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Grade 5 Reading Comprehension Worksheet

Dorothy and the Wizard in OZ

By L. Frank Baum

Read the story. Then answer the questions.

The train from 'Frisco was very late. As it came to a stop the conductor called out: "Hugson's Siding!" At once a little girl rose from her seat carrying a suit-case in one hand and a bird-cage in the other, while a parasol was tucked under her arm. The little girl stood still then after a while the child discovered a horse and buggy standing a short distance away. The girl saw a boy, on the seat, fast asleep. She poked the boy with her parasol. He woke up. "Hello!" he said, "Are you Dorothy Gale?" "Yes," she answered, "Have you come to take me to Hugson's Ranch?" "Of course," he answered. She climbed into the buggy and he followed her and took the reins, the horse began to trot down the road. "Thought that train would never come," observed the boy. "We had a lot of earthquakes," said Dorothy. "How is Uncle Henry?" she enquired. "He and Uncle Hugson have been having a fine visit." "What is your name?" asked Dorothy. "Zebediah; but folks just call me 'Zeb.' He said. Before he could speak more the buggy began to sway from side to side and the earth seemed to rise up before them. Next minute there was a roar and at her side Dorothy saw the ground open in a wide crack and then come together again. "Goodness!" she cried, grasping the iron rail of the seat. "What was that?" "That was an awful big quake," replied Zeb, with a white face. Every few moments the earth would shake violently. Suddenly there was a rending sound, and the earth split into another great crack just beneath the spot where the horse was standing. With a wild neigh of terror the animal fell bodily into the pit, drawing the buggy and its occupants after him. Dorothy grabbed fast hold of the buggy top and the boy did the same. In breathless silence they waited for the earth to close in on them again and bury them forever in its dreadful depths. The horrible sensation of falling and the terrifying noises, proved more than Dorothy could endure and for a few moments the little girl lost consciousness. Zeb, did not faint, but he was frightened, and clung to the buggy seat with a tight grip, expecting every moment would be his last.

Answer each question.

1. Who did rise up when the conductor called out "Hugson's siding"?
2. Why did the girl stand still on the station?
3. What happened with Dorothy and Zeb when they talking?
4. Why did the horse fall into the pit?
5. Did Dorothy and Zeb fall with the horse too?
6. For what they were waiting?

Year 7 Cambridge English Comprehension

Talia Isaacs, Pavel Trofimovich



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Preparation for Health Career Advancement for American Indians and Alaska Natives, 1973 United States. Indian Health Service,1973 *GED Testing* United States. Indian Health Service,1973 **Primary English for Trainee Teachers** David Waugh,Wendy Jolliffe,Kate Allott,2023-03-15 What do I need know about English to teach it effectively in primary school How do children learn English How do I teach it What does a good primary English lesson look like This is the ultimate guide for primary trainee teachers grappling with these questions A comprehensive text supporting you to teach the National Curriculum for primary English it covers both subject knowledge and teaching theory and practice This new edition includes an updated chapter on Oracy Speaking and listening explorations of updated theory and reseach and new links to the Core Content Framework CCF Re-envisioning English-Medium Instruction in K-12 Schools Michelle Mingyue Gu,Yiqi Liu,Corey Fanglei Huang,2025-06-18 Connecting diverse theories and practices in English medium Instruction EMI implementation this book provides a comprehensive and systematic overview of EMI in K 12 settings in the Asian and European contexts It addresses a wide range of ongoing challenges faced by many EMI policymakers and teachers and offers potential solutions or coping strategies While it focuses on the contexts of Asia and Europe the book can also provide inspirations or suggestions for researching and implementing EMI in other geographical or cultural contexts such as Africa In brief this book aims to 1 discuss up to date theories on EMI from different fields of research including language policy studies applied linguistics and CLIL research 2 provide detailed and critical reviews of EMI policies in K 12 education in the broad Asian and European contexts 3 report empirical classroom based research on EMI implementation in these contexts and compare findings with those of the previous research 4 engage different researchers and scholars from relevant fields in a dialogue about EMI related theories issues and challenges in these contexts and 5 serve as a hands on resource for educational practitioners who are interested in practicing EMI Teaching English Carol Evans,Alyson Midgley,Phil Rigby,Lynne Warham,Peter Woolnough,2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of English Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach English this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in

academic work at Masters level essential for anyone undertaking an M level PGCE *High School Equivalency: Theory and design of the program* University of the State of New York. Bureau of Continuing Education Curriculum Development, 1969

Resources in Education, 1991-04 **Text in Education and Society** Desmond Allison, 1998 The central place of text as a means of organising language in order to construct what people come to think of as knowledge is a phenomenon affecting all educators students and citizens of modern societies This volume offers various voices and perspectives including those of Ron Carter and Michael Halliday on the role of text in education and society The chapters on text in education explore some ways in which texts can create bonds or raise barriers between educational knowledge and common sense knowledge while the chapters on text in society focus on how personalities and societies are themselves constructed through texts Learning to unpack texts and to consider alternatives is a crucial goal for education and growth especially so in the context of fast changing contemporary societies This book should be of special interest to educators students of language and readers interested in the dynamic relationship between text education and society **Focus on Reading** Esther

Geva, Gloria Ramírez, 2016-09-27 Focus on Reading aims to help teachers develop a deep understanding of the multiple skills and factors involved in second language reading development for second or foreign language learners aged 5 18 It equips teachers with practical skills for the effective teaching and assessment of second language reading to students with different learning needs The book features key research studies on reading comprehension considers examples from real classroom practice and provides activities to help teachers relate the content and objectives to their own teaching context Additional online resources at www.oup.com/elt/teacher for Esther Geva is Full Professor in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education University of Toronto Gloria Ramirez is Associate Professor in the Faculty of Human Social and Educational Development at Thompson Rivers University British Columbia

