

are two ways of developing communicative competence in a language. The first is acquisition which is similar to the way people develop ability in their mother tongue. It is a natural, subconscious process in which users are not usually aware of acquiring a language. They are aware only of the fact that they're using the language to communicate. In non-technical terms, acquisition is 'picking up' a language spontaneously. It may also be called 'implicit' learning.

(a) competence (synonym) (b) ability (antonym) (c) appropriately (antonym) (d) similar (antonym) (e) natural (synonym) (f) subconscious (antonym) (g) aware (antonym) (h) communicate (antonym) (i) acquisition (antonym) (j) spontaneously (synonym)

12. There are ten errors in the use of punctuation marks in the following text. Rewrite the following text correcting the errors. .5×10=5

Rahat : Hi Fahad. What are you doing this evening.
 Fahad : Im not sure. Why?
 Rahat : Lets go to the cinema.
 Fahad : Sorry I went to see Bihonogo yesterday. Id like to do something else.
 Rahat : Lets go to see a different film this evening.
 Fahad : Well I usually go only about once in two or three months.
 Rahat : Oh you are getting old and boring man.

B Composition: 40 Marks

13. Write an application to the Principal of your college for setting up a language club. 8
14. Suppose you are a local correspondent of a national daily. Nazrul Joynti was celebrated at Khanmarpara of your Upazilla. Now, write a report on the celebration of Nazrul Joynti. Give a title to your report. 8
15. Write a paragraph comparing and contrasting city life and rural life. Use 150 words. 10
16. Is population a blessing or a curse for Bangladesh? Give reasons supporting your view. Write at least 200 words but don't exceed 250 words. 14

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Karl Maton, Susan Hood, Suellen Shay



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HSC Golden Guide to English Wafa Khan, 2017-02-05 HSC Golden Guide to English Advanced is a textbook designed to teach students how to craft Band 6 level responses in English. The textbook is modelled on the highly successful educational method of example based learning. Each piece of guidance provided in the textbook is supported by Band 6 examples using prescribed texts from the 2018 Year 12 Advanced English syllabus so that students may see and learn for themselves how to improve their writing. The strategic philosophy of the textbook allows students to independently master HSC English without having to rely on tutoring or copious amounts of memorisation. The 250 pages textbooks are divided into three sections: Practical Skills including guides to essay preparation, essay writing, adapting to exam questions, writing in different formats such as speech and supporting workbook exercises; Discovery including syllabus deconstruction and clarification, creative writing, responding to short answer questions, 2018 Discovery texts, adapting to Discovery exam questions and supporting workbook exercises; Modules A B C including syllabus deconstruction and clarification, 2018 Modules texts, adapting to Modules exam questions and supporting workbook exercises. *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. **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

Engaging Curriculum Bill Green, 2017-09-18 Explicitly linking curriculum inquiry to English education via recurring themes of representation democracy and knowledge this book is a call for both researchers and practitioners to engage with curriculum explicitly and deliberatively as both a concept and a question The approach is broadly conceptual and constitutes an exercise in theoretical and philosophical inquiry While deeply informed by North American debates and developments this book offers a distinctive counterpoint and a strategically ex-centric perspective being equally informed by the curriculum scene in Australia as well as the UK and elsewhere Divided into two sections this book first addresses matters of general curriculum inquiry while the second turns more specifically to English teaching and to associated questions of language literacy and literature in L1 education Green brings the two together through a critical examination of the Australian national curriculum especially in its implications and challenges for English teaching and with due regard for the project of transnational curriculum inquiry

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

Local Research and Global Perspectives in English Language Teaching Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, Md. Elias Uddin, 2023-01-01 This book provides an overview of recent trends and developments in the field of English language education It showcases research endeavors from a heterogeneous group of scholars from different

parts of the world and brings together perspectives from both experienced and emerging scholars This book provides a platform for established as well as emerging practitioners and scholars in the field of English Language Teaching to share their research It synthesizes local expertise and culture with innovative ideas from other contexts and brings theory and practice together in one volume *Culture and Economy in the Age of Social Media* Christian Fuchs,2015-01-09

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