

## Summary of *Richard III* Act 4 Scene 2

Your task is to complete the summary below, using the word bank to fill in the gaps - beware the occasional red herring!



Richard!

Richard has just recently been crowned \_\_\_\_\_ - it's what he wanted so he should be delighted, but oh no, he's certainly not \_\_\_\_\_. Richard is now worried that the young princes will come back to \_\_\_\_\_ the throne so he wants them out of the way - for good. The new King asks Buckingham to \_\_\_\_\_ the princes but this is a step too far, even for the loyal Buckingham, and he asks for time to consider it. Richard is pretty furious at Buckingham's \_\_\_\_\_.

Looking for other ways of getting the dirty deed done, Richard calls for Tyrrel - a poor man who can be bribed to do anything. Tyrrel arrives and promises Richard he'll deal with the young princes, saying "\_\_\_\_\_". Meanwhile, news arrives that Dorset - a member of the \_\_\_\_\_ family - has escaped and gone to join \_\_\_\_\_, the enemy, in France. Richard decides to \_\_\_\_\_ against his own wife, \_\_\_\_\_, and decides he'll marry Princess Elizabeth - his \_\_\_\_\_!

Although Buckingham doesn't want to kill the princes, he still wants Richard to make him the Earl of \_\_\_\_\_, as was promised; Richard ignores him - he really isn't very happy with Buckingham at all. His one-time \_\_\_\_\_ fears for his own life now and tells the audience of his plans to run off to \_\_\_\_\_.

### Word bank

|            |           |           |                                       |           |      |         |
|------------|-----------|-----------|---------------------------------------|-----------|------|---------|
| ally       | Richmond  | Hereford  | Anne                                  | plot      | King | Maureen |
| claim      | Woodville |           | soon I'll rid you of the fear of them |           |      |         |
| reluctance | Wales     | satisfied | Beckham                               | his mum's |      |         |
| niece      | kill      | kiss      | I can't hurt two little kiddies       |           |      |         |

# Cloze Summary Science

**Khasanov Sayidjakhon Zokirjon  
ugli,Aleksei Muratov,Svetlana  
Ignateva**

## **Cloze Summary Science:**

**The Sourcebook for Teaching Science, Grades 6-12** Norman Herr, 2008-08-11 The Sourcebook for Teaching Science is a unique comprehensive resource designed to give middle and high school science teachers a wealth of information that will enhance any science curriculum Filled with innovative tools dynamic activities and practical lesson plans that are grounded in theory research and national standards the book offers both new and experienced science teachers powerful strategies and original ideas that will enhance the teaching of physics chemistry biology and the earth and space sciences

Resources in Education ,1996      **Fundamental and Applied Scientific Research in the Development of Agriculture in the Far East (AFE-2022)** Khasanov Sayidjakhon Zokirjon ugli,Aleksei Muratov,Svetlana Ignateva,2023-07-29 The book presents a collection of scientific research in the field of agriculture cyber physical systems ACPSS The methods and tools for agricultural systems design estimation and monitoring are proposed in this book The book presents technical developments in the robotics and IoT sector new solutions with drones sensors and smart agriculture machines solutions to digitize the farmer s life by delivering holistic management platforms and monitoring systems as well as studies devoted to the field mapping Research on creating a digital twin of the supply chain to predict the near future state of the supply chain are also presented in this book The book contains proceedings of the conference Fundamental and Applied Scientific Research in the Development of Agriculture in the Far East AFE 2022 Tashkent Uzbekistan The book allows optimizing agricultural production maximizes their yield and minimizes losses with efficient use of resources and decreases skilled labor      *Helping Students Motivate Themselves* Larry Ferlazzo,2013-09-27 Give your students the tools they need to motivate themselves with tips from award winning educator Larry Ferlazzo A comprehensive outline of common classroom challenges this book presents immediately applicable steps and lesson plans for all teachers looking to help students motivate themselves With coverage of brain based learning classroom management and using technology these strategies can be easily incorporated into any curriculum Learn to implement solutions to the following challenges How do you motivate students How do you help students see the importance of personal responsibility How do you deal with a student who is being disruptive in class How do you regain control of an out of control class And more Blogger and educator Larry Ferlazzo has worked to combine literacy development with short and rigorous classroom lessons on topics such as self control personal responsibility brain growth and perseverance He uses many on the spot interventions designed to engage students and connect with their personal interests Use these practical research based ideas to ensure all of your students are intrinsically motivated to learn      Summary of Investigations Relating to Reading International Reading Association,1984      *Academic Vocabulary Level 4--Reading for Plot* Stephanie Paris,2014-01-01 This lesson integrates academic vocabulary instruction into content area lessons Two easy to implement strategies for teaching academic vocabulary are integrated within the step by step standards based reading lesson      **How to Teach So Students Remember** Marilee

