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Grade 12 is a year where much of the learning work carries on from where Grade 10 and 11 left off so feel free to refer back to the notes from previous years during this time. If your child is able to revise every week throughout the school year, then studying for the final exams becomes a lot less daunting and way less hard work. Study for Trials, Revise for Finals. Our education system in ...

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Furthermore, the 11+ exam assesses English, Maths and Reasoning whilst the majority of 12+ exams assess English, Maths, Modern Foreign Languages and sometimes Humanities subjects such as Geography or History. We highly recommend contacting each target school to confirm which subjects will be assessed.

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OECD's 2001 review of Latvia's education policies and programmes.

This comprehensive volume describes evidence-based strategies for supporting English language learners (ELLs) by promoting meaningful communication and language use across the curriculum. Leading experts explain how and why learning is different for ELLs and pinpoint specific best practices for the classroom, illustrated with vivid examples. Particular attention is given to ways in which learning English is intertwined with learning the student's home language. The book addresses both assessment and instruction for typically developing ELLs and those with language disabilities and disorders. It demonstrates how educators and speech – language professionals can draw on students' linguistic, cognitive, sociocultural, and family resources to help close the achievement gap.

English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners. Using large-scale standardized English language proficiency assessments developed for international or U.S. contexts as concrete examples, this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners ' unique characteristics. In this volume, young

learners are defined as school-age children from approximately 5 to 13 years old, learning English as a foreign language (EFL) or a second language (ESL). This volume also discusses innovative ways to assess young learners' English language abilities based on empirical studies, with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners. English Language Proficiency Assessments for Young Learners is a useful resource for students, test developers, educators, and researchers in the area of language testing and assessment.

Analyzes recent and present concerns and controversies in the field of English teaching and suggests guidelines for curriculum development from the preschool to the early college years

The first book of its kind, *Learner English on Computer* is intended to provide linguists, students of linguistics and modern languages, and ELT professionals with a highly accessible and comprehensive introduction to the new and rapidly-expanding field of corpus-based research into learner language. Edited by the founder and co-ordinator of the International Corpus of Learner English (ICLE), the book contains articles on all aspects of corpus compilation, design and analysis. The book is divided into three main sections; in Part I, the first chapter provides the reader with an overview of the field, explaining links with corpus and applied linguistics, second language acquisition and ELT. The second chapter reviews the software tools which are currently available for analysing learner language and contains useful examples of how they can be used. Part 2 contains eight case studies in which computer learner corpora are analysed for various lexical, discourse and grammatical features. The articles contain a wide range of methodologies with broad general application. The chapters in Part 3 look at how Computer Learner Corpus (CLC) based studies can help improve pedagogical tools: EFL grammars, dictionaries, writing textbooks and electronic tools. Implications for classroom methodology are also discussed. The comprehensive scope of this volume should be invaluable to applied linguists and corpus linguists as well as to would-be learner corpus builders and analysts who wish to discover more about a new, exciting and fast-growing field of research.

Using a rich array of research-based practices, this book will help teachers improve the academic writing of English learners. It provides specific teaching strategies, activities, and extended lessons to develop E Learner students' narrative, informational, and argumentative writing, emphasized in the Common Core State Standards. It also explores the challenges each of these genres pose for English Learners and suggests ways to scaffold instruction to help students become confident and competent academic writers. Showcasing the work of exemplary school teachers who have devoted time and expertise to creating rich learning environments for the secondary classroom *Helping English Learners Write* includes artifacts and written work produced by students with varying levels of language proficiency as models of what students can accomplish. Each chapter begins with a brief overview and ends with a short summary of the key points.

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