

Subject: English  
---- Term

Class: 4 YR 2017-18

Time: 1 hour  
50

Total Marks:

Grammar Marks 10	Comprehension Marks 20	Creative Writing Marks 20	Total Marks 50	%

Name: \_\_\_\_\_

Examiner: \_

Grammar [Marks 10]

1. Complete the sentences by using the past simple passive. [Marks 2]

Example: The body \_\_\_\_\_ (cover) in salty crystals.  
The body was covered in salty crystals.

- a. Creams \_\_\_\_\_ (use) to preserve the skin.
- b. It \_\_\_\_\_ (stuff) with sand and spices.
- c. Large blocks of stone \_\_\_\_\_ (move) by the workers.
- d. The great pyramid of Giza \_\_\_\_\_ (build) on the west of river Nile.

2. Write similes. [Marks 2]

Example: Lion: Ali is brave like a lion. Or Ali is as brave as a lion.

- a) Intelligent \_\_\_\_\_
- b) Soft \_\_\_\_\_
- c) Busy \_\_\_\_\_
- d) Grass \_\_\_\_\_

3. Complete the sentences with It or It's. [Marks 2]

'It' is a personal pronoun and 'its' is a possessive pronoun.

Example: The monkey uses its tail to swing from tree to tree and it eats bananas.

- i. \_\_\_\_\_ uses \_\_\_\_\_ powerful legs to climb up the mountains. ( it, its )
- ii. \_\_\_\_\_ stripes protect \_\_\_\_\_ from lions. (it its)
- iii. \_\_\_\_\_ color is pink and \_\_\_\_\_ looks pretty. (it its)
- iv. Which reptile changes \_\_\_\_\_ color? (it its)

4. Fill in the blanks with simple past or simple past tense. [2 Mark]

# Secondary School English Exam Papers

**Halina Chodkiewicz, Magdalena  
Trepczyńska**



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**Excel Senior High School Fundamentals of English** David Mahony, 2002  
This comprehensive study guide offers coverage of all five modules in the HSC english course

*Examination bulletin* University of the State of New York, 1898

**HKDSE MOCK EXAM PAPERS** **ENGLISH LANGUAGE Paper 1 Reading** Antonia Cheng, 2020-12-18  
DSE Antonia Cheng 2021  
DSE DSE DSE

*Teaching in Tension* Frances Vavrus, Lesley Bartlett, 2013-06-13  
In recent years international efforts to improve educational quality in sub Saharan Africa have focused on promoting learner centered pedagogy However it has not flourished for cultural economic and political reasons that often go unrecognized by development organizations and policymakers This edited volume draws on a long term collaboration between African and American educational researchers in addressing critical questions regarding how teachers in one African country Tanzania conceptualize learner centered pedagogy and struggle to implement it under challenging material conditions One chapter considers how international support for learner centered pedagogy has influenced national policies Subsequent chapters utilize qualitative data from classroom observations interviews and focus group discussions across six Tanzanian secondary schools to examine how such policies shape local practices of professional development inclusion gender and classroom discourse In addition the volume

presents an analysis of the benefits and challenges of international research between Tanzanian and U S scholars illuminating the complexity of collaboration as it simultaneously presents the outcome of joint research on teachers beliefs and practices The chapters conclude with questions for discussion that can be used in courses on international development social policy and teacher education This volume written by a multi national team of scholar practitioners makes an important contribution to our understanding of learner centered teaching and collaborative educational research Based on an intensive investigation in Tanzania of a professional development program and teachers efforts to conceptualize and implement a globally promoted pedagogical approach the authors illustrate and critically analyze how these practices are enabled and constrained by cultural lenses power relations and material conditions Importantly they also examine reflexively how cultural power and resource issues shaped their struggle to engage in a collective praxis of qualitative inquiry The tensions referenced in the title sparked valuable insights which will be useful to educators researchers and policy makers Mark Ginsburg FHI 360 and Teachers College Columbia University

**Education at a Glance 2023 Sources, Methodologies and Technical Notes** OECD,2023-09-12 This publication provides additional reference material for Education at a Glance 2023 the authoritative source for data on the state of education around the world It provides guidance on the data and methodology used to calculate each indicator It also contains references to the sources and specific notes for each country

