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D.S SENANAYAKE NATIONAL SCHOOL  
AMPARA

General English 2023

2 Hours

Index No : .....

Grade 12

Part A: (Grammar and vocabulary) (35 marks)

Question 1

Fill in the blanks in the following text, using the pronouns given in the box. Use each pronoun only once. There is one extra word. (5 Marks)

It      he      his      she      my      her

An elderly mason was ready to retire and (1) he told his boss of his plan to leave and to live a more leisurely life with his family. He would miss the pay checks but he needed to retire. The owner a lady, was sorry to see such a good worker go, and (2) she asked the mason to build just one house for (3) her as a personal favor. The mason agreed, but in time it was easy to see that his heart was not in his work. He resorted to shoddy, careless workmanship and used inferior material. (4) It was an unfortunate way to end a successful career. When the mason finished his work the employer came to inspect the house. She handed the front door key to the mason. She said "This is your house. It is (5) my gift for you."

(5 marks)

Question 2

Fill in each blank with the correct form of the verb given within brackets (10 marks)

Jayantha is a management assistant in a government office in Rajagiriya. He (1) works (work) in the office from eight o'clock in the morning to four o'clock in the afternoon.

Last Monday, at four o'clock he (2) left (leave) the office and got on a bus (3) went (go) home (4) found (find) a vacant seat, he sat down behind the bus driver. Suddenly the bus driver began to lean forward. His head was almost touching the floor. Jayantha jumped up and told the passenger sitting next to him. (5) Keep (keep) my bag, please. I (6) saw what is happening.

Question 3

Underline the most appropriate word from those given within bracket to fill in the blanks in the following text, (10 marks)

One day, a professor entered his classroom and asked his students to prepare for a surprise test. They all waited anxiously at (1)            ( them, their /theirs) desks for the exam to begin. When the exam paper was given, everyone was surprised to see that there were no question- just a black dot in the center of

extra word (No marks)

(5 marks)

# English Paper Grade 12 2012

**Margo Gottlieb, Gisela Ernst-Slavit**



## **English Paper Grade 12 2012:**

*Academic Language in Diverse Classrooms: Mathematics, Grades 6–8* Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09  
Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

**How to Read Texts** Neil McCaw, 2013-09-26 Now in its second edition How to Read Texts introduces students to key critical approaches to literary texts and offers a practical introduction for students developing their own critical and close reading skills Written in a lively jargon free style it explains critical concepts approaches and ideas including Debates around critical theory The role of history and context The links between creativity and criticism The relationship between author reader and text The new edition now includes guidance on analysing a range of multi media texts including film and online media as well as the purely literary In addition to new practical examples readings exercises and checkpoints that help students to build confidence in their own critical readings of both primary and secondary texts the book now also offers guidance on writing fully formed critical essays and tips for independent research Comprehensively updated and revised throughout How to Read Texts is an indispensable guide for students making the transition to university study

**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

**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

**Inquiry-Based Literature Instruction in the 6-12 Classroom** Sean Ruday,Katie Caprino,2020-12-29 This practical and engaging book will help you learn how to teach literature with an inquiry based approach Inquiry based literature instruction is an effective method to facilitate student engagement motivation and understanding in middle and high school English Language Arts ELA classrooms Easy to implement and adaptable for many types of texts this method encourages students to make authentic connections between texts their lives and real world issues In this classroom ready resource Ruday and Caprino walk through this instructional approach to demonstrate how using essential questions and a variety of texts will engage students in thought provoking inquiry and promote meaningful learning This book features Three inquiry based units applicable for middle and high school ELA and English classrooms A range of models of what inquiry based literature instruction looks like in practice A chapter on culturally responsive teaching and supporting English Language Learners ELLs Guides templates and resource lists to help you plan your own inquiry based literature teaching Throughout the book Ruday and Caprino share a wealth of insights and resources to support you when putting inquiry based instruction into practice *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 youve 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 youre so busy teaching math With this guide youll build a curricular framework that integrates language and cultural supports with math content during lesson planning implementation and reflection Youll 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 **Academic**

**Language in Diverse Classrooms: English Language Arts, Grades 6-8** Margo Gottlieb,Gisela Ernst-Slavit,2013-09-23 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it s more essential than ever that English language learners and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic

language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm s reach It s all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA     The Big Book of Tasks for English Language Development, Grades K-8 Nancy Akhavan,2024-02-29 This title examines how teaching multilingual learners requires changing instruction to focus on practices that have high impact for students as they acquire language Yet it s not about doing more it s about doing smarter     Useful Assessment and Evaluation in Language Education John McE. Davis,John M. Norris,Margaret E. Malone,Todd H. McKay,Young-A Son,2018-03-01 The specific and varied ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern particularly as educators are increasingly called on to implement these processes for improvement accountability or curricular development purposes Useful Assessment and Evaluation in Language Education showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts Divided into three parts this volume first examines theoretical considerations and practical implementations of assessment conducted for the purpose of enhancing and developing language learning Part 2 addresses novel assessment development and implementation projects such as the formative use of task based assessments technology mediated language performance assessment validation of educational placement tests for immigrant learners and the use of assessment to help identify neurolinguistic correlates of proficiency The final section of the book highlights examples of argument based approaches to assessment and evaluation validation extending this critical framework to quality assurance efforts in new domains Adding to research on traditional and conventional uses of testing and evaluation in language education this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning

