

**PECHS Girls' School**  
**English**  
**Reading Comprehension (MCQs) – Year 9**

**Instructions:**

- Do not spend more than **30 minutes** on this.
- Read the passages slowly and carefully before answering the multiple choice questions.
- Highlight the correct answers
- Email it to [english9b1010a10b10c@pechsgs.edu.pk](mailto:english9b1010a10b10c@pechsgs.edu.pk)

**Soccer**

“The rules of soccer are very simple, basically it is this: if it moves, kick it. If it doesn’t move, kick it until it does.” –Phil Woosnam, 1974.

Woosnam is a former soccer player and manager in Wales. He moved to the United States, where he was the coach of the American national team. He is now in the United States’ National Soccer Hall of Fame. His quotation describes large variety of games that have been played for at least 3,000 years, finally resulting in the game of soccer.

Soccer seems to have originated in Asia. The Japanese played a game similar to soccer in about 1000 B.C.E., and it is documented that the Japanese played the first real soccer game in the year 611 A.D. The Chinese played against Japan with a feather or hair-filled soccer ball as early as 50 B.C.E. The Greeks played a game called episkyros. It was similar to soccer. The Romans played a ball game called Harpastum.

Somehow soccer made its way to England by the 1300s. King Edward of England did not like the game; in fact, he passed laws banning it. King Henry IV and King Henry VII passed laws against soccer as well. Queen Elizabeth of England had people put in jail for a week for playing soccer, followed by religious penance, or payment for sin. The game was thought to take time away from military drills and archery. At that time, it was very important for young men to practice archery, and soccer competed with archery. However, laws, penance, and official censure did not stop the game of soccer. The game was very popular in the British Isles. It was played many different ways — sometimes it was played by kicking the ball, but often it was played by kicking members of the opposing team. Sometimes an entire village played against another village. The game was played through streets, fields, and streams.

Over time, players agreed on general rules for the game. They also agreed on the size and weight of the soccer ball. Then another problem developed. During the 1600s, the Puritans in England took a particular dislike to soccer. This religious group thought that soccer was a “frivolous,” or time-wasting, entertainment. They also said that soccer disturbed the peace on Sunday, the Lord’s Day. So, there was a new ban on Sunday soccer.

Despite the ban, soccer eventually became an accepted sport. It even became part of the school curriculum. In 1863, a meeting of eleven English soccer clubs and schools decided on the official rules of the game. This meeting was the beginning of “The Football Association”. Soon other countries formed football associations. By 1912, there were 21 countries affiliated with the Federation Internationale de Football Association (FIFA).

Today FIFA has 208 member associations. Before the 1970s, soccer was considered to be mostly a men’s game. However, FIFA established the Women’s World Cup in 1991. The first Women’s World Cup tournament was played in the People’s Republic of China in 1991. Twelve teams played for the championship. US women’s college teams have also begun to receive varsity status, mostly because of the influence of Title IX, a new law which provides more money for schools that include women’s sports.

FIFA estimates that about forty million (40,000,000) women are currently playing football throughout the world. The FIFA “Big Count,” a 2006 soccer census, estimates two hundred sixty-five million

