**ENGLISH FIRST PAPER**

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# ENGLISH FIRST PAPER

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| **01** | **Noubahini Colle ge , Dhaka**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e t e xt be low an d ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decide th in gs ra t ion a lly a n d m a k e th e r igh t ch oices . As we lea rn h ow to rea d, write a n d do th e ba s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a ke ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from th e va lu es it im p a r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa re n es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t r y. Ed u ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

Edu ca t ion , it is believed, relea s es ou r p oten t ia ls a n d ou r in n er s t ren gth s . It s h a rpen s ou r in tellect a n d develops ou r crea t ivity. As we a re ta u gh t to rea s on well a n d fin d s olu t ion s to th e problem s of life, we b ecom e produ ctive m em bers of s ociety. Edu ca t ion by defin it ion is progres s ive a n d libera l, tea ch in g u s to res p ect h u m a n divers ity a n d cu ltu ra l a n d religiou s differen ces . If a ll of u s pra ctis e th es e va lu es in life, th e world becom es a m u ch h a ppier pla ce. Edu ca t ion a ls o fos ters critica l th in kin g a n d provides u s a s et of com peten cies in clu din g life s kills th a t en a ble u s to becom e com petitive even in th e m os t ch a llen gin g of circu m s ta n ces . Edu ca t ion a ls o tea ch es u s to a pprecia te b ea u ty a n d th e b ou n t ies of n a tu re.

Sch ool, h owever, is n ot th e on ly pla ce wh ere a ch ild gets ed u ca t ion . A Ba n gla p oem tells u s th a t n a tu re ca n b e ou r bes t tea ch er. Here is a cou ple of lin es from th e poem in En glis h t ra n s la t ion :

Th e s ky h a s ta u gh t m e to be libera l.

Th e win d h a s given m e th e m otto to b e in d u s t r iou s .

If we ca n m a k e n a tu re ou r fr ien d, ph ilos oph er a n d gu ide, we ca n lea rn les s on s a bou t life th a t , com bin ed with wh a t ou r s ch ools tea ch u s , will prepa re u s for th e fu tu re .

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s 5 1 0 =5

* 1. **What doe s t he idiom 'at large ' m e an?**
     1. Briefly (ii) In depen den t ly (iii) la rgely (iv) Depen den t ly

### The word 'arit hm e t ic ' re lat e s to ——.

* + 1. ph ys ics (ii) m a th em a t ics (iii) biology (iv) ch em is t ry

### (c ) The s ky t e ac he s us t o be ——.

(i) h on es t (ii) s in cere (iii) libera l (iv) cou ra geou s

### Im parting e duc at ion t o th e c om m o n m as s le ads a c om m unit y to ——.

* 1. m ea n n es s (ii) ba ckwa rd (iii) pros perity (iv) h u m a n ity

### (e ) The t e rm 's e lf-c o nfide n c e ' is an outc om e of ——.

(i) edu ca t ion (ii) ea rn in g a n d s u cces s

(iii) es ta blis h m en t (iv) wea lth

### The wind in s pire s us t o be ——.

* 1. pu n ctu a l (ii) in du s t r iou s (iii) vir tu ou s (iv) dis ciplin ed

### The word 'fun c t ion' re fe rs to ——.

* 1. to work (ii) to kn ow (iii) to th in k (iv) to a n a lyze

### Educ at io n t e ac he s us t o —— ot he rs .

1. criticize (ii) in a pprecia te (iii) a pprecia te (iv) h u r t

### The word 'appre c iate ' m e n t io ne d in t he pas s age m e ans ——.

* 1. a r roga n ce (ii) Gra cefu ln es s

(iii) progres s iven es s (iv) Ir regu la r ity

### The word 'dive rs ity' in dic ate s ——.

* 1. regu la r ly (ii) In s ep a ra bility (iii) va r iety (iv) con ta ct



**4**



**HSC English Test Papers** 

### Make an s we r of t he following que s t io ns . 3 5 =1 5

(a ) Wh a t does ed u ca t ion d o to u s ?

1. How ca n we m a n a ge ou r a ffa ir s well?
2. Edu ca t ion a ls o tea ch es u s to a pprecia te th e bea u ty a n d bou n t ies of n a tu re'  Wh a t does th is s en ten ce m ea n ?
3. "Sch ool, h owever, is n ot th e on ly pla ce wh ere a ch ild gets ed u ca t ion ."—Wh a t does th e a u th or wa n t to m ea n by th is s en ten ce?
4. How ca n n a tu re b e ou r tea ch er?

