

Reading Comprehension Test

Scott's family

There are five people in my family. My mother and father, two sisters and myself. One sister is older than me and one is younger. My older sister's name is Wanida. She is 15 years old. She goes to Satree School. She is kind and helps me with my homework. My younger sister's name is Nitima. She is eight years old and she goes to the same school as me, Prince Royal Academy. I like to tease her but I don't think she likes it. I am ten years old. My father is a doctor at the local hospital and my mother is a nurse.

Students write the letter.

1. How many people are in Scott's family? There are _____ people in his family.
a. 4 b. 5 c. 8 d. 15
2. Who is Scott's older sister? _____ is Scott's older sister.
a. Wanida b. Nitima
3. Who is Scott's younger sister? _____ is Scott's younger sister.
a. Wanida b. Nitima
4. How old is Wanida? She is _____ years old.
a. 5 b. 15 c. 10 d. 8
5. What school does Wanida go to? She goes to _____.
a. Satree b. Prince Royal Academy c. Dara Academy
6. How old is Nitima? She is _____ years old.
a. 5 b. 15 c. 10 d. 8
7. Who helps Scott do his homework? _____ helps Scott do his homework.
a. Wanida b. Nitima c. His mother d. His father
8. How old is Scott? He is _____ years old.
a. 5 b. 15 c. 10 d. 8
9. What does Scott's mother do? She is a _____.
a. teacher b. office worker c. doctor d. nurse
10. What does Scott's father do? He is a _____.
a. teacher b. office worker c. doctor d. mechanic

English Comprehension Test Multiple Choice

Victoria Burrill



English Comprehension Test Multiple Choice:

Objective English Thorpe,2008-09 **Validation in Language Testing** Alister H. Cumming,Richard Berwick,1996

The validation of language tests is widely discussed and expected but only in recent years have researchers adopted a variety of innovative techniques for developing assessing and validating specific tests of second or foreign language proficiency and their impact on education and society Indeed as the present volume clearly demonstrates many different techniques for empirical analysis and types of evidence may be used to assess and interpret the validity of diverse aspects of language tests as well as the consequences they may have for language students educators and society BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved English as a Second Language National Clearinghouse for Bilingual Education,1978 The purpose of this bibliography is to provide the teacher of adult limited English speakers with an idea of the books which are available to help them learn English The focus is on the adult who is interested in immediate employment or who is headed for vocational training in English Forum ,1989 **English for Communication** Dr. Sr. Shiny K.P,Dr. Hemkant Vijay Dhade,Mrs. S. Peerani,Mrs. V. Pavithra,2024-08-08 English for Communication is designed to enhance proficiency in practical English skills focusing on effective communication across various contexts This book provides comprehensive guidance on speaking listening reading and writing with strategies tailored to personal academic and professional interactions It incorporates real world examples exercises and activities that improve fluency vocabulary and confidence in using English for diverse purposes Suitable for learners at different levels English for Communication is an essential resource for mastering clear impactful and culturally sensitive communication in today s globalized world

English Language Proficiency Testing in Asia Lily I-Wen Su,Cyril J. Weir,Jessica R. W. Wu,2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia s leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies REET English Language Level 1 & 2 Text Book (Included Teaching Method) Career Point

Kota,2021-08-26 BOOK DETAILS Title REET English Language Level 1 2 Text Book Included Teaching Method Book Type Textbook Subject Specific Subjects Covered English Language Job Location Rajasthan Exam Category and Exam Board Teacher Exams BSER Board Highlights of the book This book is for students who are preparing for English Level 1 2 Exam of REET This Book is based on NCERT and RBSE Text Books and is as per syllabus prescribed by BOARD OF SECONDARY EDUCATION RAJASTHAN Book contents Chapterwise theory as per new Syllabus on 11 Jan 2021 Chapterwise 1100 Important Questions Detailed solutions of questions are provided in the book Strictly as per New syllabus Free online Mock test series on ecareerpoint App and website **Resources in Education** ,1998 **Innovations in English Language Teaching in India** Garima Dalal,Varun Gulati,2017-11-22 Innovations in English Language Teaching Trends in Language Pedagogy and Technology looks at the various trends and innovations that have emerged recently in the field of English Language Teaching It gives an overview of the influence of a rapid change in the use of technology in the English language classroom which has an impact on the learning acquisition and enhancement of various language skills It is an edited volume of twelve chapters dealing with a range of issues related to the current innovations and trends in English Language Teaching Section I has six chapters dealing specifically with language pedagogy and a diverse spectrum of papers discussing the use of technology in ELT Section II comprises of six ELT case studies *English Language Teaching in South America* Lía D. Kamhi-Stein,Gabriel Díaz Maggioli,Luciana C. de Oliveira,2017-05-23 This book investigates new English language policies and initiatives which have been introduced and implemented across Argentina Brazil Chile Colombia Ecuador Uruguay and Venezuela Chapters are organized around three themes Chapters in the first section critically examine newly implemented English language policies as well as factors that contribute to and prevent the implementation of such policies Chapters in the second section describe and analyze current teacher preparation and teacher development initiatives in addition to the challenges and opportunities associated with such initiatives Finally the third section features school and classroom based research designed to investigate the status of English language teaching and the implementation of innovative programs All authors have a first hand understanding of the South American context and draw on references and resources which originate beyond Inner Circle countries The book showcases examples of innovation and success in a variety of complex contexts and will serve as a starting point for researchers as well as being of interest to students policymakers and stakeholders This book is open access under a CC BY NC ND licence 11+ English Practice Papers 2 Victoria Burrill,2016-05-02 Exam Board ISEB Level 11 Plus Subject English First Teaching September 2012 First Exam Autumn 2013 Following on from Practice Papers 1 these papers further test pupils in preparation for the most challenging of pre tests and 11 plus independent school entrance exams Includes six model papers each containing a comprehension and a writing paper that include a total of 104 comprehension questions 31 spelling grammar and punctuation questions and 15 writing tasks Develops and perfects exam technique for all major pre tests and 11 plus independent school exams including Consortium

