Reading Comprehension Make Inferences and Generalizations

Read the passage, and then answer the questions below it. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, circle the letter of the correct answer.

Lives of great men all remind us We can make our lives sublime,

- And, departing, leave behind us Footprints on the sands of time;
- Footprints, that perhaps another, Sailing o'er life's solemn main,

A forlorn and shipwrecked brother, Seeing, shall take heart again.

Let us, then, be up and doing. With a heart for any fate; Still achieving, still pursuing, Learn to labor and to wait.

—"A Psalm of Life" by Henry Wadsworth Longfellow

- 1 According to the passage, how can the lives of great people affect a person in despair?
 - A Great people provide hope and inspiration.
 - B Great people make a person in trouble feel worse.
 - C Great people represent wealth and happiness.
 - D Great people make success seem unattainable.
- Which of the following best describes the poet's philosophy?
 A Only great people have control
 - over their lives.

 B Be active and live in the
 - **B** Be active and live in the present, even in the face of adversity.
 - C Always try to help those who are in need.
 - D People are alone in life and in death.
- 3 The poet intends to-
 - A be pessimistic
 - B offer criticism
 - C become nostalgic
 - D provide encouragement

- 4 How would the poet most likely face a problem?
 - A by ignoring it
 - B by trying to solve it himself
 - C by letting a great person solve it
 - D by becoming discouraged
- 5 According to the passage, how does the poet most likely feel about the past?
 - A He feels the past is far greater than the present.
 - B He feels that it is better for humanity to focus on the future than the past.
 - C He feels that the past has no connection to the present.
 - D He feels that humanity can look to the past for guidance.
- 6 What do the footprints in this passage represent?
 - A traces of the lives of great people
 - B the passage of time
 - C future generations
 - D life

<u>High School Comprehension Questions And Answers</u>

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Strategies for Integrating Reading and Writing in Middle and High School Classrooms Karen D. Wood, Janis M. Resources in Education ,2001-10 Teaching EFL Learners Shadowing for Listening Yo Hamada, 2016-07-01 Shadowing an active and highly cognitive technique for EFL listening skill development in which learners track heard speech and vocalize it simultaneously is gradually becoming recognized However there remain a lot of mysteries and misunderstandings about it This book uncovers shadowing in terms of theory and practice This book cements shadowing as a separate technique from other similar techniques such as Elicited Imitation Mirroring and simple repetition and provides ample empirical data to explain the function of Shadowing It also elaborates on how Shadowing should be used in terms of materials procedure and learners psychology which would aid in instructors use of Shadowing in teaching A guide on a method effective in improving learners bottom up listening skills this book will certainly prove useful to English Language learners and instructors in their linguistic pursuits SAT DAVID YAO, By referring to SAT Chinese Syllabus and cross referring to other similar international exams such as Cambridge IGCSE Chinese Edexcel IGCSE Chinese another two examination board and HSK Chicness Proficiency Test IB Syllabus Chinses grammar for native students combining our 26 years experience in Teaching and editing our own materials Here is the LIFE SAVING book called by many students for their exams It takes our years painful effort to edit The book give a quick revision for your coming exam Grab it Many students call it LIFE SAVING for their exam The book give a quick revision for your coming exam Grab it Thanks for your support for us creating better contents for you SAT IIIII SAT Chinese Grammar Book Version 2021 DAVID YAO, By referring to SAT Chinese Syllabus Cambridge IGCSE Chinese Edexcel IGCSE Chinese another two examination board and HSK Chicness Proficiency Test IB Chinese Syllabus AP Chinese Online Chinese Courses BCT Business Chinese combining our 25 years experience in Teaching and editing our own materials here is the LIFE SAVING book called by many students for their exams The book give a quick revision for your coming exam Thanks for your support for us creating better contents for you It takes our years painful effort to edit Grab it In 2021 Edition we add Vocabulary Builder and Expansion Reading Skills Writing Skills Listening Skills Speaking Skills Examination Skills The Introduction and Comparing of HSK with IB, AP, SAT, CIE IGCSE, Edexcel IGCSE, GCSE, AQA **Explanations** GCSE Chinese, 2020 DAVID YAO, 2020-08-15 The Introduction and Comparing of HSK with IB AP SAT CIE IGCSE Edexcel IGCSE GCSE AQA GCSE Chinese 2020 HSK ISBN 9798675573684 There are many international Chinese examinations offered by different examination boards such as IB AP SAT CIE IGCSE Edexcel IGCSE GCSE AQA GCSE In this comprehensive book we will give the summary and Comparing of HSK Chinese Proficiency Test the test conducted by Chinese government to oversea students outside China This is guick reference for students and parents when they decide which exam for them to choose This is based on our more 25 years Chinese teaching as second language and our more than

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Studies in School Improvement Wayne K. Hoy,Michael DiPaola,2009-04-01 Studies in School Improvement is the eighth volume in a series on research and theory in school administration dedicated to advancing our understanding of schools through empirical study and theoretical analysis This selection of readings highlights a number of important factors in the stimulation and implementation of school improvement including transformational leadership change perspectives of teachers principals and the community strategies for instructional change learning environments and school culture dropout prevention professionalism trust relations between the teachers and the board as well as trust between students and teachers and admission decisions for educational leadership programs In addition a number of new reliable and valid measures are developed and presented for the first time instruments to assess 1 change perspectives of the faculty 2 professionalism of teachers and 3 trust relations between students and teachers These tools are valuable aids for both researchers and practitioners in their quest to understand and implement successful school improvement projects

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