### Read the following text and write notes in each of the boxes of the flowchart showing the background of liberation war from 1 9 5 2 to 1 9 7 0 . [Unit—1 ; Lesson—1 (B)] 1 5 =5

Th e h is tory of Ben ga l is th e h is tory of a p eople wh o h a ve repea tedly m a d e th eir h ig h wa ys crim s on red with th eir b lood. We s h ed blood in 19 5 2 ; even th ou gh we were th e victors in th e election s of 1 9 54 we cou ld n ot form a govern m en t th en . In 195 8 Ayu b Kh a n decla red Ma r t ia l La w to en s la ve u s for th e n ext ten yea r s . In 1 9 66 , wh en we la u n ch ed th e Six Poin t m ovem en t ou r boys were s h ot dea d on 7 J u n e. Wh en a fter th e m ovem en t of 19 6 9 Ayu b Kh a n fell from p ower a n d Ya h ya Kh a n a s s u m ed th e rein s of th e govern m en t , h e decla red th a t h e wou ld give u s a con s t itu t ion a n d res tore dem ocra cy; we lis ten ed to h im th en . A lot h a s h a p pen ed s in ce a n d election s h a ve ta ken pla ce.

I've m et Pres iden t Ya h ya Kh a n . I've m a d e a requ es t to h im n ot on ly on beh a lf of Ben ga l bu t a ls o a s th e lea d er of th e pa r ty wh ich h a s th e m a jority in Pa kis ta n ; I s a id to h im : "You m u s t h old th e s es s ion of th e Na t ion a l As s em bly on 1 5 J a n u a ry." Bu t h e did n ot lis ten to m e. He lis ten ed to Mr. Bh u t to in s tea d. At fir s t , h e s a id th a t th e m eetin g wou ld ta ke pla ce in th e fir s t week of Ma r ch . We s a id , "Fin e, we will be ta kin g ou r s ea t s in th e As s em bly th en ." I s a id we will ca r ry ou t ou r dis cu s s ion s in th e As s em bly.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Bloods h ed in 1 95 2 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing po e m s in y our o wn wo rds . [Unit —5 ; Le s s on —2 (B)] 10**

Su n d a ys too m y fa th er got u p ea r ly

An d pu t h is cloth es on in th e blu ebla ck cold, Th en with cra ck ed h a n d s th a t a ch ed

From la bor in th e week d a y wea th er m a d e

Ba n ked fir es bla ze. No on e ever th a n ked h im .

I'd wa ke a n d h ea r th e cold s plin terin g, brea kin g. Wh en th e room s were wa rm , h e'd ca ll,

An d s lowly I wou ld r is e a n d dres s ,

Fea r in g th e ch ron ic a n gers of th a t h ou s e, Spea kin g in differen t ly to h im ,

Wh o h a d driven ou t th e cold

An d polis h ed m y good s h oes a s well. Wh a t did I kn ow, wh a t d id I kn ow of Love's a u s tere a n d lon ely offices ?

### Re ad t he follo win g t e xt and fill in t he blanks w it h s uit able words fro m th e box. The re are m o re words t han y ou ne e d. Make any gram m at ic al c hange if n e c e s s ary . .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| res ou rces | poten t ia l | crea te | for | a m on g | likely |
| h a ve | retu rn | a ch ievem en t | s u cces s | from | fa il |

In ves tm en t in edu ca t ion (a ) —— girls in crea s es th e econ om ic a n d s ocia l (b) —— of developm en t in ves tm en t in a ll oth er s ectors . Edu ca t in g girls con t r ib u te (c) —— wea lth th rou gh its im pact on econ om ic developm en t . Edu cated wom en h a ve h igh er in com e (d) —— th a n th os e wh o h a ve (e) —— n o s ch oolin g. Ed u ca ted m oth ers a re m ore (f) —— to s en d th eir boys a n d girls to s ch ool. It is im porta n t to rea lize th a t (g) —— in girls ' edu ca t ion gen era lly res u lt s (h ) —— a n in tegra ted a p proa ch to com m u n ity develop m en t . Th u s (i) —— to ed u ca te girls res u lt s in a res ou rces wa s te of p oten t ia l h u m a n (j) ——.