English Language Education and Assessment David Coniam,2014-07-06 This volume gathers contributions in the closely linked fields of English language assessment and language education The contributors from China and Hong Kong represent a mixture of established and new scholars Areas covered in the language education section range across major developments

in the redefining of Hong Kong's secondary and tertiary curricula as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong whereby all examinations from 2012 onwards are marked onscreen to quality control issues in the administration of China's College English Test which is taken by over 10 million candidates every year. *And Justice for ELs* Ayanna

Cooper, 2020-09-02 *And Justice for ELs* is a resource every school leader must read right away for that matter keep within arm's reach because you're certain to refer to it constantly. Ayanna Cooper, a former U.S. Department of State English Language Specialist, has been there, done that, and is now prepared to share with you how best to translate today's federal mandates into actionable steps for ensuring the civil rights of our nation's multilingual learners. Because it is impossible to provide specific advice or guidance for every possible situation, Ayanna focuses on the need to know for making informed decisions within your own building. Eight questions you must ask and how to obtain answers before planning English language development services. The most common EL program models with special emphasis on scheduling along with specific challenges and appropriate staffing. The why and how of evaluating English language education regardless of the evaluation tool and ways to facilitate conversations with teachers before and after observation. How to determine the type of professional learning that will have the greatest impact in your unique context. Recommendations for establishing productive relationships with linguistically diverse families and communities. Just about every tool you could possibly need including a glossary of acronyms, useful advocacy organizations, and templates for supporting professional learning. But what you'll love most is the way Ayanna keeps it real. Every chapter is framed around a What Would You Do scenario for which she ultimately provides an answer as well as guiding questions to help you think through the issues. Take a look for yourself. We know you'll agree that *And Justice for ELs* is without question a one-of-a-kind resource. *And Justice for ELs* is an excellent guide for practitioners who seek to provide their English learners with high-quality instruction in all subject areas. Too often such students are relegated an education that marginalizes them academically and fails to develop their native language skills. We can and must do a better job for these students, and in this book Ayanna Cooper shows us how. Pedro A. Noguera

**Instructional Supervision** Sally J. Zepeda, 2013-09-27 This highly regarded book is a must-have resource for all graduate-level students and prospective school leaders enrolled in courses in instructional supervision. It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers. Dr. Zepeda provides both practical tools and strategies needed for classroom observations and pre and post observation conferences, laying a strong foundation for effective instructional supervision in preK-12 schools. The updated third edition includes research-supported strategies to help supervisors work successfully with teachers, authentic case studies, classroom examples, and field experiences in depth coverage of professional development and its link to teacher evaluation, reflection prompts, pragmatic tips, self-assessments, and suggested activities. Learning Unlimited Nicoleta Filimon, Christi Cartwright-Lacerda, 2024-11

The authors provide practical instructional strategies and resources to help multilingual students with limited or interrupted formal schooling learn and practice critical literacy skills      Reading Specialists and Literacy Coaches in the Real World Brenda A. Shearer, DeBorah A. Carr, MaryEllen Vogt, 2018-07-23 Now more than ever the roles and responsibilities of today's literacy professionals are expanding Many recent developments require a closer look at the changing careers of reading specialists coaches and administrators leading to an emphasis on increased collaboration and coaching integration of standards and student improvement initiatives Both scholarly and practical *Reading Specialists and Literacy Coaches in the Real World* provides the support and guidance both literacy and content area teachers need The learning goals and outcomes in each chapter are aligned with ILA's Standards for the Preparation of Literacy Professionals 2017 providing opportunities for group inquiry and new perspectives on professional learning The authors examine the historical political and social forces that shape evidence based practice and incorporate significant developments in intervention assessment and adolescent literacy Their impact on instruction and the needs of students are studied in conjunction with RtI MTSS programs progress monitoring and differentiation instructional technologies related to twenty first century literacies updated information about effective academic language instruction for English learners and a moral imperative for fostering equity social justice and global perspectives The Fourth Edition also provides Resource Materials to support the text giving it a great deal of flexibility to explore projects for portfolios and self assessment In the real world as learners among learners literacy professionals use their experiences and voices for advocacy to help prepare students for success in their lives and careers      *The Use of Technology in English Medium Education* Jack K. H. Pun, Samantha Curle, Dogan Yuksel, 2022-06-06 This volume discusses how the use of technology creates opportunities for effective teaching practice and illustrates ways to apply innovative and stimulating ways to engage and interact with students on line This research led book brings together teaching practice and case studies and provides a comprehensive understanding of how technology can enhance teaching and learning through English as medium of instruction It helps to further the understanding of challenges that language teachers and learners may experience and provides suggested solutions to address these challenges It also reflects on the use of technology through case studies and practical tasks This book brings theory and practice together and it informs research and classroom practices It will therefore be of great value to teachers in training as well as to those already working or researching in the field      **The Principal as Instructional Leader** Sally J. Zepeda, 2013-10-02 In the updated third edition of this highly successful book leadership expert Sally Zepeda offers savvy advice to both new and seasoned principals and assistant principals You get practical tools and strategies along with real world examples to help you improve teacher effectiveness and boost student achievement This edition features valuable resources for teacher evaluation and professional development programs including Tools and procedures for conducting classroom observations and pre and post observation conferences How to steps for assessing the culture and climate of your school Strategies to address marginal teaching Techniques to support