# Comprehension Test Year 9

**C Cleary**



## Comprehension Test Year 9:

*Journal of Educational Psychology*, 1912      **Excel Practice Selective Schools and Scholarship Tests** James A. Athanasou, 1997 Excel Test Skills Selective Schools and Scholarship Tests Years 5 6 is a comprehensive study guide for the selective schools and scholarship tests usually undertaken in Year 6 The book contains sections on all four types of tests Maths English General Ability and Written Expression so students can prepare for exams with a minimum of stress and maximum results In this book your child will find an introductory section on how best to prepare for selective schools and scholarship examinations hundreds of practice questions for Mathematics English General Ability and Written Expression answers to all multiple choice questions explanations that outline the thinking skills required for each question a complete trial test paper      **A Study of Problem Boys and Their Brothers by the Sub-commission on Causes and Effects of Crime** New York (State). Crime Commission, 1929      *Journal of Applied Psychology* Granville Stanley Hall, 1919      Early Conceptions and Tests of Intelligence Joseph Peterson, 1925      **Survey Report of the Chanute, Kansas, School System** Francis Paul O'Brien, 1924      Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2008 Comprehensive readable and filled with numerous authentic examples The Handbook of Reading Assessment addresses the continuum of reading assessments from informal classroom based to high stakes formal testing This book is unique in its comprehensive balanced and timely coverage of key issues and challenges in assessment of reading Designed for use by advanced undergraduates and graduates in general education reading education special education and school psychology this much needed resource addresses the wide range of reading assessments educators must be able to use and understand to effectively assess instruct and to communicate across disciplines Separate chapters focus on informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Each of these chapters concludes with useful tables listing some of the most commonly used assessments and their psychometric properties      Research Priorities Concerning Formal and Informal Learning in Low- and Middle-Income Countries Julie Ann Robinson, Josafá Moreira Da Cunha, Peter Baguma, 2026-01-06 The priority areas for research in low and middle income countries are often markedly different from those in high income countries Because most high impact academic journals are staffed by editors and reviewers from high income countries these priorities are poorly represented in most of journals even though they affect the lives of the world's majority population This outcome impedes the dissemination of the evidence necessary to achieve sustainable development goals held by low and middle income countries It also limits the expansion of knowledge in high income countries since insights into many underlying processes can be gained only from studying contexts and populations that are available exclusively in low and middle income countries This Research Topic focuses on those research priorities in low and middle income countries that are related to education broadly defined to include formal and informal learning at all stages in the lifespan Education was chosen as a focus because it is critical

mechanism for achieving many international development goals including those relating to young children's school readiness school children's academic skills adolescents vocational skills adult farmers agricultural extension courses or older adults understanding of health literacy campaigns Research in many disciplines is required to make progress in formal and informal education on low and middle income countries and formal and informal education is relevant to the key areas of interest in many disciplines Therefore this Research Topic invites submissions from researchers in psychology e.g. attitudinal factors affecting access lived experience and outcomes of students in primary secondary and tertiary education education e.g. effective pedagogies in low resource settings nutrition e.g. the effects of protein energy or micronutrient malnutrition on learning linguistics e.g. challenges in teaching literacy skills in tonal languages public health e.g. relationship between access to menstrual sanitation in schools and girls school attendance the efficacy of public education campaigns concerning female genital cutting anthropology e.g. Indigenous concepts about learning and knowledge In addition regardless of their discipline we welcome submissions concerning formal or informal education in but not limited to special populations e.g. retraining programs for former child soldiers informal learning by children of sex workers and street involved children parenting classes to support the development of children affected by tropical diseases such as Zika virus and cerebral malaria cultural issues e.g. interventions to improve educational equity for students from low castes the relationship between child marriage and educational equity for girls Due to the nature of this collection the Topic Editors are requesting that one author of each paper is a resident in a low or middle income country Types of manuscripts Original quantitative and qualitative empirical research Narrative and meta-analytic systematic reviews Evaluations of the implementation or effectiveness of interventions or policies Development of culturally and contextually appropriate measures and research methods

**Two Studies in Mental Tests** Carl Campbell Brigham, 1917 Child Development Michael Little, 2017-03-02 This book provides a good foundation for understanding influences on children's health and development The volume brings together in a single reference source the world's leading thinkers on children's health and development It sets out the basic concepts that underpin the study of child development and response to impairments to development including attachment changes in brain structure and resilience The book explores the idea of life course development explaining how experiences at each stage in a person's life shapes his or her future It goes on to example the relative contribution of societal neighbourhood school family and individual influences to child well being This includes a look at the way these forces interact such as when genes shape environments and vice versa The book summarises the evidence on the incidence and consequences of impairments to children's health and development covering both the majority of typical children and the minority who experience significant problems The Journal of Abnormal Psychology and Social Psychology, 1924 *Journal of Abnormal Psychology and Social Psychology*, 1924

**Psychological Abstracts** Walter Samuel Hunter, 1929 *Mental Measurement Monographs*, 1927

**The Psychological Clinic**, 1919 Vols 1-12 include section Reviews and criticism

**Studies in Education** Johns

Hopkins University,1929     The Value of Certain Measurements in the Training of Teachers Experimentally Determined  
Agnes Snyder,1928     The Educational Clinic of the Department of Education Mary Lorette Dougherty,1929     **The Johns**  
**Hopkins University Studies in Education** ,1928     *The Journal of Mental Science* ,1948

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