**Oswaal CBSE 10 Previous Years' Solved Papers & Sample Question Papers Class 12 (English Core, Physics, Chemistry & Biology) (Set of 5 Books) (For Board Exams 2024)** Oswaal editorial board,2023-09-26 DESCRIPTION OF THE PRODUCT 100% Updated with the Latest CBSE Board Paper 2023 Valuable Exam Insights with Out of Syllabus Questions highlighted Concept Clarity with Topper s and Board Marking Scheme Answers Crisp revision with Mind Maps and Revision Notes Fresh Relevant with 2024 CBSE SQP Fully Solved Analysed Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready to Practice with 10 Highly Probable SQPs with Actual Board Answer sheets

Literary Knowing and the Making of English Teachers Larissa McLean Davies,Brenton Doecke,Philip Mead,Wayne Sawyer,Lyn Yates,2022-09-29 At a time when knowledge is being re valued as central to curriculum concerns subject English is being called to account Literary Knowing and the Making of English Teachers puts long standing debates about knowledge and knowing in English in dialogue with an investigation of how English teachers are made in the 21st century This book explores for the first time the role of literature in shaping English teachers professional knowledge and identities by examining the impacts in particular of their own school teaching in their making The voices of early career English teachers feature throughout the work in a series of vignettes providing reflective accounts of their professional learning The authors bring a range of disciplinary expertise and standpoints to explore the complexity of knowledge and knowing in English They ask How do English teachers negotiate competing curriculum demands How do they understand literary knowledge in a neoliberal context What is core English knowledge for students and what role should literature play in the contemporary curriculum

Drawing on a major longitudinal research project they bring to light what English teachers see as central to their work the ways they connect teaching with their disciplinary training and how their understandings of literary practice are contested and reimagined in the classroom This innovative work is essential reading for scholars and postgraduate students in the fields of teacher education English education literary studies and curriculum studies *Research in Education* ,1973

**Language Skills** Halina Chodkiewicz, Magdalena Trepczyńska, 2014-01-14 This volume brings an international perspective to language skills an area of importance to both theorists and practitioners in all contexts of language teaching and learning The twenty seven chapters included here are arranged into six sections devoted to fundamental background issues spoken interaction perception of speech sounds and production skills reading contexts and purposes writing challenges for advanced learners and technology and language skills Explored themes range from the conceptualization of language as skill and the development of L2 skills in communicative and intercultural approaches through challenges in teaching specific skills and their components to the consideration of the possibilities and limitations of the use of modern technology in assisting students in skill acquisition The volume s contributors point to the multiaspectuality of the process of developing language skills with reference to different age groups diverse educational and social contexts as well as instructional activities focusing on isolated and integrated skills The book also includes original empirical studies concerning learning teaching and testing numerous aspects of language skills in L2 attainment The book will be of interest to researchers classroom teachers and specialists in language education philology and applied linguistics as well as to graduate students involved in the study of language skills acquisition and instruction **Excel Preliminary English** David Mahony, 2003 High School Department Bulletins University of the State of New York, 1900 Contains proceedings of various teachers associations academic examination papers etc International Perspectives on Creative Writing in Second Language Education Bee Chamcharatsri, Atsushi Iida, 2022-02-10 This volume explores the instructional use of creative writing in secondary and post secondary contexts to enhance students language proficiency and expression in English as a second or foreign language ESL EFL Offering a diverse range of perspectives from scholars and practitioners involved in English language teaching ELT globally International Perspectives on Creative Writing in Second Language Education tackles foundational questions around why fiction and creative writing have been traditionally omitted from ESL and EFL curricula By drawing on empirical research and first hand experience contributors showcase a range of creative genres including autobiography scriptwriting poetry and e Portfolios and provide new insight into the benefits of second language creative writing for learners language proficiency emotional expression and identity development The volume makes a unique contribution to the field of second language writing by highlighting the breadth of second language users throughout the world and foregrounding links between identity learning and ESL EFL writing This insightful volume will be of particular interest to postgraduate students researchers and academics in the fields of ESL EFL learning composition studies and

second language acquisition SLA Those with a focus on the use of creative writing in classrooms more broadly will also find the book of interest      **Nonnative Speaker English Teachers** George Braine, 2010-04-05 According to current estimates about eighty percent of English teachers worldwide are nonnative speakers of the language The nonnative speaker movement began a decade ago to counter the discrimination faced by these teachers and to champion their causes As the first single authored volume on the topic since the birth of the movement this book fills the need for a coherent account that traces the origins and growth of the movement summarizes the research that has been conducted highlights the challenges faced by nonnative speaker teachers promotes NNS teachers professional growth No discussion of world Englishes or the spread of English internationally is now complete without reference to the NNS movement This book celebrates its first decade and charts a direction for its growth and development      Resources in Education ,1973      *Higher Education ...* University of the State of New York, 1900 Includes universities professional and technical schools

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