

Htx jmpx mw htx ziixiioxnhi dzi hjzyshsmnzppb hm hxih mghumoxi mw hxzutsnv sn mjyxj hm vjzyx ihgyxnhi. Znmhtxj wgnuhsnm mw htx ziixiioxnhi si hm igllmjh htx pxzjnsnv ljmuxii, htx pzhxj lgjlmix tzi nmh zpdzbi exxn xoltzisixy. Xfsyxnux itmdi htzh ihgyxnhi yxwsnx z ugjjsugpgo ezixy mn htx ziixiioxnh zny gix sh hm vgsyx htjsx gix mw hsox, zhxnhsnm, zny jximgjuxi

Frequency - e

Hte jmpe mw hte ziieiioenhi dzi hjzyshsmnzppb hm heih mghumoei mw hezutsnv sn mjyej hm vjzye ihgyenhi. Znmhtej wgnuhsnm mw hte ziieiioenhi si hm igllmjh hte pezsnsnv ljmueii, hte pzhhej lgjlmie tzi nmh zpdzbi een eoltzisiey. Efsyenue itmdi htzh ihgyenhi yewsne z ugjjsugpgo eziey mn hte ziieiioen zny gie sh hm vgsye htesj gie mw hsoe, zhhenhsnm, zny jeimgjuei

Frequency - t

Tte jmpe mw tte ziieiioenti dzi tjzystsmnzppb tm teit mgtumoei mw tezutsnv sn mjyej tm vjzye itgyenti. Znmttej wgnutsmn mw tte ziieiioenti si tm igllmjt tte pezsnsnv ljmueii, tte pzttej lgjlmie tzi nmt zpdzbi een eoltzisiey. Efsyenue itmdi ttzt itgyenti yewsne z ugjjsugpgo eziey mn tte ziieiioent zny gie st tm vgsye ttesj gie mw tsoe, zttentsmn, zny jeimgjuei

'A ' word in english

Tte jmpe mw tte aiieiioenti dai tjaystsmnappb tm teit mgtumoei mw teautsnv sn mjyej tm vjaye itgyenti. Anmttej wgnutsmn mw tte aiieiioenti si tm igllmjt tte peajnsnv ljmueii, tte pattej lgjlmie tai nmt apdabi een eoltaisiey. Efsyenue itmdi ttat itgyenti yewsne a ugjjsugpgo eaiey mn tte aiieiioent any gie st tm vgsye ttesj gie mw tsoe, attentsmn, any jeimgjuei

Th in english

The jmpe mw the aiieiioenti dai tjaystsmnappb tm teit mgtumoei mw teauhsnv sn mjyej tm vjaye itgyenti. Anmthej wgnutsmn mw the aiieiioenti si tm igllmjt the peajnsnv ljmueii, the pattej lgjlmie hai nmt apdabi een eolhaisiey. Efsyenue ihmdi that itgyenti yewsne a ugjjsugpgo eaiey mn the aiieiioent any gie st tm vgsye thesj gie mw tsoe, attentsmn, any jeimgjuei

To in english

The jope ow the aiieiioenti dai tjaystsonappb to teit ogtuoeei ow teauhsnv sn ojyej to vjaye itgyenti. Anothej wgnutson ow the aiieiioenti si to igllojt the peajnsnv ljoueii, the pattej lgjloie hai not apdabi een eolhaisiey. Efsyenue ihodi that itgyenti yewsne a ugjjsugpgo eaiey on the aiieiioent any gie st to vgsye thesj gie ow tsoe, attentson, any jeiogjuei

Another, on, not in english

The rope ow the aiieioenti dai tjaystsonappb to teit ogtuooei ow teauhshv sn ojyej to vjaye itgyenti. Anothej wgnutson ow the aiieioenti si to igllojt the peajnsnv ljoueii, the pattej lgrloie hai not apdabi een eolhaisiey. Efsyenue ihodi that itgyenti yewsne a ugjjsugpgo eaiey on the aiieioent any gie st to vgsye thesj gie ow tsoe, attentson, any jeiogjuei

The rope of the assessments das traditionappb to test outcomes of teachinv in order to vrade students. Another function of the assessments is to sullort the pearninv lrocess, the patter lurlose has not apdabs een emlhasised. Efidence shods that students define a curricupum eased on the assessment and use it to vuide their use of time, attention, and resources