Sprenger,2018-02-08 Memory is inextricable from learning there s little sense in teaching students something new if they can t recall it later Ensuring that the knowledge teachers impart is appropriately stored in the brain and easily retrieved when necessary is a vital component of instruction In *How to Teach So Students Remember* author Marilee Sprenger provides you with a proven research based easy to follow framework for doing just that This second edition of Sprenger s celebrated book updated to include recent research and developments in the fields of memory and teaching offers seven concrete actionable steps to help students use what they ve learned when they need it Step by step you will discover how to actively engage your students with new learning teach students to reflect on new knowledge in a meaningful way train students to recode new concepts in their own words to clarify understanding use feedback to ensure that relevant information is binding to necessary neural pathways incorporate multiple rehearsal strategies to secure new knowledge in both working and long term memory design lesson reviews that help students retain information beyond the test and align instruction review and assessment to help students more easily retrieve information The practical strategies and suggestions in this book carefully followed and appropriately differentiated will revolutionize the way you teach and immeasurably improve student achievement Remember By consciously crafting lessons for maximum stickiness we can equip all students to remember what s important when it matters *Research in Education* ,1974 *Annual Summary of Investigations Relating to Reading* Sam Weintraub,1996

**Annual Summary of Investigations Relating to Reading** International Reading Association,1984 Reading Research Quarterly ,1977 *Science Instruction in the Middle and Secondary Schools* Alfred T. Collette,Eugene L. Chiappetta,1989 New edition of a text for preservice and inservice teachers Covers background for science teaching teaching strategies and classroom management planning for instruction assessment and professional development Annotation copyright by Book News Inc Portland OR **Reading in the Content Areas for Junior High and High School** Judith Cochran,1993 Reflecting the concern for the myriad problems resulting from the presence of poor readers in secondary schools today this volume shows secondary teachers why they must and how they can improve students reading deficiencies It also gives them lessons to use with students who are unable to cope in *Reading Assessment* James F. Baumann,1988

How to Teach Elementary School Science Peter C. Gega,1994 **KEY BENEFIT** This book presents practical methods of how to teach science to elementary and early middle level learners This volume includes the methods material from *Science in Elementary Education* Eighth Edition excluding the activities and investigations segment This book includes why science education is basic to children s schooling and explains the foundations that give it form and substance It also includes the cluster of related teaching skills through the step by step descriptions and the use of numerous real life examples in each chapter Linguistics and Language Behavior Abstracts ,1996 **Using English Words** David Corson,1995-08-31 *Using English Words* examines the impact that the life histories of people can have on their vocabulary The book shows how discursive relations outside education position people through their vocabularies Some are prepared for easy entry into life

long prospects of privilege and educational success while others are denied entry It argues that education fails to take account of the fact that many children s discursive relations before and outside schools are inconsistent with the kinds of lexicosemantic demands that present day schools and their high status culture of literacy place upon them often unnecessarily Partly as a result of this many students both native speakers and those whose second language is English are almost guaranteed to fail in the middle levels of contemporary education before they have a chance to show that they can succeed The book draws on theory and research from discursive psychology and the sociology of language but this rigorous interdisciplinary study also integrates a wide range of international work from linguistics psycholinguistics foreign language studies history philosophy anthropology classics first language education and ESL EFL education *Journal of Developmental & Remedial Education* ,1978      **Handbook of Research on Science Teaching and Learning** Dorothy Gabel,1994 Sponsored by the National Science Teachers Association this handbook provides a uniquely comprehensive and current survey of the best reasearch in science eduction complied by the most renowned researchers More than summaries of findings the content provides an assessment of the significance of research evaluates new developments and examines current conflicts controversies and issues in the major science disciplines biology chemistry physics and earth science

**Applications of Reading Strategies Within the Classroom** Cecilia B. Frank,Janice M. Grossi,Dorothy J. Stanfield,2006 Handbook provides 50 content learning strategies with directions models and reproducible templates

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