

To let me blood, and not restore	
What I have lost with cordial fruit?	
Sure there was wine	10
Before my sighs did dry it: there was corn	
Before my tears did drown it.	
Is the year only lost to me?	
Have I no bayes to crown it?	15
No flowers, no garlands gay? all blasted?	
All wasted?	
Not so, my heart: but there is fruit,	
And thou hast hands.	
Recover all thy sigh-blown age	
On double pleasures: leave thy cold dispute	20
Of what is fit and not. Forsake thy cage,	
Thy rope of sands,	
Which petty thoughts have made, and made to thee	
Good cable, to enforce and draw,	
And be thy law,	25
While thou didst wink and wouldst not see.	
Away; take heed:	
I will abroad.	
Call in thy deaths head there: tie up thy fears.	
He that forbears	30
To suit and serve his need,	
Deserves his load.	
But as I rav'd and grew more fierce and wild	
At every word,	35
Me thoughts I heard one calling, <i>Child!</i>	
And I reply'd, <i>My Lord.</i>	

2.1	Analyse the speaker's state of mind in this poem. The speaker is a priest and he feels angry and rebellious. ✓ The poem explores the feelings of the poet feeling trapped. ✓ [Award 2 marks for any two relevant and distinct points.]	(2)
2.2	Discuss the allusion in line 7. It is a reference to pain and suffering ✓ and might refer to the image of Jesus Christ on the cross. ✓ [Award 2 marks for two relevant and distinct points.]	(2)
2.3	Explain the speaker's attitude towards his faith. His faith and his joy in his faith is lost to him. □ He describes his faith as being unfruitful. □ The only rewards he gets is pain and suffering. □ [Award 3 marks only if the speaker's attitude is discussed.]	(3)
2.4	Critically discuss whether this poem is convincing in its logic and persuasion? Provide reasons for your answer. Open answer. Candidates might refer to the 'quiet end' as a fitting sense of peace and restored faith to contrast with the speaker's rant throughout the poem.	(3)

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**Milton George, S. Sergio Saleem
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further makes the learning process flexible and interesting

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Academic Language Gisela Ernst-Slavit, Margo Gottlieb, 2025-06-20 Rethink how academic language can transform content area teaching For years the teaching of content based academic language to multilingual learners has focused on formulas vocabulary lists and sentence patterns often sidelining students linguistic and cultural strengths Gisela Ernst Slavit and Margo Gottlieb address these challenges by embracing academic language an active collaborative student driven process Academic Language offers strategies to integrate language and content learning while fostering student engagement voice and agency Dedicated chapters on academic language for Language Arts Mathematics Social Studies and Science highlight the dimensions of disciplinary language for each subject and provide strategies for moving learning forward with multilingual learners Additional features include Stop and Think prompts to help educators connect new ideas with their instructional settings Prompts at the end of each chapter to encourage deeper thinking and application of the material Multilingual examples to mirror the varied classroom settings in the U S and beyond The ultimate resource for educators committed to empowering multilingual learners and fostering meaningful culturally sustaining education Academic Language ensures multilingual learners comprehend academic content and thrive as confident autonomous drivers of their own learning

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strategies involving academic language Reflect on teaching and learning *Academic Language in Diverse Classrooms: Mathematics, Grades K–2* Margo Gottlieb, Gisela Ernst-Slavit, 2013-03-12 Help your students unlock important mathematical concepts If you've ever watched a student struggle with learning math concepts you know that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills and demonstrate achievement students need to master academic language in math But how do you teach academic language when you're so busy teaching math With this guide you'll build a curricular framework that integrates language and cultural supports with math content during lesson planning implementation and reflection You'll learn to Understand the role of language within the math principles of the Common Core Identify potential obstacles to understanding Incorporate academic language into standards referenced unit targets and lesson objectives Collaborate with ELL specialists to help students access the curriculum Each grade specific chapter models the types of interactions and learning experiences that help students master both math content and academic language This essential book shows you why mastery of academic language is the key to students academic success Handbook of Multicultural School Psychology Emilia C. Lopez, Sara G. Nahari, Sherrie Proctor, 2017-03-16 The second edition of the Handbook of Multicultural School Psychology continues the mission of its predecessor offering a comprehensive interdisciplinary view of the field of multicultural school psychology and addressing the needs of children and families from diverse cultural backgrounds The revised organizational structure includes the following History and Professional Issues Consultation and Collaboration Interventions Focused on Academic and Mental Health Issues Data based Decision Making Systems based Issues Training and Research and Future Perspectives Nineteen of the volume's twenty three chapters are completely new to this edition while the rest have been effectively revised and updated Comprehensive In seven sections this book covers theoretical research and practical concerns in a wide range of areas that include multicultural and bilingual issues second language acquisition acculturation parent collaboration research and systemic issues Chapter Structure Chapter authors follow a uniform structure that includes theoretical and research issues and implications for practice Recent practice and training guidelines including Blueprint for Training and Practice III 2006 NASP Model for Comprehensive and Integrated School Psychological Services 2010 and APA Multicultural Guidelines 2003 are covered Interdisciplinary Perspective Contributing authors are from a wide range of related fields that include school psychology special education general education early childhood education educational psychology clinical psychology counseling and mental health thus exposing readers to theory and research from various approaches Changes New to this edition is a section focusing on systemic issues such as overrepresentation of culturally and linguistically diverse CLD students in special education prejudice response to intervention RTI for CLD students and English Language Learners ELL and end of chapter discussion questions This book is ideal for graduate courses and seminars on multicultural school psychology It is also a useful reference for researchers and practicing school psychologists and the libraries that serve them