1. **Fill in t he gaps wit h s uitable words . 1** **1 0 =1 0** Sports a re a pop u la r form of (a ) ——. Ma n y in tern a t ion a l (b) —— even t s a re orga n ized from t im e to t im e. Mos t of th es e even t s a re (c) —— b y m u lt in a t ion a l m a n u fa ctu r in g com pa n ies a n d bu s in es s firm s . Th ey (d) —— for th e s port even t s in exch a n ge for th e r igh t to (e) —— th eir prod u cts d u r in g th os e even t s . Th es e even t s a re (f) —— worldwide by s a tellite a n d people a ll (g) —— th e world wa tch th em (h ) ——. As a res u lt , th e s p on s ors ' produ ct receive m a xim u m m edia (i) —— th u s givin g com p a n ies in tern a t ion a l (j) ——.

### English First Paper : Questions  5

1. **Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1** **1 0 =1 0**
2. As a res u lt , h e s tu died u n der a grea t th in ker Pla to.
3. He a ls o wrote b ook s on Biology, Litera tu re, Econ om ics a n d Com p a ra t ive Politics .
4. "Pla to ta u gh t Aris totle a ccordin g to h is own wa y."
5. Aris totle wa s born in Greece.
6. His fa th er wa n ted h im to be a ph ys icia n , b u t h e n ever ch eris h ed to b e s o.
7. La ter on , Aris totle took th e pen to write on topics s u it a ble for h u m a n civiliza t ion .
8. He is ca lled th e fa th er of Biology b eca u s e of h is crea t ivity.
9. ‗Polit ics ‘ is on e of h is fa m ou s b ook s , wh ich expos es fu lles t developm en t of h is wis dom .
10. He wa s th e s on of roya l ph ys icia n .
11. He wa n ted to be a free th in ker.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph s h ows th e e ngage m e nt of c hild labor in diffe re nt s e c t o rs of 'X' c ount ry from 2 0 0 5 to 2 0 1 6 . De s c ribe th e graph in 1 5 0 wo rds . You s h ould highligh t t he m ain fe ature s and s um m ariz e t he info rm at io n give n in t he graph. 15**

70%

60%

50%

40%

30%

20%

10%

0%

Agricultural Industry

Services

2005

2012

2015

### Re ad th e be gin ning of t he s t ory and c om ple t e it in o wn wo rds . 15

On ce th ere lived a h a p py cob bler wh o pa s s ed h is da ys in workin g a n d s in gin g. A r ich n eigh b or of h im wa s a b a n ker wh o on e d a y ca m e to h im ................

### Write a le t t e r t o your fath e r t e llin g him about y our progre s s in s tudie s . 10

|  |  |
| --- | --- |
| **02** | **SOS He rm ann Gm e ine r Colle ge , Dhaka**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu cation gives u s kn owledge an d a set of abilities to fu n ction m ean in gfu lly in life, su ch as th e ability to decide th in gs ra tion a lly an d m ake th e righ t ch oices. As we learn h ow to read, write an d do th e basic operation s of arith m etic, we gain a degree of self-con fiden ce. We learn to th in k for ou rselves an d articu la te ou r th ou gh ts; we pick u p skills to com m u n icate with oth ers an d m an age ou r affairs well. Edu cation h elps u s th in k in depen den tly an d m ake ou r own opin ion s . As we kn ow m ore abou t th e world, we appreciate th e good th in gs it offers u s bu t a lso becom e critica l of th e deviation s from th e valu es it im parts an d th e rise of h atred an d con flict th at follows.

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Ed u ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

Edu cation , it is believed, releases ou r poten tia ls an d ou r in n er s tren gth s . It sh arpen s ou r in tellect an d develops ou r creativity. As we are tau gh t to reason well an d fin d solu tion s to th e problem s of life, we becom e produ ctive m em bers of society. Edu cation by defin it ion is progressive an d libera l, teach in g u s to respect h u m an diversity an d cu ltu ral an d religiou s differen ces. If all of u s practise th ese valu es in life, th e world becom es a m u ch h appier place.

Edu ca t ion a ls o fos ters critica l th in kin g a n d provides u s a s et of com peten cies in clu din g life s kills th a t en a ble u s to becom e com petitive even in th e m os t ch a llen gin g of c ir cu m s ta n ces . Edu ca t ion a ls o tea ch es u s to a pprecia te b ea u ty a n d th e b ou n t ies of n a tu re.

