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Yusuf Ali Chowdhury August 12, 2016 Admin 0 B.A (Hons), M.A in English Professor of English Dhaka City College, Dhaka Formerly Lecturer in English Teachers Training Collage for

Class-10 – Advanced Publications
2. Advanced Learner’s Communicative English Grammar and Composition - Chowdhury and Hossain Note: As the JSC Examination holds in November so there will be only one class test before each Term-end Examination. Syllabus of Class Test-1 Grammar: 1. Parts of Speech 2. Tense 3. Article 4. Preposition 5.

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Contains rules and advice for improved effectiveness in written and oral English and a section explaining common grammatical errors

This book covers the fundamental concepts of data mining, to demonstrate the potential of gathering large sets of data, and analyzing these data sets to gain useful business understanding. The book is organized in three parts. Part I introduces concepts. Part II describes and demonstrates basic data mining algorithms. It also contains chapters on a number of different techniques often used in data mining. Part III focuses on business applications of data mining.

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.

This series seeks to synthesize the essentials of traditional grammar and the main aspects of communicative functional grammar.These books help students to form correct sentences and use the language effectively in real-life situations.Special attention has been given to the points of structure and usage which are a problem to non-native speakers of English

The research reported here is an investigation of bilingual instruction in Bangladeshi schools. In particular, the thesis explores how schooling takes place when a second language is used as a medium of instruction to teach subject content. The study is based on a corpus of 44 hours of video recordings from real-life classroom interaction at two Bangladeshi schools in two metropolitan cities. The age range of the students is 9 to 13 years. Using multimodal conversation analysis, the thesis analyzes the participants’ practice – as it emerges through mundane classroom activities – and thereby examines participants’ language use in the presence of an existing language policy. The findings show how everyday instructional activities are accomplished in classrooms, especially the pedagogical focus on clarifying subject content and vocabulary. It further highlights that the interrelation between classroom interaction and language policy is informed by the participants’ use of embodied resources and the surrounding material ecology. The dissertation contributes to the growing literature on social interaction in bilingual classrooms and the wider field of bilingual and multilingual pedagogy. Den här avhandlingen undersöker tvåspråkig undervisning i skolor i Bangladesh, med särskilt fokus på hur ett andraspråk, engelska, används för att undervisa ämnesinnehållet. Studien är baserad på videoinspelningar av klassrumsinteraktioner i två skolor i Bangladesh belägna i två storstäder. Åldern på de deltagande eleverna är 9 till 13 år, och den totala inspelningstiden är 44 timmar. I avhandlingen analyseras deltagarnas – både lärares och elevers – pedagogiska interaktion in situ, det vill säga så som de uttrycks i de faktiska klassrumssituationerna. Med hjälp av multimodal konversationsanalys undersöks vilka strategier deltagarna använder för att utföra klassrumsarbete mot bakgrund av skolans språkpolicy om att enbart kommunicera på engelska. Resultatet visar hur den faktiska undervisningen går till i klassrummen, och särskilt det pedagogiska fokuset på att förtydliga ämnesinnehållet och utöka ordförrådet. Avhandlingen bidrar till forskningen om social interaktion i tvåspråkiga klassrum och till den växande kunskapen om två- och flerspråkig pedagogik. ??????? ????????????? ???????? ????????? ??????-???? ??????? ???????????? ??????????? (????: ????, ???????, ???? ? ?????????, ???? ???????) ????????? ???? ?????? ??????????? ????? ????? ? ???????? ????? ??????? ??? ??? ??? ???????? ?????????? ????????? ??????? ???? ??????? ???????????? ???????? ?????? ??????????? ?????????? ??????? ?????? (??????? ?? ??????) ??????????? ????????? ???????? ?? ??????? ?????????? ??????? ?? ??????? ?????????? ??? ??, ???????????? ?????? ??? ???????????? ????? ??????????? ????? ?????? ????????????? ?????? ?? ???? ???? ????????? ????? ???? ???? ???????????? ??? ???? ? ???? ??? ????????? ????? ??????? ??? ??, ???? ?????? ???? ?????? ?? ???? ????? ???????? ????? ? ??????? ????? ??????? ????????? ???????????? ????? ??????? ??? ?? ??? ?????? ????????? ????? (????: ???????????, ?????? ???? ???? ??????? ???????) ???????? ??????????? ??????? ?????? ????? ??????? ??????? ????? ???? ??? ???? ???? ??, ?????? ? ????????????? ??????? ?????-????? (??-???????), ????-????? (??-?????) ??? ???????????? ????????????? ????????? (???????????? ??????) ??????????????? ?????????? ???????????? ??????? ??? ?????????????? ????? ????? ? ??????? ????? ???????? ??????? ?????? ? ????-????? ??????? (???????) ??????? ?????? ????? ????-???? ???? ???-???? ????????? ???????? ?????? ?????? ???? ????????? ??????

With more than 50 years of teaching experience between them, Ilse Depraetere and Chad Langford present a grammar pitched precisely at advanced learners of English who need to understand how the English language really works without getting lost in the complex specifics. Now fully updated and revised throughout, the second edition of this book pulls from linguistic theory all the relevant notions that will enable the language student to fully grasp English grammar. After introducing form and function, the authors cover verbs, nouns, aspect and tense, modality and discourse. Readers are led through the underlying principles of language use, with the book presupposing only a basic grasp of linguistic terminology and focusing on the critical issues. Full of challenging exercises and supported by a companion website featuring an extensive answer key, a glossary and further exercises for study, this is the reference grammar of choice for both native and non-native English speakers.

Online version of Common Errors in English Usage written by Paul Brians.

Capitalist Nigger is an explosive and jarring indictment of the black race. The book asserts that the Negroid race, as naturally endowed as any other, is culpably a non-productive race, a consumer race that depends on other communities for its culture, its language, its feeding and its clothing. Despite enormous natural resources, blacks are economic slaves because they lack the ‘devil-may-care’ attitude and the ‘killer instinct’ of the Caucasian, as well as the spider web mentality of the Asian. A Capitalist Nigger must embody ruthlessness in pursuit of excellence in his drive towards achieving the goal of becoming an economic warrior. In putting forward the idea of the Capitalist Nigger, Chika Onyeani charts a road to success whereby black economic warriors employ the ‘Spider Web Doctrine’ – discipline, self-reliance, ruthlessness – to escape from their victim mentality. Born in Nigeria, Chika Onyeani is a journalist, editor and former diplomat.

Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls’ education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls’ education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women’s empowerment What Works in Girls’ Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls’ education.

This new edition of the Collins COBUILD English Grammar is a modern, global and learner-focussed grammar reference, aimed at learners and teachers of English.

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