

PART A: Grammar & Vocabulary (30 marks)

Choose the correct or most appropriate choice from the options given to fill in the blank for each sentence.

1. Jane got a _____ from paying her debts to the bank.
(a) execution
(b) reprieve
(c) test
(d) excuse
2. Ah Meng worked in a nuclear plant for thirty years and is now suffering from _____ poisoning.
(a) radiate
(b) radiating
(c) radiation
(d) racing
3. June ditched _____ (1) _____ car, and _____ (2) _____ decided to walk to _____ (3) _____ house.
(a) 1 – her, 2 – she, 3 – her
(b) 1 – June's, 2 – June's, 3 – her
(c) 1 – his, 2 – he, 3 – June's
(d) 1 – their, 2 – they, 3 – they
4. Mei Mei went to the counter and kept _____ her request.
(a) repeated
(b) for
(c) repeat
(d) reiterating

Secondary 1 English Paper

Xiang Xie



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Sample Papers Mark Chatterton,2002 *Sessional Papers* Great Britain. Parliament. House of Commons,1903
Resources in Education ,2001 Appendix to the Journals of the House of Representatives of New Zealand New Zealand. Parliament. House of Representatives,1887 **Imperial Education Conference Papers** Great Britain. Board of Education. Office of Special Inquiries and Reports,1913 **Papers** ,1924 **Australian National Bibliography** ,1978
The School World ,1906 *Supplementary Educational Monographs* ,1925 **Journal of Education and School World** ,1889 **Parliamentary Papers** Great Britain. Parliament. House of Commons,1898 **Research in Education** ,1974 Globalization and Socio-Cultural Processes in Contemporary Africa Eunice N. Sahle,2016-04-29 In different but complementary ways the chapters in this collection provide a deeper understanding of socio cultural processes in various parts of the African continent They do so in the context of contemporary mediated processes of globalization and emphasize the agency of Africans Examination Papers University of Bombay,1926 **The Routledge International Handbook of Language Education Policy in Asia** Andy Kirkpatrick,Anthony J. Liddicoat,2019-04-17 This must have handbook offers a comprehensive survey of the field It reviews the language education policies of Asia encompassing 30 countries sub divided by regions namely East Southeast South and Central Asia and considers the extent to which these are being implemented and with what effect The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered Each country chapter provides a historical overview of the languages in use and language education policies examines the ideologies underpinning the language choices and includes an account of the debates and controversies surrounding language and language education policies before concluding with some predictions for the future *The Publishers Weekly* ,1923 Teacher Language Awareness Stephen Andrews,2007-08-09 Teacher Language Awareness TLA is an area of increasing interest to those involved in language teacher education This book provides an introduction to the nature of TLA assesses its impact upon teaching and its potential impact on learning The book focuses specifically on grammar It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA ad to adopt a more principled approach to the planning of those parts of their programmes associated with it **English** Charmaine Foo-Wong,2020 Science Education in Context Richard K. Coll,Neil Taylor,2019-02-18 This book presents an international perspective of the influence of educational context on science education The focus is on the interactions between curriculum development and implementation particularly in non Western and non English speaking contexts i e outside the UK USA Australia NZ etc An important and distinguishing feature of the book is that it draws upon the experiences and research from local experts from an extremely diverse cohort across the world 26 countries in total The book addresses topics such as curriculum development research or evaluation of an implemented curriculum discussion of pressures driving curriculum reform or implementation of new

curricula e.g technology or environmental education the influence of political cultural societal or religious mores on education governmental or ministerial drives for curriculum reform economic or other pressures driving curriculum reform the influence of external assessment regimes on curriculum and so on Language and Society in Singapore Evangelos A. Afendras, Eddie C. Y. Kuo, 1980

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