Sch ool, h owever, is n ot th e on ly place wh ere a ch ild gets edu cation . A Ba n gla poem tells u s th a t n a tu re can be ou r best teach er. Here is a cou ple of lin es from th e poe m in En glish tra n s la t ion : Th e s ky h a s ta u gh t m e to be libera l.

Th e win d h a s given m e th e m otto to b e in d u s t r iou s .

If we ca n m a k e n a tu re ou r fr ien d, ph ilos oph er a n d gu ide, we ca n lea rn les s on s a bou t life th a t , com bin ed with wh a t ou r s ch ools tea ch u s , will prepa re u s for th e fu tu re.



**6**

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**HSC English Test Papers** 

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'rat ion ally' m e ntio ne d in t he pas s age m e an s ——.

* + 1. h u m orou s ly (ii) m en ta lly (iii) bodily (iv) ju diciou s ly

### The word 'boun ty' m e n t io ne d in t he pas s age m e ans ——.

* 1. don a t ion (ii) fru ga lit y (iii) ra is e (iv) gift

### (c ) The firs t t hin g give n by e duc at ion is ——.

(i) pers on a lit y (ii) developm en t (iii) a vers ion (iv) con s ciou s n es s

### Critic al t hinking is —— to m e e t th e c halle nge s of life .

* 1. in dis p en s a ble (ii) u n im p orta n t (iii) periph era l (iv) dis ta n t

### (e ) We ne e d t o c o n ne c t le s s o ns about life fro m nature wit h ——.

(i) in s t itu t ion a l ed u ca t ion (ii) fa m ily edu ca t ion

(iii) fa m ily va lu es (iv) n on e of th e a b ove

### Ac c o rding to t he t e xt , libe ralis m c an be taugh t by th e ——.

* 1. fr ien d (ii) ch ild (iii) win d (iv) s ky

### The word 'pro gre s s ive ' m e ans ——.

* 1. con t in u e (ii) a dva n ced (iii) m od ern ity (iv) pros per

### —— of learning lessons about life and teaching of schools prepares us for the future.

1. Am a lga m a t ion (ii) Expres s ion (iii) Dem on s t ra t ion (iv) Refu s a l

### Artic ulate m e an s ——.

* 1. expres s (ii) in t rovert (iii) h ide (iv) com m on

### The word 'fo s t e r' m atc he s with ——.

* 1. wea ken (ii) s t ren gth en (iii) broa den (iv) widen

### Ans we r t he follo win g que s t ion s . 3 5 =15

(a ) Wh a t is th e a bility b es towed on u s by edu ca t ion ? How ca n we ga in a d egree of s elf- con fid en ce?

(b) How ca n on e be a ctive? Expla in in 2 / 3 s en ten ces . (c) How does edu ca t ion m a k e on e prod u ctive?

(d) Wh at do you u n derstan d by 'progressive'? How can on e be con s idered as 'progressive'? (e) Do you th in k becom in g 'com petitive' is n eces s a ry? Wh y/ Wh y n ot?

### Re ad th e follo wing t e xt an d m ake a flo w c hart s h o win g t he ac t ivit ie s of c ybe r c rim e s and t he ir c on s e que nc e s . (One is do ne for y ou.) [Unit —6 ; Le s s on —5 (E)] 1 5 =5

In Ba n gla d es h , cyber b u llyin g is n ot ju s t a n a ct to b e s corn ed a t b u t is a n offen ce pu n is h a ble u n der th e In form a t ion a n d Com m u n ica t ion Tech n ology (ICT) Act. 2 00 6 . Th e Act, *in ter alia* , provides th a t a pers on wh o delibera tely p u blis h es , in a webs it e or a n electron ic form , a n y m a teria l wh ich is fa ke a n d obs cen e or h a s th e effect of corru ptin g pers on s wh o a re lik ely to rea d, s ee or h ea r th e m a teria l or ca u s es to preju dice th e im a ge of a pers on or m a y h u r t religiou s belief or in s t iga te a ga in s t a n y pers on , th en th e pers on pu blis h in g th e m a teria l will b e gu ilt y of a n offen ce u n der th e Act. Th e p u n is h m en t for s u ch a n offen ce is im pris on m en t a n d/ or fin e.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Pu blis h in g fa ke m a teria ls in a webs it e or  electron ic form s |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he fo llo wing pas s age . [Unit —4 ; Le s s on —1 (B)] 10**

