

- (e) The phrase 'well-known' is a/an——
☒ adjective phrase (ii) adverbial phrase
☐ noun phrase (iv) prepositional phrase
- (f) 'Tutelage' in the text could be best replaced by——
 (i) tuition (ii) tutor (iii) address ☒ Guardianship
- (g) Road no. 32 is a ——
☒ road only (ii) residence
☐ part of the history of Bangladesh (iv) President house
- (h) The play 'Kabar' is written by——
 (i) Ustad Ful Mohammad (ii) Dhaka Theatre
☒ Sponson Shilpi Gosthi ☒ Shaheed Munir Chowdhury
- (i) A playwright is a person who——
☒ acts on the stage (ii) stages a play
☐ writes a drama (iv) makes a cinema
- (j) Sheikh Kamal started his day by——
☐ playing cricket (iv) practicing the sitar
☒ rehearsing a play (iv) playing basketball

B. Answer the following questions :

3×5=15

- (a) What do you know about the parentage and birth place of Sheikh Kamal?
- (b) Sheikh Kamal was both a sports lover and a good organizer. Do you agree? Give reasons for your answer.
- (c) What do you know about Sheikh Kamal's participation in cultural activities?
- (d) What type of life did Sheikh Kamal lead?
- (e) How did Sheikh Kamal spend his childhood?

2. Read the following text and make a flow chart showing Jerry's extraordinary character in each of the boxes. (No.1 has been done for you.)

1×5=5

At daylight I was half-awakened by the sound of chopping. Again it was so even in texture that I went back to sleep. When I left my bed in the cool morning, the boy had come and gone, and a stack of kindling was neat against the cabin wall. He came after school in the afternoon and worked until time to return to the orphanage. His name was Jerry he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same—independence. No, the word that comes to me is 'integrity' It is bedded on courage, but it is more than brave. It is honest, but it is more than honesty. The axe handle broke one day. Jerry said the woodshop at the orphanage would repair it. I brought money to pay for the job and he refused it. "I'll pay for it," he said. "I broke it. I brought the axe down careless." "But no one hits accurately every time." I told him. "The fault was in the wood of the handle. I'll see the man from whom I bought it." It was only then that he would take the money. He was standing back of his own carelessness. He was a free-will agent and he chose to do careful work, and if he failed, he took the responsibility without subterfuge.

1. A boy of integrity → 2. → 3. → 4. → 5. → 6.

1. A boy of integrity

2. A boy of courage

3. An icon of bravery

4. An example of honesty

5. A free will agent

6. A boy of responsibility

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Fay Courtney, David Thomas



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Selected Poems of Emily Dickinson Glenda Smith, Lisa Edwards, 2009 The Excel HSC English Area of Study Guide Selected Poems of Emily Dickinson is directly linked to the syllabus with dot points of the HSC English syllabus appearing in the margin of the book You can write in the guide so your study is focused and your notes are structured

PD, Health and PE Fay Courtney, David Thomas, 2005

Information Technology Ingrid Koreneff, Kerry Sims-McLean, 2005 *Cambridge Checkpoints HSC Chemistry 2017-19* Maureen Slade, Roger Slade, 2016-06-29 [Charting an Asian Trajectory for Literacy Education](#) Su Li Chong, 2021-03-14 Weaving outwards from a centripetal force of biographical stances this book presents the collective perspectives of literacy researchers from Brunei China Hong Kong Malaysia Singapore the Philippines and Taiwan It represents the first all Asian initiative to showcase the region's post colonial multilingual and multicultural narratives of literacy education This book

provides a much needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts, transactions of literature text and reader, and considerations of the literacy policy practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative. *Essay Writing Made Easy* Stephen McLaren, 2004-10

Design and Technology Deborah Trevallion, 2003 **Secondary School English Education in Asia** Bernard Spolsky, Kiwan Sung, 2015-03-27

Continuing on from the previously published *Primary School English Language Education in Asia: From Policy to Practice* (Moon Spolsky, 2012), this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul, Korea. It surveys the current status, practices, challenges, and future directions of Secondary English education in 11 diverse countries: Israel, Japan, Korea, Singapore, Bangladesh, India, Indonesia, Malaysia, Pakistan, Vietnam, and China. Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia, each contributed chapter includes key policies, theories, and practices related to the development and implementation of country-specific curricular and instructional programs in secondary English educational contexts in these countries. *Secondary School English Education in Asia: From Policy to Practice* critically analyses both sides of the English language debate, from advantages to complications, in its chapters including: *Educating for the 21st Century: The Singapore Experience*, *Miles to Go: Secondary Level English Language Education in India*, *English Language Education Innovation for the Vietnamese Secondary School*, *The Project 2020: Exploring the Value of ELT as a Secondary School Subject in China*, *A Multi-goal Model for English Curriculum*, *Secondary School English Education in Asia*. This book will appeal to English Language Teaching (ELT) researchers, teacher educators, trainee teachers, and teachers, primarily those teaching in Asia.

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