Attention, their-> s – l , Another -> j – r, in english

The rope ow the aiieioenti dai trayitionappb to teit ogtuooei ow teauhinv in oryer to vraye itgyenti. Another wgnution ow the aiieioenti ii to igllort the pearninv lroueii, the patter lgrloie hai not apdabi een eolhaiiiey. Efiyenue ihodi that itgyenti yewine a ugrriugpgo eaiey on the aiieioent any gie it to vgiye their gie ow tieo, attention, any reiogruei

Order, and -> y – d, in english

The rope ow the aiieioenti dai traditionappb to teit ogtuooei ow teauhinv in order to vrade itgdenti. Another wgnution ow the aiieioenti ii to igllort the pearninv lroueii, the patter lgrloie hai not apdabi een eolhaiiied. Efidenue ihodi that itgdenti dewine a ugrriugpgo eaied on the aiieioent and gie it to vgide their gie ow tieo, attention, and reiogruei

traditionally -> p– l, b-y in english

The role ow the aiieioenti dai traditionally to teit ogtuooei ow teauhinv in order to vrade itgdenti. Another wgnution ow the aiieioenti ii to igllort the learninv lroueii, the latter lgrloie hai not aldayi een eolhaiiied. Efidenue ihodi that itgdenti dewine a ugrriuglgo eaied on the aiieioent and gie it to vgide their gie ow tieo, attention, and reiogruei

Of, define-> w-f, learning -> v-g in English

The role of the aiieioenti dai traditionally to teit ogtuooei of teauhing in order to grade itgdenti. Another fgnution of the aiieioenti ii to igllort the learning lroueii, the latter lgrloie hai not aldayi een eolhaiiied. Efidenue ihodi that itgdenti define a ugrriuglgo eaied on the aiieioent and gie it to ggide their gie of tieo, attention, and reiogruei

Function -> g – u, u - c in English

*The role of the **aiieiioenti** **dai** traditionally to **teit** **outcooei** of teaching in order to grade **itudenti**. Another function of the **aiieiioenti** **ii** to **iullort** the learning **Iroceii**, the latter **Iurloie** **hai** not **aldayi** **eeen** **eolhaiiied**. **Efidence** **ihodi** that **itudenti** define a **curriculuo** **eaied** on the **aiieiioent** and **uie** it to **guide** their **uie** of **tioe**, **attention**, and **reiourcei***

i-s

*The role of the **assessoents** **das** traditionally to **test** **outcooes** of teaching in order to grade **students**. Another function of the **assessoents** is to **sullort** the learning **Irocess**, the latter **Iurlose** **has** not **aldays** **eeen** **eolhasised**. **Efidence** **shods** that **students** define a **curriculuo** **eased** on the **assessoent** and **use** it to **guide** their **use** of **tioe**, **attention**, and **resources***

o-m, l-p

*The role of the **assessments** **das** traditionally to **test** **outcomes** of teaching in order to grade **students**. Another function of the **assessments** is to **support** the learning **process**, the latter **purpose** **has** not **aldays** **eeen** **emphasised**. **Efidence** **shods** that **students** define a **curriculum** **eased** on the **assessment** and **use** it to **guide** their **use** of **time**, **attention**, and **resources***

e-b, f-v, d-w

*The role of the **assessments** **was** traditionally to **test** **outcomes** of teaching in order to grade **students**. Another function of the **assessments** is to **support** the learning **process**, the latter **purpose** **has** not **always** **been** **emphasised**. **Evidence** **shows** that **students** define a **curriculum** **based** on the **assessment** and **use** it to **guide** their **use** of **time**, **attention**, and **resources**.*

ieeeeevlrahasoetunfikaissrrnhgmbdsieitebeyafghnotgyneeilsgaalgrnnaeotntw
asrnyea

i	U	S	T	N
E	N	D	G	A
E	F	I	Y	E
E	I	E	N	O
O	K	I	E	T
E	A	T	E	N
V	I	E	I	T
L	S	B	L	W
R	S	E	S	A
A	R	Y	G	S
H	R	A	E	R
A	N	F	A	N

S	H	G	L	Y
O	G	H	G	E
E	M	N	R	A
T	b	o	n	b

I	K	E	L
E	A	Y	G
E	I	A	R
E	S	F	N
O	S	G	N
E	R	H	A
V	R	N	E
L	N	O	O
R	H	T	T
A	G	G	N
H	M	Y	T
A	B	N	W
S	S	E	A
O	D	E	S
E	I	I	R
T	E	L	N
U	I	S	Y
N	T	G	E
F	E	E	A
I	B	A	b