Sh eikh Kam a l, th e eldest son of Ban gaban dh u Sh eikh Mu jibu r Rah m an an d Ban gam ata Fazilatu n n esa Mu jib, was born at Tu n gipara in Gopalgan j district. He spen t h is ch ildh ood th ere. Kam a l received h is secon dary edu cation at Dh aka's BAF Sh ah een Sch ool from wh ere h e passed h is SSC Exam in ation . He was th en adm itted to Dh aka College, an d after h is HSC Exam in ation , h e becam e a s tu den t at th e departm en t of Sociology of Dh aka Un iversity. Kam a l h ad a colorfu l life m arked by livelin ess an d creativity. Besides h is academ ic s tu dies, h e also pu rsu ed h is passion for sports an d cu ltu ral activities. He was a first division basketball an d cricket player as well as a sports organ izer. He was also in terested in classical m u s ic, an d becam e a s tu den t of Ch h ayan au t to learn Sitar u n der th e tu telage of Ustad Fu l Moh am m ad. Apart from Sitar, Kam a l h ad a passion for Pian o. He h ad a good collection of m u s ical in s tru m en ts on th e secon d floor of th eir h ou se at Dh an m on di, Road n o. 32.

It is well kn own to h is fr ien ds th a t Sh eikh Ka m a l u s ed to b egin h is d a y pra ctis in g th e Sita r a n d du r in g th e da y pla yed ba s k etba ll or footba ll or cricket. In th e even in g, h e wa s often s een on s ta ge reh ea r s in g a pla y. He took pa r t in s ta ge perform a n ce of 'Ka ba r ' written by prom in en t pla ywrigh t Sh a h eed Mu n ir Ch owd h u ry. Ka m a l wa s on e of th e fou n d ers of Dh a ka Th ea t re. He wa s a ls o a fou n der of Sp on d on Sh ilp i Gos th i — a cu ltu ra l orga n iza t ion . An d wh o d oes n 't kn ow th a t Sh eikh Ka m a l wa s th e fou n der of Aba h on i Krira Ch okro th a t in t rod u ced m odern footba ll in ou r cou n t ry?

### English First Paper : Questions  7

1. **Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e c e s s ary 5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| tech n ologies | dem ocra cy | con flict | cit izen s | digita l | th a t |
| work | m ed dlin g | produ ctive | com p u ter | priva cy | billion s |

Th e digita l revolu t ion h a s a lr ea dy ch a n ged h ow people live, work, a n d com m u n ica te. An d it is on ly ju s t gettin g s ta r ted. Bu t th e s a m e (a ) —— th a t h a ve th e p oten t ia l to h elp (b) —— of people live h a p pier, h ea lth ier a n d m ore (c) —— lives a r e a ls o crea t in g n ew ch a llen ges for (d) —— a n d govern m en t s a rou n d th e world. From election (e) —— to da ta brea ch es a n d cyber a t ta ck s , recen t even t s h a ve s h own (f) —— tech n ology is ch a n gin g h ow we th in k a b ou t (g) ——, n a t ion a l s ecu r ity, a n d m a ybe even dem ocra cy it s elf. In th is project, we exa m in e ch a llen ges in five key a rea s th a t will s h a pe th e fu tu re of th e (h ) —— a ge : ju s t ice s ys tem , im pa ct on (i) ——, globa l s ecu r ity a n d in tern a t ion a l (j) ——, th e im p a ct of a u tom a t ion s a n d AI on th e job s m a rk etpla ce, iden t it y a n d priva cy.

1. **Fill in t he blanks wit h appropriat e wo rds . 1** **1 0 =1 0** Hon es ty is th e bes t p olicy th a t refers (a ) —— th e va lu e a n d im p orta n ce of h on es ty. From ch ildh ood, we a re ta u gh t m a n y m ora l (b) ——, on e of wh ich is a lwa ys to s pea k th e (c) —— in ou r da y-to-da y life a s it is a p os it ive a t t r ibu te. Im bibin g th is en s u res th e a b s en ce of im m ora l ch a ra cteris t ics s u ch a s lyin g, (d) ——, a n d th eft . It is ea s y to follow th e pa th of (e) —— a n d fa ls eh ood, b u t it en t ra ps you to th e exten t th a t it becom es (f) —— to com e ou t of it . Wh en you lie on ce, you n eed to lie (g) —— to cover it or es ca pe it . Hon es ty h elp s you develop good rela t ion s a n d fr ien d s h ip s ba s ed (h ) —— t ru s t . A p ers on with good m ora l eth ics , s u ch a s t ru th fu ln es s , (i) ——, a n d s t ra igh t forwa rdn es s , is a dm ir ed a n d look ed u p to by p eople in ou r s ociety. It m a kes you (j) —— con fiden t a n d s a t is fied a n d b u ilds you r s elf- es teem .