Learning through Language Vibeke Grøver, Paola Uccelli, Meredith Rowe, Elena Lieven, 2019-05-09 Explores how children develop linguistic and literary competence from early childhood into adolescence in a diverse range of linguistic contexts **Second Language Pronunciation Assessment** Talia Isaacs, Pavel Trofimovich, 2016-12-22 This book is open access under a CC BY licence It spans the areas of assessment second language acquisition SLA and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language L2 speech in classroom research and real world contexts It showcases insights from assessing other skills e.g listening and writing and highlights perspectives from research in speech sciences SLA psycholinguistics and sociolinguistics including lingua franca communication with concrete implications for pronunciation assessment This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues terminology and best practice in L2 pronunciation research and assessment Due to its interdisciplinary nature this book will appeal to a mixed audience of researchers graduate students teacher educators and exam board staff with varying levels of expertise in pronunciation and assessment

and wide ranging interests in applied linguistics **Vocabulary and Language Teaching** Ronald Carter, Michael McCarthy, 2014-06-06 The material in this book reviews work dating back to the vocabulary control movement in the 1930s and also refers to more recent work on the role of lexis in language learning Two chapters describe the main foundations of lexical semantics and relevant research and pedagogical studies in vocabulary and lexicography and a further chapter discusses recent advances in the field of lexis and discourse analysis There is also a series of specially commissioned articles which investigate the structure and functions of the modern English lexicon in relation to its exploitation for classroom vocabulary teaching **Social Computing and Social Media: Applications in Education and Commerce** Gabriele Meiselwitz, 2022-06-16 This two volume set LNCS 13315 and 13316 constitutes the refereed proceedings of the 14th International Conference on Social Computing and Social Media SCSM 2022 held as part of the 24rd International Conference HCI International 2022 which took place in June July 2022 Due to COVID 19 pandemic the conference was held virtually The total of 1276 papers and 275 posters included in the 40 HCII 2022 proceedings volumes was carefully reviewed and selected from 5583 submissions The papers of SCSM 2022 Part II are organized in topical sections named social media in education customer experience and consumer behavior **Current literature of the month ,1923 Handbook of Experimental Practices in Minnesota Public Schools** Minnesota. Department of Education, 1962 **English Learners at the Top of the Class** Mayra C. Daniel, 2017-06-14 English Learners at the Top of the Class is a practice oriented book that also contributes to the professional literature It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country s diverse classrooms Chapter authors bring to this book their experiences as teachers at levels K 12 Many of them learned English as a second language and experienced life as an EL in U S classrooms They were all teachers who along the way began to work with ELs Their engagement with culturally diverse students led them to become teacher educators They are committed to preparing teachers who are energized to learn about their ELs cultures and who want to make the schoolhouse a culturally responsive environment **Building an ESL Collection for Young Adults** Laura McCaffery, 1998-10-28 This annotated bibliography of more than 500 recommended books meets the needs of teachers and librarians for reading materials for young adults for whom English is a second language Laura McCaffery who has many years of experience with collection development of ESL materials for young adults has selected the best books on a variety of topics to meet curriculum and personal interest needs of young adults Most of the books selected were published between 1992 and 1998 The bibliography is organized by topic adventure mystery and suspense biographies career workplace life skills and parenting folktales myths poetry and classics ethnic diversity history and geography nature and science and sports Indexes by author subject title and ethnic group make searching easy Mainstreamed ESL students can use these books to better understand and make use of regular textbooks Special ESL classes can use the recommended books as part of regular instruction Most of the books recommended are for

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Asian English Language Classrooms Handoyo Widodo,Alistair Wood,Deepti Gupta,2017-06-14 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds Equally important where English is not widely used outside the classroom English language classrooms are an authentic site of learner engagement For these reasons for all those concerned with contemporary English language teaching ELT in Asia *Asian English Language Classrooms Where Theory and Practice Meet* provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English While covering the fundamental ELT areas e g the teaching of language skills educational literature the use of technology in ELT the role of pragmatics in ELT social psychology of the language classroom and language classroom management with which every language teacher and teacher trainer must be concerned this volume showcases how particular orientations shape ELT practices We believe that practicing English teachers must have a heightened awareness of the theory behind their practice At the same time the theoretical stance must be firmly anchored in actual classrooms Containing newly commissioned chapters written by well regarded and emerging scholars this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where

English is used as a lingua franca If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia this is the book you have been looking for [The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing](#) Dominic Wyse,Charlotte Hacking,2024-06-20

Dominic Wyse and Charlotte Hacking present a ground breaking account of teaching phonics reading and writing Created from a landmark study new research new theory and cutting edge teacher professional development this balanced approach to teaching seeks to improve all children s learning and therefore life chances The book dismantles polarised debates about the teaching of phonics and analyses the latest scientific evidence of what really works It shows in vivid detail how phonics reading and writing should be taught through the creativity of some of the best authors of books for children By describing lessons inspired by real books it showcases why the new approach is more effective than narrow phonics approaches The authors call for a paradigm shift in literacy education The chapters show how and why education policies should be improved on the basis of unique analyses of research evidence from experimental trials and the new theory and model the Double Helix of Reading and Writing It is a book of hope for the future in the context of powerful elites influencing narrow curricula narrow pedagogy and high stakes assessments The Balancing Act will be of interest to anyone who is invested in young children s development It is essential reading for teachers trainee teachers lecturers researchers and policy makers world wide who want to improve the teaching of reading and writing in the English language

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