I	H	K	M	E	Y	L	T
E	A	A	B	Y	N	G	W
E	S	I	S	A	E	R	A
E	O	S	D	F	E	N	S
O	E	S	I	G	I	N	R
E	T	R	E	H	L	A	N
V	U	R	I	N	S	E	Y
L	N	N	T	O	G	O	E
R	F	H	E	T	E	T	A
a	i	G	B	g	a	n	B

The Milky Way began as a series of dense regions in the early universe not long after the big bang

T	H	E	M	I	L	K	Y			
W	A	Y	B	E	G	A	N			
A	S	A	S	E	R	I	E			
S	O	F	D	E	N	S	E			
R	E	G	I	O	N	S	I			
N	T	H	E	E	A	R	L			
Y	U	N	I	V	E	R	S			
E	N	O	T	L	O	N	G			
A	F	T	E	R	T	H	E			
B	i	g	B	a	n	G	a			

I	R	U	S	S	E	T	S	N	A
E	A	N	R	D	Y	G	G	A	S
E	H	F	R	I	A	Y	E	E	R
E	A	I	N	E	F	N	A	O	N
O	S	K	H	I	G	E	L	T	Y
E	O	A	G	T	H	E	G	N	E
V	E	I	M	E	N	I	R	T	A
L	T	S	B	B	O	L	N	W	B

ieeeoevlrahasoetunfikaissrrnhgmbdsieitebeyafghnotgyneeilsgéalgrnnaeotntw asrnyeab

S	U	i	N	T				
D	N	E	A	G				
I	F	E	E	Y				
E	I	E	O	N				
I	K	O	T	E				
T	A	E	N	E				
E	I	V	T	I				
B	S	L	W	L				
E	S	R	A	S				
Y	R	A	S	G				

A	R	H	R	E				
F	N	A	N	A				
G	H	S	Y	L				
H	G	O	E	G				
N	M	E	A	R				
o	b	T	b	n				

}6C=H+^72T)EyPyA<EyS<P+0_yY0ByU6C4+^6\yF1X5TyB-D=H0_>8Eyr8\;C0U>Tyd7X/T+B0E <S

}6C=H+^72T)EyPyA<EyS<P+0_yY0ByU6C4+^6\yF1X5TyB-D=H0_>8Eyr8\;C0U>Tyd7X/T+B0E <S

CHTEYPYAEYSPYYBYUCYFXTYBDHEYRCUTYDXTBES

LHTEYPYAEYSPYYBYULYFXTYBDHEYRLUTYDXTBES

}	6	C	=			H	+	^	7		2	T)	E	y
P	y	A	<	E	y	S	<	P	+		0	_	y	Y	0
B	y	U	6	C	4		+	^	6	\	y	F	1	X	5
T	y	B	-	D	=	H	0	_	>		8	E	y	r	8
\	;	C	0	U	>	T	y	d	7	X	/	T	+	B	0

E		<	S											
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}	6	C	=			H	+	^	7		2	T)	E	y
P	y	A	<	E	y	S	<	P	+		0	_	y	Y	0
B	y	U	6	C	4		+	^	6	\	y	F	1	X	5
T	y	B	-	D	=	H	0	_	>		8	E	y	r	8
\	;	C	0	U	>	T	y	d	7	X	/	T	+	B	0
E		<	S												

		C				H						T		E	y
P	y	A		E	y	S		P					y	Y	
B	y	U		C						y	F		X		
T	y	B		D		H					E	y	r		
		C		U		T	y	d		X		T		B	
E			S												

		C				H						T		E	
P		A		E		S		P						Y	
B		U		C								F		X	
T		B		D		H						E			
		C		U		T		d		X		T		B	
E			S												

}	6	C	=			L	+	^	7		2	X)	I	c
T	c	E	<	I	c	W	<	T	+		0	_	c	C	0
F	C	Y	6	G	4		+	^	6	\	c	J	1	B	5
X	c	F	-	D	=	H	0	_	>		8	E	y	r	8
\	;	C	0	U	>	T	y	d	7	X	/	T	+	B	0
E		<	S												

}	6	C	=			H	+	^	7		2	T)	E	y
P	y	A	<	E	y	S	<	P	+		0	_	y	Y	0
B	y	U	6	C	4		+	^	6	\	y	F	1	X	5
T	y	B	-	D	=	H	0	_	>		8	E	y	r	8
\	;	C	0	U	>	T	y	d	7	X	/	T	+	B	0
E		<	S												

L	O	r	D		b	y	R	o	N		K	e	P	t	
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[illegible]