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section Reviews *Teaching Reading to English Language Learners* Thomas S. C. Farrell, 2009 Truly a pleasure to read with much helpful information Deb Bible Literacy Teacher CUSD 300 West Dundee IL The author models a program of success and helps the educator become better qualified in teaching the EL learner Lucia deSombre Malo Former Instructor Utah Valley State College Practical easy to implement methods for helping English language learners succeed in reading Successfully teaching reading to English language learners ELLs requires an in depth understanding of the unique processes by which they learn to read as well as proven strategies that teachers can use to support reading development This resource focuses on helping students read to learn instead of learn to read In clear accessible language this resource demystifies the research and clarifies the process for teaching reading to ELLs The author introduces the key principles of reading instruction for ELLs and offers a wealth of action oriented strategies for use before during and after reading to adapt for individual student needs Each chapter includes reflection questions to help educators examine their own reading practices and better understand what it means to be a reader Teachers will discover how to Increase students fluency and comprehension Teach vocabulary and text structure Prepare reading lessons Assess reading proficiency Teaching Reading to English Language Learners is an ideal primer for educators who may or may not have had experience working with ELLs *Lexical Inferencing in a First and Second Language* Marjorie Bingham Wesche, T. Sima Paribakht, 2009-11-26 This book presents a comprehensive review of previous research on lexical inferencing co authored by Kirsten Haastrup and a major new trilingual study of lexical inferencing by both first L1 and second language L2 readers Research since the 1970s on this apparently universal cognitive process in L2 reading and vocabulary learning is surveyed including the kinds of knowledge and textual cues L2 readers use when inferring unknown word meanings factors influencing their success and knowledge retention and relevant theory A comparative study of L1 and L2 lexical inferencing by Persian and French and English speakers is then presented focusing on evidence of L1 transfer in the L2 inferencing process its success and readers gains in L2 word knowledge Influences of the specific L1 are distinguished from those of native versus non native proficiency relative cultural familiarity of texts readers L2 proficiency text language features and other factors The relative typological distance between readers L1 and L2 is reflected in systematic differences between L1 speakers of Persian and French in their L2 lexical inferencing Implications are drawn for L2 instruction at advanced levels *Content-based Language Learning in Multilingual Educational Environments* Maria Juan-Garau, Joana Salazar-Noguera, 2014-11-17 The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception Consequently bi multilingual education has bloomed over the last decades This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism CLIL Content and Language Integrated Learning in which curricular content is taught through a foreign language The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi multilingual learners who acquire

English as an additional language Moreover it presents critical analyses of factors influencing multilingual education the effects of CLIL on both language and content learning and the contrast between CLIL and other models of instruction The research presented suggests that CLIL can greatly enhance language acquisition in multilingual settings **English as a Foreign or Second Language** Mohammed S. Assiri, 2015-09-01 This book offers a brief review of the theoretical perspectives and empirical findings that have shaped our understanding of salient facets of English language teaching learning and testing It also communicates my personal views in regard to certain issues in these three domains The book is divided into five chapters that range in their foci from theory to practice Chapter one presents the most influential theoretical perspectives that have sought to account for the processes involved in second language acquisition and the roles of the so many variables that affect how a learner acquires a second language The second chapter discusses several methods and practices commonly used in EL2 English as a foreign second language teaching Chapter three highlights the differences between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency or BICS vs CALP as well as the various categories of language learning and use strategies In the fourth chapter the presentation centers on EL2 testing and assessment Chapter five is wholly devoted to my personal views including my philosophy of language education critiques of some scholarly views and practical recommendations Such views have had their inspiration and support from my experiences both as a learner and as a teacher

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