



Some more women followed, clicking their tongues and exclaiming; evidently there was something that the children ought not to have seen. I rounded the hut and saw a man's dead body sprawling in the mud. He was an Indian, and he could not have been dead many minutes. The people said that the elephant had come suddenly upon him round the corner of the hut, caught him with its trunk, put its foot on his back and ground him into the earth. This was the rainy season and the ground was soft, and his face had scored a trench a foot deep and a couple of yards long. He was lying on his belly with arms crucified and head sharply twisted to one side. His face was coated with mud, the eyes wide open, the teeth bared and grinning with an expression of unendurable agony. (Never tell me, by the way, that the dead look peaceful. Most of the corpses I have seen looked devilish.) The friction of the great beast's foot had stripped the skin from his back as neatly as one skins a rabbit. As soon as I saw the dead man I sent an orderly to a friend's house nearby to borrow an elephant rifle. I had already sent back the pony, not wanting it to go mad with fright and throw me if it smelt the elephant.

1. What is the animal that the main character is looking to kill? [1]
2. Describe in your own words what the animal has done to justify being killed? [3]
3. What type of gun does the character intend to shoot the animal with? [2]
4. What do you think the following words mean [5]:
 - a. 'Must' (line 12)
 - b. 'Bazaar' (line 6)
 - c. 'Squalid' (line 26)
 - d. 'Despotic' (line 4)
 - e. 'Terrorem' (line 10)
5. With focus on the beginning of the second paragraph, were the local people successful in helping the man find the elephant? Give evidence to support your answer. [3]
6. In your own words, describe what was the weather like? [2]
7. How does the writer create a sense of fear in the second paragraph? [9]

Secondary Fenglish Comprehension Past Paper

K Morrison



Secondary Fenglish Comprehension Past Paper:

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach

Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition. Effective instruction requires a research-based approach that considers the diverse linguistic, cultural, and cognitive backgrounds of these learners. Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge, essential for helping ELs develop the skills needed to comprehend complex materials. Fostering metacognitive awareness through strategies like summarizing, questioning, and making connections can empower students to become active and strategic readers. This approach recognizes the need for a supportive, inclusive classroom environment that encourages language development while promoting academic achievement in content areas. Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school. Teaching Reading Comprehension to English Learners in Secondary School: A Research-Based Approach explores various aspects of teaching reading comprehension to English Second Language (ESL) learners in secondary schools. It examines current challenges and evidence-based strategies in reading comprehension. This book covers topics such as language learning, reading strategies, and teacher training and is a useful resource for academicians, researchers, and scientists.

Resources in Education, 1999 **Assessing Second Language Reading** Karim Sadeghi, 2021-08-25 This book investigates the issue of cloze validity as a measure of second language reading comprehension. It starts off by making a distinction between general reading ability and the more specific reading comprehension, followed by a thorough review of the related research on L2 reading comprehension and sorting out the confusion in the literature in this categorization. A comprehensive account of cloze procedure is presented, discussing its origin, different versions, its use for teaching and testing purposes, as well as the latest research on cloze as measures of readability, language proficiency, and second language reading. The book includes studies conducted at several stages on validating cloze as a measure of reading and interview and questionnaire techniques are applied to investigate the validity of eight cloze tests: criterion reading tests and other cloze and reading tests in general. Two new cloze tests, i.e., reader-centered cloze test and phrase cloze test, are also introduced and researched as measures of reading ability. The book concludes with suggestions for developing tests that can better measure reading comprehension in light of recent research insights on the complex and dynamic nature of reading. This book will appeal to researchers, lecturers, and graduate and postgraduate students taking a course in Second Language Acquisition, Applied Linguistics, TESOL, Language Assessment, and Educational Measurement.

ERIC Information Analysis Products, 1975-1977 Educational Resources Information Center (U.S.), 1978 **Research in Education**, 1974 *Current Affairs 2017 for Competitive Exams - UPSC/ State PCS/ SSC/ Banking/ Insurance/ Railways/ BBA/ MBA/ Defence - 2nd Edition* Disha