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

1. It es ta blis h ed h is repu ta t ion a s a grea tes t s cien t is t .
2. He is con s idered th e grea tes t Ph ys icis t a fter Ein s tein .
3. In it h e expla in s Cos m ology for th e gen era l pu blic.
4. He wrote a b ook, "A Brief His tory of Tim e : From th e Big Ba n g to th e Pres en t Tim es ."
5. He is fa m ou s for h is in s t iga t ion s in to th e origin s of th e u n ivers e.
6. He got h is Ph . D. in Cos m ology from Ca m bridge Un ivers ity by th e t im e h e wa s 26 yea r s old.
7. He wa s s killed in Ma th em a t ics a n d Th eoretica l Ph ys ics from a n ea r ly a ge.
8. Steph en Ha wkin g wa s b orn in a n edu ca ted fa m ily.
9. He h a d a brillia n t res u lt .
10. Th u s , h e received th e pres t igiou s Albert Ein s tein Awa rd.

|  |  |  |  |  |  |  |  |  |  |  |
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| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s h o ws 'Po pulatio n Gro wt h Rate ' from 2 0 0 9 t o 2 0 1 3 . De s c ribe t he graph in 1 5 0 words . You s h ould highligh t an d s um m arize the inform at ion give n in the graph. 15**

### Gro wt h Rate %

3.0

2.5

2.0

1.5

1.0

0.5

0.0

2009 2010 2011 2012 2013

### The follo wing is t he be gin nin g of a s t ory. Co m ple t e it in your own wo rds . (You m us t give a s uit able t it le to it .) 15

On ce th ere lived a s elfis h gia n t wh o h a d a la rge a n d bea u t ifu l ga rd en . Th e ga rden wa s fu ll of s oft green gra s s . Here a n d th ere a ll over th e gra s s s tood m a n y colou r fu l flowers ...........

### Write a le t t e r t o your frie n d t e lling him about the im po rtanc e of re ading ne ws pape r re gularly. 10

### 8  HSC English Test Papers 

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| **03** | **Banglade s h Int e rnat ional Sc hool & Colle ge , Dhaka**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

### Re ad th e pas s age and ans we r t he que s t ion s A & B. [Unit —4 ; Le s s on —3 (A)]

Th e Ch an n el, with it s cold bitin g water, th e win ds, th e wa ves a n d th e t ides, does n ot m a ke th in gs ea s ier. Th e u n predicta ble an d treach erou s weath er ch an ges for th e worse a fter a swim m er ju m ps in . It h a s n ever, to m y kn owledge, ch an ged for th e better for an yon e yet Apart

from s tam in a a n d pra ctice of lon g dista n ce swim m in g, on e m u s t h a ve th e grit, determ in a t ion an d cou rage to su bdu e th e Ch an n el. Weath er a n d ill lu ck h a ve con s pired a n d join ed h an ds m an y a t im e to defeat Ch an n el swim m ers. Th ey h ad defeated m e n o les s th an five t im es.....

On th e m orn in g of 9 Septem ber 1961, after fin ish in g m y swim, I h ad gon e to bed. Th e BBC-TV cam eram en film ed m e in m y bed. Alth ou gh very tired after swim m in g for 11 h ou rs an d 48 m in u tes, I cou ld n ot fall asleep. Th e th ou gh t th at I h ad on ce again failed m y cou n try, frien ds an d fan s was distu rbin g m e. After on ly fou r h ou rs s leep th e followin g n igh t, I decided to try again  for th e sixth time..... I h ad fixed th e ten tative date for Septem ber 20. On th at day, I took th e ferry to Calais.