ELT in a Changing World Azra Ahmed, Mehnaz Hanzala, Faiza Saleem, 2014-09-18 A novel ELT resource for language specialists and teachers across the world this selection of papers is a collection of the most compelling and innovative ideas presented at a seminar hosted by the Centre of English Language Aga Khan University Pakistan in January 2011 entitled ELT in a Changing World Innovative Approaches to New Challenges The book is divided into three sections the first of which is Global change and language learning This section offers a guided tour of language teaching evolution highlighting the merits of enhanced language awareness self immersive and input output based learning and innovative pedagogical interventions Section Two Developments in Second Language theory and practice in Pakistan reveals the findings of the latest research conducted in Pakistan on language policy scholarship the development of traditional and e learning environments the relationship between language learning and immigration opportunities and the impact of language ideologies on individual identities Section Three Learning innovations discusses the need for change and fresh approaches to English language education and highlights the efforts made within the context of Pakistan to ensure the successful implementation of holistic needs based and socially driven curricula Highly readable and virtually jargon free the book will prove to be an excellent resource for those seeking up to date information on the teaching of English in Pakistan and other related parts of the developing world today

Secondary Science Teaching for English Learners Edward G. Lyon, Sara Tolbert, Jorge Solís, Patricia Stoddart, George C. Bunch, 2016-06-13 Secondary Science Teaching for English Learners Developing Supportive and Responsive Learning Context for Sense making and Language Development provides a resource for multiple audiences including pre and in service secondary science teachers science teacher educators instructional coaches curriculum specialists and administrators to learn about a research based approach to teaching science that responds to the growing population of English learners in the United States The book offers clear definitions of pedagogical practices supported by classroom examples and a cohesive framework for teaching science in linguistically diverse classrooms The Secondary Science Teaching with English Language and Literacy Acquisition or SStELLA Framework addresses how learning science is enhanced through meaningful and relevant learning experiences that integrate discipline specific literacy In particular four core science teaching practices are described 1 contextualized science activity 2 scientific sense making through scientific and engineering practices 3 scientific discourse and 4 English language and disciplinary literacy development These four core practices are supported by sound theory and research based on unscripted guidelines and flexible modifications of science lessons Moreover the four interrelated practices promote students use of core science ideas while reading writing talking and doing science thus reflecting principles from Next Generation Science Standards Common Core State Standards for English Language Arts and English language proficiency standards Secondary Science Teaching provides readers with a historical and theoretical basis for integrating language literacy and science in multilingual science classrooms and well as explicit models and guided support teachers in enacting effective teaching practices in the classroom including comparative

vignettes to distinguish between different types of classroom practice

CUET (UG) 20 Combined Mock Test Papers Science (PCM) Stream (English, Physics, Chemistry, Mathematics, General Test) For 2025 Exam Oswaal Editorial Board, 2024-09-05

The Central Universities Entrance Test CUET UG has emerged as a crucial examination for students aspiring to secure admission into prestigious universities across India. With the competition intensifying each year, thorough preparation and strategic practice have become essential for success. In 2024, The Common University Entrance Test CUET had conducted the assessment test for admission to UG programme across 44 Central Universities at 354 centres in India and at 25 centres abroad. In 2024, nearly 15 lakh candidates registered for the CUET UG Exam. Oswaal Combined Mock Test Papers have been meticulously designed to simulate the syllabus and actual exam pattern issued by the NTA, ensuring that students can practice in an environment similar to the one they will face on the day of the examination. Each test paper covers a wide range of topics carefully aligned with the CUET syllabus, helping students assess their knowledge, hone their problem-solving skills, and improve their time management in the CBT test. A Hybrid mode Pen Paper CBT question paper is divided into four sections. Sections IA and IB contain language-specific questions. Section II comprises domain-related questions, and Section III contains questions on general topics. All questions are MCQ-based. This book of Combined Mock Test Papers for CUET UG aims to provide a comprehensive and well-structured resource for students preparing in various streams, including Commerce, English, Accountancy, Business Studies, Economics, and General Test, Humanities, English, History, Geography, Political Science, and General Test, Science, PCB, PCM, English, Physics, Chemistry, Biology, Mathematics, and General Test. Here's how this book benefits you: 100% updated with the Latest Solved Paper 2024 for unmatched accuracy and relevance. 20 Mock test papers, 4 sets in each subject for extensive practice. 1200 Questions approx for comprehensive coverage. Answer key with explanations to ensure in-depth concept clarity. OMR Sheet simulates the real exam experience. We believe that consistent practice and familiarity with the exam format are key to excelling in CUET UG. By working through these Mock Test Papers, students will not only build a strong foundation in their respective subjects but also develop the confidence needed to tackle the exam with ease. We hope this book serves as a valuable companion in your preparation journey. We wish all aspiring students the very best of luck in their endeavours and future academic pursuits.