Experts,2017-08-01 The thoroughly updated 2nd edition of the book Current Affairs 2017 captures the Most Important Events Issues Ideas People of 2016 in a very lucid and student friendly manner It is essential for aspirants to keep themselves updated as just knowing things can get them more marks in such exams Moreover Current Affairs prove to be very important tool to handle GD and PI It comes in handy for the aspirants of UPSC SSC Banking Insurance Railways Engg Services and AFCAT etc Infographics Charts and MindMaps have facilitated information quickly and clearly The information provided in the Current Affairs 2017 is in line with the analysis of previous years competitive exams papers which will help aspirants update on all happenings across India and the world Salient Features of the book Global Economic Outlook The India SWOT Analysis covers the social political economic aspects Timeline 2016 covering the timeline of important dates from Jan Dec 2016 of India and the World Bills Acts Provides features and details of the bills and acts that were passed in 2016 Policies Schemes Provides features and details of the policies and schemes that were launched in 2016 Top 500 covering the Top 500 People Events Ideas and Issues that raised their head in 2016 10 Analytical Articles capturing the hottest of the issues of 2016 Coming Up 2017 capturing the events to come and what to expect in 2017 Emerging Trends features the most significant news that captured the attention of people Cause Effects illustrates the causes and effects of the various things that occurred in 2016 Unanswered Questions However we may explore but there are always certain questions that remain unanswered This sections lists various such questions of the year 2016 *Teacher Involvement in High-Stakes Language Testing* Daniel Xerri,Patricia Vella Briffa,2018-04-27 This book advocates that teachers should play an active role in high stakes language testing and that more weight should be given to teacher judgement This is likely to increase the formative potential of high stakes tests and provide teachers with a sense of ownership The implication is that the knowledge and skills they develop by being involved in these tests will feed into their own classroom practices The book also considers the arguments against teacher involvement e g the contention that teacher involvement might entrench the practice of teaching to the test or that teachers should not be actively involved in high stakes language testing because their judgement is insufficiently reliable Using contributions from a wide range of international educational contexts the book proposes that a lack of reliability in teacher judgement is best addressed by means of training and not by barring educators from participating in high stakes language testing It also argues that their involvement in testing helps teachers to bolster confidence in their own judgement and develop their assessment literacy Moreover teacher involvement empowers them to play a role in reforming high stakes language testing so that it is more equitable and more likely to enhance classroom practices High stakes language tests that adopt such an inclusive approach facilitate more effective learning on the part of teachers which ultimately benefits all their students Resources in Education ,1988 **Innovation in Language Learning and Teaching** Linh Phung,Hayo Reinders,Vu Phi Ho Pham,2024-05-22 This book investigates the ways in which new developments in areas of language teaching practice such as policy making planning methodology and the use of

educational technology are locally adopted adapted initiated and implemented in Vietnam and Cambodia The region is responding to a large number of significant challenges including large scale education reforms the effects of globalisation and the need for lifelong learning as well as concerns about the quality of its language education system By looking at the drivers stakeholders obstacles and affordances in one particular regional context the authors examine how processes of change occur This will help anyone involved in language development from curriculum reform to materials development and from programme evaluation to the setting of assessment standards The book will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs as well as students and scholars working in language education applied linguistics and related fields **The School Journal** ,1898

Teaching Contemporary English Literature Hans Osterwalder,2017-08-14 This book provides a theoretical introduction to the task based methodology in language and literature teaching For teachers the main points of interest are Part Two and Three where a plethora of contemporary texts both from Britain and the US are given a literary analysis which is followed by detailed task based lesson plans Part Two focuses on multiculturalism one of the seminal issues of our time Part Three tackles gender another highly topical theme which students are naturally interested in Well known authors like the British Asian writer Hanif Kureish and the Indian American novelist Jhumpa Lahiri feature in the chapter on multiculturalism the gender question is represented by Carol Ann Duffy the current Poet Laureate and Caryl Churchill the main representative of feminist drama **English Teachers' Journal (Israel)** ,1978 October 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts,2019-09-25 November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts,2019-10-21 *Predicting Success in School Certificate; a Uganda Case Study* H. C. Anthony Somerset,1968 **August 2019 Monthly Current Affairs with MCQs for Competitive Exams** Disha Experts,2019-08-04

From Testing to Assessment Clifford Hill,Kate Parry,2014-09-19 From Testing to Assessment English as an International Language provides a critical review of conventional and alternative approaches to the assessment of English literacy skills in various parts of the world It presents empirical studies conducted in three major settings in countries such as Japan and Brazil where English functions as the language of international commerce in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government and in such countries as Canada the United Kingdom and the United States where English is the dominant language The book opens with a discussion of language assessment in relation to debates about the nature of literacy it concludes with a discussion of policy implications which is grounded in literacy theory as well as in practical constraints such as available human and material resources **East African Studies** ,1968 *The Journal of Education* ,1931 **Sessional Paper** Ceylon. Pārlimēntuva,1972

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