adult learning and professional development Related News Media Dr Doug Green featured a book summary of The Principal as Instructional Leader A Practical Handbook 3rd Edition on his website The Principal as Instructional Leader A Practical Handbook 3rd Edition by Sally J Zepeda was reviewed in The 21st Century Principal

**English Language Learners and the New Standards** Margaret Heritage, Aída Walqui, Robert Linn, 2020-01-15 In English Language Learners and the New Standards three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject area content analytical practices and language This process requires three important shifts in our perspective on language and language learning from an individual activity to a socially engaged activity from a linear process aimed at correctness and fluency to a developmental process focused on comprehension and communication and from a separate area of instruction to an approach that embeds language development in subject area activities In English Language Learners and the New Standards the authors Clarify the skills and knowledge teachers need to integrate content knowledge and language development Show how teachers can integrate formative assessment in ongoing teaching and learning Discuss key leverage points and stress points in using interim and summative assessments with ELLs Provide classroom vignettes illustrating key practices Finally the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students

**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 **Educational**

**Measurement** Craig S. Wells, Molly Faulkner-Bond, 2016-02-26 This book introduces and explores major topics in contemporary educational measurement criterion referenced testing item response theory IRT computer based testing cross lingual and cross cultural assessment and accountability testing Psychometric experts describe forward looking measurement practices and provide a contextualized understanding of how and why they were developed how they can be used and where they may go in the future In addition to presenting key concepts and formulas the volume covers established and emerging applications and discusses recurrent challenges that require additional research A helpful glossary of abbreviations is included The book is grounded in the work of Ronald K Hambleton **Social Justice and Transformative**

**Learning** Saundra M. Tomlinson-Clarke, Darren L. Clarke, 2016-03-10 The similarities between the United States and South Africa with respect to race power oppression and economic inequities are striking and a better understanding of these parallels can provide educational gains for students and educators in both countries Through shared experiences and perspectives this volume presents scholarly work from U S and South African scholars that advance educational practice in support of social justice and transformative learning It provides a comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice and a deeper understanding of the factors influencing personal national and global identity

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## **Table of Contents English Paper Grade 12 2012**

1. Understanding the eBook English Paper Grade 12 2012
  - The Rise of Digital Reading English Paper Grade 12 2012
  - Advantages of eBooks Over Traditional Books
2. Identifying English Paper Grade 12 2012
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an English Paper Grade 12 2012
  - User-Friendly Interface
4. Exploring eBook Recommendations from English Paper Grade 12 2012
  - Personalized Recommendations
  - English Paper Grade 12 2012 User Reviews and Ratings
  - English Paper Grade 12 2012 and Bestseller Lists
5. Accessing English Paper Grade 12 2012 Free and Paid eBooks

- English Paper Grade 12 2012 Public Domain eBooks
  - English Paper Grade 12 2012 eBook Subscription Services
  - English Paper Grade 12 2012 Budget-Friendly Options
6. Navigating English Paper Grade 12 2012 eBook Formats
- ePub, PDF, MOBI, and More
  - English Paper Grade 12 2012 Compatibility with Devices
  - English Paper Grade 12 2012 Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of English Paper Grade 12 2012
  - Highlighting and Note-Taking English Paper Grade 12 2012
  - Interactive Elements English Paper Grade 12 2012
8. Staying Engaged with English Paper Grade 12 2012
- Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers English Paper Grade 12 2012
9. Balancing eBooks and Physical Books English Paper Grade 12 2012
- Benefits of a Digital Library
  - Creating a Diverse Reading Collection English Paper Grade 12 2012
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine English Paper Grade 12 2012
- Setting Reading Goals English Paper Grade 12 2012
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of English Paper Grade 12 2012
- Fact-Checking eBook Content of English Paper Grade 12 2012
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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