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf, 2020-05-31

Assessing English Language Proficiency in U.S. K-12 Schools offers comprehensive background information about the generation of standards-based English language proficiency ELP assessments used in U.S. K-12 school settings. The chapters in this book address a variety of key issues involved in the development and use of those assessments, defining an ELP construct driven by new academic content and ELP standards, using technology for K-12 ELP assessments, addressing the needs of various English learner EL students, taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K-12 ELP assessments and improve policies and

practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students *Education and Society in the Middle East and North Africa* Milton George,S. Sergio Saleem Scatolini,2020-01-17 In the past the Middle East and the so called Muslim world used to be beacons of learning and critical thought Although historical variables such as conquest internal conflict and colonization demoted their position on the global stage changes are now in the offing In these interesting times a growing number of educators thinkers and visionaries are trying both to find and to generate new approaches to the past present and future of the region This book is a collection of articles which reflect on various aspects related to education and society in the Middle East and North Africa also known as the MENA region their peoples and educational processes It provides a platform for people to join the global conversation and to contribute to it with data which are relevant to regional concerns research and practices This is necessary because many of the theories and research findings which are still being used to understand the region were generated elsewhere and despite their lack of regional representativeness were generalized as the most trustworthy interpretive tools across the world Hence there is a need for the world to open up to the voices from the MENA region

Minerals Yearbook ,2009 **English Teaching Forum** ,2009 **Common Core for the Not-So-Common Learner, Grades 6-12** Andrea Honigsfeld,Maria G. Dove,2013-07-30 New hope for our students who struggle most Under the best of circumstances meeting the Common Core can be a challenge But if you re a teacher of academically and linguistically diverse students and who isn t these days then that challenge may sometimes feel more like a fantasy Finally here are two expert educators who are brave enough knowledgeable enough and grounded enough to tackle this issue Armed with this resource s advice tools and strategies you ll Better understand the 32 ELA anchor standards Learn more about the specific skills uncommon learners need to master them Discover new research based teaching strategies aligned to each standard

English-Medium Instruction in European Higher Education Slobodanka Dimova,Anna Kristina Hultgren,Christian Jensen,2015-07-24 This volume provides a focused account of English Medium Instruction EMI in European higher education considering issues of ideologies policies and practices This is an essential book for academics students policy makers and educators directly or indirectly implicated in the internationalization of European higher education **Common Language Assessment for English Learners** Margo Gottlieb,2011-07-01 Learn how to plan implement and evaluate common language assessments for your English learners With this step by step guide teachers school leaders and administrators will find organizing principles lead questions and action steps all directing you toward collaborative assessment Yield meaningful information for and about EL learning preferences build student self assessment and inform your instructional decision making based on reliable results **Improving Adult Literacy Instruction** National Research Council,Division of Behavioral and Social Sciences and Education,Committee on Learning Sciences: Foundations and Applications to Adolescent

and Adult Literacy, 2012-04-26 A high level of literacy in both print and digital media is required for negotiating most aspects of 21st century life including supporting a family education health civic participation and competitiveness in the global economy Yet more than 90 million U S adults lack adequate literacy Furthermore only 38 percent of U S 12th graders are at or above proficient in reading Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research practice and policy The book focuses on individuals ages 16 and older who are not in K 12 education It identifies factors that affect literacy development in adolescence and adulthood in general and examines their implications for strengthening literacy instruction for this population It also discusses technologies for learning that can assist with multiple aspects of teaching assessment and accommodations for learning There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students proficiencies weaknesses instructional environments and progress which might guide instructional planning Improving Adult Literacy Instruction recommends a program of research and innovation to validate identify the boundaries of and extend current knowledge to improve instruction for adults and adolescents outside school The book is a valuable resource for curriculum developers federal agencies such as the Department of Education administrators educators and funding agencies *The Oxford Handbook of Media Psychology* Karen E. Dill, Karen Dill-Shackleford, 2013 The Oxford Handbook of Media Psychology explores facets of human behaviour thoughts and feelings experienced in the context of media use and creation

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