I get s ea -s ick in th e ferry a n d a ls o d u r in g s wim m in g if th ere a re brea k ers or wa ves . Th is s ea - s ickn es s wa s th e m a in ca u s e of m y fa ilu re to s et a world record on Septem ber 8 / 9 or even in 19 6 0 . Th e n igh t res t a t th e Ca p Gris Nez h otel did m e im m en s e good. I felt on top of th e world. Th e wea th er on Septem b er 2 1 wa s n ea r perfect. I ju m ped in to th e wa ter with in 12 d a ys of m y 5 th s wim , a record in it s elf, a fter s a yin g a lit t le p ra yer, a s kin g God to give m e good wea th er a ll th rou gh a n d to crown m e with s u cces s . Nea r ly th e wh ole of Ca p Gris Nez villa ge h a d tu rn ed ou t to wis h m e lu ck a n d s ee m e en ter th e wa ter for th e s ixth t im e......

On ce in wa ter, you get obliviou s of t im e, dis ta n ce or direction . Th e on ly th ou gh t wh ich kept m e worried, wa s th a t I m u s t m a ke it a n d th a t I m u s t get good wea th er a ll t h e wa y. Th e s econ d h a lf of th e s wim is a lwa ys very difficu lt . An d if even lit t le wa ves develop, it s a ps th e eb bin g en ergy of th e s wim m er a ll th e m ore. Ta kin g a les s on from m y previou s s wim s I kept m y s p eed a t a s tea dy p a ce for I kn ew I wou ld n eed every ou n ce of m y en ergy towa rd s th e clos e .

* 1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5 (a) What doe s 't re ac h e rous ' re fe r t o in t he t e xt?**
     1. s pitefu l (ii) covetou s (iii) fickle (iv) u n wa verin g

### 'Grit' m e ans ——.

* 1. s a n d (ii) gra vel (iii) in t repidity (iv) diligen ce

### (c ) The word 'de t e rm inatio n' c ould be re plac e d by ——.

(i) res olu ten es s (ii) a u d a city (iii) va lor (iv) both I a n d II

### 'Subdue ' re fe rs t o ——.

* 1. procu re (ii) con fin e (iii) torm en t (iv) bea t

### (e ) 'Co ns pire ' m e an s ——.

(i) con t r ive (ii) prop a ga te (iii) con fed era te (iv) a s s ocia te

### 'We at he r and ill luc k h ave c o ns pire d.....' is an ins t an c e of ——.

* 1. iron y (ii) pers on ifica t ion (iii) m eta ph or (iv) pa ra dox

### 'Te n tative ' m e ans ——.

* 1. eph em era l (ii) con s ta n t (iii) con dition a l (iv) in defin it e

### 'Fe lt on t op of t he world' re fe rs to ——.

1. reju ven a ted (ii) exh a u s ted (iii) dra in ed (iv) weigh t les s n es s

### 'Oblivious ' c ould be re plac e d by ——.

* 1. obviou s (ii) u n con s ciou s (iii) obs erva n t (iv) vigila n t

### 'Ebbing' m e ans ——.

* 1. s u s ta in in g (ii) prolifera t in g (iii) rem a in in g (iv) dim in is h in g

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t a re th e odd s a b ou t th e Ch a n n el th e writer h a s m en t ion ed? (b) Wh y did th e a u th or fa il to fa ll a s leep?

(c) How do you u n derstan d th at th e au th or's con fiden ce was m u ch m ore th an h is s tren gth ? (d) Wh y wa s th e a u th or s o con cern ed on th e record -brea kin g da y?

1. Briefly des cribe h ow th e a u th or m a n a ged to con qu er th e Ch a n n el.

### English First Paper : Questions  9

1. **Re ad t he follo wing t e xt an d m ake a flo w c hart s ho wing th e c on dition s of th e rive rs in our c ount ry . (One h as be e n do ne for y ou.) [Unit —1 0 ; Le s s o n —1 (B)] 1** **5 =5**

On e of th e s ou rces of wa ter in ou r cou n t ry is th e r ivers . Rivers a re everywh ere in ou r life, lit era tu re, econ om y a n d cu ltu re. Bu t a re th e r ivers in good s h a p e? Un fortu n a t ely, th ey a r e n ot. A few a re a lr ea dy d ea d a n d s evera l a re goin g th rou gh th e pa n gs of dea th . Th e r iver Bu r iga n ga is a n exa m ple of a dyin g r iver. A rep ort pu blis h ed in *the Daily Sun* d es cribes wh a t h a s h a pp en ed to th e r iver Bu r iga n ga a n d wh y. It s wa ter is p ollu ted a n d a perp etu a l s ten ch fills th e a ir a rou n d it . Bu t th a t is n ot wh a t it wa s like before.

