

English Language Guidelines For 2014 June Examination Paper

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assessing communication, language and literacy skills. practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. 1.8.

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For example: 'You will need to provide copies of your marriage certificate'. This may be a legal requirement, but not completing it would just stop the person from moving on to the next stage ...

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NATIONAL SENIOR CERTIFICATE: ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I - Page 6 of 9 MARKING GUIDELINES IEB Copyright © 2014 PLEASE TURN OVER 3.7 'It is the star to every wandering bark,' AND Any one of the following for 2 marks: Love is being compared to the North Star which is regarded as a guiding star to every lost ship. Love is compared to the star that guides loved ones Love brings happiness to a person like the light house brings 'happiness' to a ship.

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Up to March, 2014, English was an elective subject from 2nd to 7th year EGB (Acuerdo Ministerial No. 306-11); therefore, some students must have already been exposed to the target language by the time they started the 8th year EGB because the curricu- lum adjustment here proposed started in 2012.

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especially simplistic in their explanation, or weak in their control of language. 0 - Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

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Sunday, September 21, 2014. Guidelines for Teaching English Language Learners . Which should be able to Be Applied to Remedial Readers. This study will attempt to outline elements of English Language Learning that can be applied by instructors to plan and evaluate programs of instruction for non-native students of English in American Public ...

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Glossary - some terms used in this talk items in a language test - questions, tasks input text - stimulus content (reading text/listening text/s, single words or phrases (vocabulary), structural/functional content (grammar) distractor - (incorrect) options in a multiple choice test that are meant to be plausible rubric - instructions to explain what the task requires the test taker to do

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