest to follow Beauvoir's line of thinking. Heinämaa like some other recent philosophers finds that *Le Deuxième Sexe* is a philosophical inquiry, not the empirical study it is commonly thought to be. Others who view Beauvoir's masterpiece as a work of philosophy argue it is a criticism not only of Sartrean phenomenology but of phenomenology as a whole. Heinämaa thinks differently. She finds that Beauvoir's starting point is the Husserlian idea of the living body that she found developed in Merleau-Ponty's *Phénoménologie de la perception*. So when Beauvoir wrote *Le Deuxième Sexe* she was writing not as Sartre's pupil but as a scholar in the tradition of Husserl and Merleau-Ponty. **ACE Bulletin**, 1987 *FCE Use of English* Virginia Evans, 2022

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