

PECHS Girls' School
English
Reading Comprehension (MCQs) – Year 9

Instructions:

- Do not spend more than **30 minutes** on this.
- Read the passages slowly and carefully before answering the multiple choice questions.
- Highlight the correct answers
- Email it to english9@1010a10b10@pechsgs.edu.pk

Soccer

“The rules of soccer are very simple, basically it is this: if it moves, kick it. If it doesn't move, kick it until it does.” –Phil Woosnam, 1974.

Woosnam is a former soccer player and manager in Wales. He moved to the United States, where he was the coach of the American national team. He is now in the United States' National Soccer Hall of Fame. His quotation describes large variety of games that have been played for at least 3,000 years, finally resulting in the game of soccer.

Soccer seems to have originated in Asia. The Japanese played a game similar to soccer in about 1000 B.C.E., and it is documented that the Japanese played the first real soccer game in the year 611 A.D. The Chinese played against Japan with a feather or hair-filled soccer ball as early as 50 B.C.E. The Greeks played a game called episkyros. It was similar to soccer. The Romans played a ball game called Harpastum.

Somehow soccer made its way to England by the 1300s. King Edward of England did not like the game; in fact, he passed laws banning it. King Henry IV and King Henry VII passed laws against soccer as well. Queen Elizabeth of England had people put in jail for a week for playing soccer, followed by religious penance, or payment for sin. The game was thought to take time away from military drills and archery. At that time, it was very important for young men to practice archery, and soccer competed with archery. However, laws, penance, and official censure did not stop the game of soccer. The game was very popular in the British Isles. It was played many different ways — sometimes it was played by kicking the ball, but often it was played by kicking members of the opposing team. Sometimes an entire village played against another village. The game was played through streets, fields, and streams.

Over time, players agreed on general rules for the game. They also agreed on the size and weight of the soccer ball. Then another problem developed. During the 1600s, the Puritans in England took a particular dislike to soccer. This religious group thought that soccer was a “frivolous,” or time-wasting, entertainment. They also said that soccer disturbed the peace on Sunday, the Lord's Day. So, there was a new ban on Sunday soccer.

Despite the ban, soccer eventually became an accepted sport. It even became part of the school curriculum. In 1863, a meeting of eleven English soccer clubs and schools decided on the official rules of the game. This meeting was the beginning of “The Football Association”. Soon other countries formed football associations. By 1912, there were 21 countries affiliated with the Federation Internationale de Football Association (FIFA).

Today FIFA has 208 member associations. Before the 1970s, soccer was considered to be mostly a men's game. However, FIFA established the Women's World Cup in 1991. The first Women's World Cup tournament was played in the People's Republic of China in 1991. Twelve teams played for the championship. US women's college teams have also begun to receive varsity status, mostly because of the influence of Title IX, a new law which provides more money for schools that include women's sports.

FIFA estimates that about forty million (40,000,000) women are currently playing football throughout the world. The FIFA “Big Count,” a 2006 soccer census, estimates two hundred sixty-five million

Year 9 English Comprehension

Eugene E. & Martinez Steve Garcia



Year 9 English Comprehension:

Framework English Geoff Reilly, Wendy Wren, 2003 The aim of Nelson Thornes Framework English is to develop students confidence and achievement in writing With its unique range of rich fiction and non fiction texts and comprehensive coverage of the core skills Nelson Thornes Framework English Skills in Fiction and Non Fiction targets students doing well in years 7 10

Secondary English Rod Quin, Duncan Driver, 2020-09-22 Secondary English is a comprehensive introduction to the theory and practice of teaching English in secondary schools for pre service teachers Written by highly accomplished English teachers the book s practical approach to language literacy and literature fosters the skills of assessment unit planning and teaching strategies

Resources in Education , 1991 [Excel Essential Skills English Workbook](#) Kristine Brown, 2004-10 This book aims to improve students writing and give practical help w ith writing tasks in Year 10 and later years at school The topics and t ext types covered in the book are designed to help students in their wri ting tasks for all school subjects not just English T his is a revised and extended edition with over thirty extra pages of wo rk for students to complete In this book you will find A focus on fifteen different text types Writing skills Grammar and punctuation explanations and exercises Compre hension work A detailed answer section

Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS

Technology and English Language Teaching in a Changing World Ju Seong Lee, Di Zou, Michelle Mingyue Gu, 2024-04-03 This edited book explores the integration of technology into English language education with a particular focus on extracurricular and extramural contexts The editors and an international team of scholars discuss how English teachers can critically and systematically design and implement language activities inside and outside the classroom to improve students receptive and productive skills The book also discusses how teachers can harness technology to enhance their teaching practices The combination of theory digital materials teaching activities evidence based reflections and a focus on Extracurricular and Extramural contexts will make this book an invaluable resource for pre service and in service language teachers on ESL EFL and TESOL courses as well as researchers in Applied Linguistics Chapter 12 is available open access under a Creative Commons Attribution 4 0 International License via link.springer.com

Excel Poetry Workbook Years 7-8 Derek Lewis, 2006

Developmental Disorders of Language Learning and Cognition Charles Hulme, Margaret J. Snowling, 2013-04-02 This important new text is a comprehensive survey of current thinking and research on a wide range of developmental disorders Highlights key research on normal and typical development Includes clinical case studies and diagrams to illustrate key concepts A reader friendly writing style

Learning English Neil Mercer, Joan Swann, 1996 English is learnt internationally in a range of diverse settings This book examines processes of language acquisition in English as well as what it means to learn English in different parts of the world It looks at the place of English within formal

education and at some of the controversies that have surrounded the teaching of English **Teaching and Testing L2**

Interactional Competence M. Rafael Salaberry, Silvia Kunitz, 2019-05-20 This volume features the latest research findings on L2 interactional competence to demonstrate the potential for developing and implementing research based pedagogy that targets interactional competence IC in early instruction in a variety of L2 learning and teaching contexts Incorporating contributions from both leading and emerging researchers in the area the book is organized into four sections to provide a systematic account of interactional competence defined as a set of skills required to co construct an effective interaction with a variety of interlocutors in a variety of settings and advocates for IC to be part of a well rounded curriculum of L2 instruction The volume provides a comprehensive overview of the different theoretical perspectives on IC within Conversation Analysis and moves into a discussion of conversation analytic research findings from a variety of contexts and of their pedagogical implications The book then presents examples of pedagogy in practice and also illustrates the potential for implementing IC in testing settings This volume makes a valuable contribution to the growing literature on interactional competence and will be of particular interest to graduate students and researchers in applied linguistics SLA language education curriculum and instruction studies and educational linguistics Chapter 13 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license **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 reimaged 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 *Testing 3, 2, 1* Michael Lawrence, 2020-03-23 Testing 3 2 1 is the story of how Australian education fell behind the world's best and how Finland came to lead It is also a guide to how some of Finland's ideas can be

used by teachers and schools to begin to reverse the current malaise of Australia's education system Part memoir part investigative journalism part call to action this easy to read and highly compelling plea for an improved education system can't be ignored Lawrence reminds us that we can and must do better Jared Cooney Horvath PhD Educational Neuroscientist Melbourne Graduate School of Education University of Melbourne Author of Stop Talking Start Influencing 12 Insights from Brain Science to Make Your Message Stick Learning to Research and Researching to Learn Annette Hilton, Geoff Hilton, 2020-04-06 Learning to Research and Researching to Learn is an essential introduction to developing research skills and conducting practitioner research in the field of education **Dyslexia and English** Elizabeth Turner, Jayne Pughe, 2013-04-03 The difficulties dyslexic students experience in the English mainstream classroom and present to their English teacher are examined in detail in this book **Linguistic Superdiversity in Urban Areas** Joana Duarte, Ingrid Gogolin, 2013-12-18 Rapidly increasing migration flows contribute to the development of multiple forms of social and cultural differentiation in urban areas or to super diversity Language diversity is an important part of the resulting new social and cultural constellations Although linguistic diversity is not a new phenomenon per se the response of individuals or education systems to it is still largely based on a monolingual habitus associating one nation or a region within a nation to one language Building on the top quality expertise of researchers from different academic fields the volume offers insights into the study of linguistic diversity from linguistic and education science perspectives The studies derive from different countries different disciplines different research traditions and methodological approaches all aiming towards a better understanding of actual linguistic reality and its consequences for individual language development and for education The book addresses an academic readership and experts who are interested in learning more about linguistic diversity as an inevitable effect of globalisation and on ways to deal with this reality in research as well as practise in urban areas *Bilingual Development and the Education of Bilingual Children During Early Childhood* Eugene E. & Martinez Steve Garcia, 1983 **Learning to Teach English in the Secondary School** Jon Davison, Jane Dowson, 1998 This forward looking book combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter explains the background to current debates about teaching the subject and provides tasks teaching ideas and further reading to explore issues and ideas in relation to school experience With reference to new legislation the chapters suggest a range of approaches to the teaching of reading writing speaking and listening drama media study information technology language study grammar poetry Shakespeare GNVQ and A Level English Language and Literature Learning to Teach English in the Secondary School offers principles and practical examples of teaching and learning in the context of the end of the twentieth century when new notions of literacy compete with the demands of national assessment Taking as its starting point the changing ideologies of English as a subject the text addresses questions about the nature of teacher education It raises issues concerning competence based courses working with a mentor in school and monitoring the

development of a student teacher Learning to Teach Subjects in the Secondary School series edited by Sue Capel Tony Turner and Marilyn Leask **Teaching English in the Primary School** Annika Kolb, Marita Schocker, 2021-11-15

