

1. Fill in the gaps with appropriate prepositions :

A good boy is accustomed (a) ——— hard work. He is not addicted (b) ——— any bad thing. He is not averse (c) ——— any hard work. He clings (d) ——— his determination. Since he is used (e) ——— hard work, he is not doubtful (f) ——— his success. He is very much conscious (g) ——— his duties. He is not boastful (h) ——— his talents. He behaves well (i) ——— all. He attends (j) ——— his studies.

Ans: (a) to; (b) to; (c) to; (d) to; (e) to;
(f) about; (g) of; (h) of; (i) with; (j) to

2. Complete the sentences with suitable phrase or words given in the box : 0.5×10
=5

there	What does look life?	As soon as	was born	let alone
would rather	✓ What's it like?	it	have to	had better

- (a) Time is very valuable. We ——— utilize time properly.
(b) I ——— take a taxi than walk home. It is already too late.
(c) Long ago ——— lived a mighty king Kubla Khan. He built an amazing palace in deep dark forest.
(d) ——— watching a horror film at midnight? You are really scared.
(e) It is winter. You ——— buy a coat.
(f) ——— the balcony ———? It looks very beautiful but it is really small.
(g) Bangladesh ——— as an Independent state on 16 December 1971 after nine months bloody war against the occupation Pakistan Army.
(h) ——— was in China that the art of Bonsai originated perhaps more than 1000 years ago.
(i) I cannot ride a bicycle ——— a motor cycle. I have no money to buy any of them.
(j) ——— the rain stopped, I started for home.

Ans: (a) have to; (b) would rather; (c) there; (d) What's it like;
(e) had better; (f) What does.....look like; (g) was born;
(h) It; (i) let alone; (j) As soon as.

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**Melpomene Dixon,Kate Murphy,Amy
Hughes**



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Cambridge Checkpoints HSC Standard English 2017 Mel Dixon, Kate Murphy, Amy Hughes, 2016-06-28 **Cambridge Checkpoints HSC Advanced English 2017** Melpomene Dixon, Kate Murphy, Amy Hughes, 2016-06-28 Engaging in Educational Research Raqib Chowdhury, Mahbub Sarkar, Foez Mojumder, M Moninoor Roshid, 2018-10-01 This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research. It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh including policy and governance equity access and participation curriculum and pedagogy assessment and education programs and projects run by NGOs. Further it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike and represents a unique reference resource for the education research community in Bangladesh Asia and all over the world. With Foreword from Professor Serajul Islam Choudhury.

Knowledge-building Karl Maton, Susan Hood, Suellen Shay, 2015-10-08 Education and knowledge have never been more important to society yet research is segmented by approach methodology or topic. Legitimation Code Theory or LCT extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism. This book shows how LCT can be used to build knowledge about education and society. Comprising original papers by an international and multidisciplinary group of scholars, Knowledge building offers the first primer in this fast growing approach. Through case studies of major research projects Part I provides practical insights into how LCT can be used to build knowledge by enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed methods research relating theory and practice in praxis conducting interdisciplinary studies with systemic functional linguistics. Part II offers a series of studies of pressing issues facing knowledge building in education and beyond encompassing diverse subject areas including physics English cultural studies music and design educational sites schooling vocational education and higher education practices of research curriculum pedagogy and assessment both education and informal learning contexts such as museums and masonic lodges. Carefully sequenced and interrelated these chapters form a coherent collection that gives a unique insight into one of the most thought provoking and innovative ways of building knowledge about knowledge building in education and society to have emerged this century. This book is essential reading for all serious students and scholars of education sociology and linguistics.

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