Grundschulenglisch kompetent unterrichten Qualitativ hochwertiger Englischunterricht in der Grundschule h ngt vor allem von der professionellen Kompetenz der Lehrkr fte ab Der vorliegende Band in englischer Sprache behandelt in 13 Kapiteln grundlegende Themen und Konzepte f r deren Entwicklung in Aus und Fortbildung sowie im Selbststudium Der Praxisband geht auf die besonderen Bedingungen der Bundesrepublik Deutschland ein und ber cksichtigt die internationalen Forschungen zum Fremdsprachenunterricht in der Grundschule Er ist dabei dem aufgabenorientierten Lehren und Lernen verpflichtet Ausgehend von der Heterogenit t heutiger Grundschulkinder und der Komplexit t des fremdsprachlichen Klassenzimmers veranschaulichen die Kapitel den Zusammenhang von didaktischer Theorie und Unterrichtspraxis Die Themen umfassen u a aufgabenorientiertes Lehren und Lernen Classroom Management Integration der Fertigkeiten Focus on Form Arbeit mit literarischen Texten kulturelles Lernen Einsatz von Medien und Materialien f cher bergreifendes Lernen und den bergang in die Sekundarstufe Hinweise zur vertiefenden Lekt re und zahlreiche Unterrichtsbeispiele erg nzen die Kapitel Der Band richtet sich an Studierende an Referendarinnen und Referendare und an Lehrkr fte in der Grundschule die sich f r einen Englischunterricht einsetzen der die Lebenswelten der Lernenden ernst nimmt und der die Lernenden bei der Entwicklung ihrer Englischkompetenzen unterst tzt Er eignet sich zur Grundlage von Seminaren und zum Selbststudium

_____ The present volume provides a comprehensive introduction to the teaching of English at primary school Following a task based and learner oriented approach the volume focuses on the German teaching context while taking relevant international research into account Starting from the diverse lived experience of today s primary school children and the complexity of the foreign language classroom the 13 chapters illustrate how theory and classroom practice relate to each other Topics include learning through tasks classroom management the integration of skills focus on form working with literature cultural learning the use of media and teaching materials integrating subject matter and the transition to secondary school The chapters present a variety of classroom examples and suggestions for further reading The volume is aimed at students trainee teachers and primary school teachers It is a helpful resource for both pre service and in service teacher education

All You Need to Know about Grammar Kathi Wyldeck, 2007 This book aims to introduce and explain all the main concepts of gram mar to students in Years 7 10 This home study guide will h elp children teenagers and young adults learn the art of traditional En glish grammar so that they can write and speak better Engl ish think clearly and analytically learn another langu age more easily improve their communication skills for the job world In this book you will find comprehensi ve information on all the main aspects of English grammar clear definitions and examples of each grammatical concept practice tasks to reinforce your understanding of each new idea vocabula ry general knowledge and further reading resources a detailed answer section Author Kathi Wyldock **The SENCO Survival Guide** Sylvia

Edwards, 2022-12-30 The SENCO Survival Guide Third Edition is an informative accessible resource containing practical advice to help SENCOs manage their responsibilities and lead their school effectively towards a common goal The book sets out a whole school approach to inclusion and supports SENCOs in mainstream or special schools at every key stage This fully revised new edition features a focus on high quality teaching with ideas for classroom practice to include and engage all children and young people an introduction to SEN support and education health and care plans based on the Code of Practice graduated response strategies to break the cycle of SEND low achievement and guidance on how to create a SEND friendly environment advice on the role of the modern SENCO including assessment provision mapping preparing for OFSTED disability discrimination and equality advice on training managing and deploying teaching assistants effectively strategies to improve pupil voice and independence ways in which the enhanced role of parents can be harnessed in order to achieve maximum success for learners with SEND conclusions from the author's new field research in mainstream special and Post 16 settings This resource gives SENCOs the confidence skills and knowledge to promote maximum achievement for learners with SEND and will help them develop and shape their schools policies and practices It will also be of use to other members of staff looking for practical strategies to raise the attainment of pupils with SEN and disabilities

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