Th e rep ort s a ys th a t th e r iver h a d a gloriou s pa s t . On ce it wa s a t r ibu ta ry of th e m igh ty Ga n ges a n d flowed in to th e Ba y of Ben ga l th rou gh th e r iver Dh a les h wa r i. Gra du a lly, it los t it s lin k with th e Ga n ges a n d got th e n a m e Bu r iga n ga . Th e Mu gh a ls were m a rveled a t th e t ide level of th e Bu r iga n ga a n d fou n ded th eir ca pita l J a h a n girn a ga r on it s ba n k s in 1610 . Th e r iver s u pplied drin kin g water an d s u pported tra de an d co m m erce. J ah an girn aga r was ren am ed Dh aka wh ich grew in to a h eavily popu la ted city with a ch ron ic sh ortage of space.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Rivers bein g on e of th e s ou rces of wa ter |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### Re ad th e poe m c are fully and write a s um m ary . [Unit —5 ; Le s s o n —2 (B)] 10

Su n d a ys too m y fa th er got u p ea r ly

a n d p u t h is cloth es on in th e blu e bla ck cold, th en with cra cked h a n ds th a t a ch ed

from la b or in th e weekd a y wea th er m a de

ba n ked fir es bla ze. No on e ever th a n ked h im .

I'd wa ke a n d h ea r th e cold s plin terin g, brea kin g. Wh en th e room s were wa rm , h e'd ca ll,

a n d s lowly I wou ld r is e a n d dres s ,

fea r in g th e ch ron ic a n gers of th a t h ou s e, Spea kin g in differen t ly to h im ,

wh o h a d driven ou t th e cold

a n d p olis h ed m y good s h oes a s well. Wh a t did I kn ow, wh a t d id I kn ow of love's a u s tere a n d lon ely offices ?

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary 5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| con s is t | wa s te | exten t | bu ry | s om e | bu rn |
| n ega t ive | du m p | in cin era te | ru b bis h | refa brica te | en viron m en t |

We ca n n ot a ltogeth er get r id of ou r wa s te b u t a proper wa s te m a n a gem en t of it ca n certa in ly redu ce it s qu a n t ity. If we th in k of bu rn in g, (a ) ——, recyclin g a n d th u s m a n a ge ou r (b) ——, we ca n , to a la rge (c) ——, s a ve ou r en viron m en t . Ou r ga rba ge (d) —— of va r iou s kin d s of th in gs . (e) —— a re bu rn a ble, wh ile oth ers a re (f) ——. In s om e cou n t r ies , wa s te is (g) ——. Th e n on -b u rn a ble a re m elted a n d (h ) ——. People s eem to h a ve a (i) —— im pres s ion a b ou t wa s te. Actu a lly, s om e (j) —— a re n ot ru b bis h a t a ll.

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Hu m a n s , a n im a ls a n d p la n t s a ll pla y a n im p orta n t role in m a in ta in in g a b a la n ce in th e n a tu ra l en viron m en t . Bu t h u m a n s a re cru el en ou gh to (a ) —— pla n t s a n d a n im a ls . Th e des t ru ction of (b) —— a n d oth er h a bita t s is ca u s in g th e (c) —— of va r iou s pla n t s a n d a n im a ls every d a y. (d) —— declin e h a s been a ccelera ted by th e (e) —— of th eir feedin g a n d n es t in g pla ces . (f) —— of birds a n d a n im a l is a n oth er (g) —— of th eir extin ction . We kn ow th a t (h ) —— s p ecies is im p orta n t to m a in ta in th e (i) —— ba la n ce. If on e is los t , th e (j) —— n a tu ra l en viron m en t protect ou r wildlife.

### The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in pro pe r s e que nc e . 1 1 0 =1 0

1. Bein g wis e th eir gifts were, n o dou bt, wis e a n d th es e proved th eir love a n d res p ect for th e ba by in m a n ger.
2. Th e Ma gi were th e th ree wis e m en of th e Ea s t wh o brou gh t gift to th e in fan t J es u s .
3. Th ey in t rod u ced th e cu s tom of givin g Ch r is tm a s p res en t s .
4. Sim ila r is th e ca s e with th e Ch r is tm a s pres en t s of J im a n d Della .
5. J im , on th e oth er h a n d, s old h is gold watch to bu y a set of bea u t ifu l com bs for h is wife.
6. Della sold h er beau t ifu l h a ir to bu y a platin u m fob -ch ain for h er h u sban d's gold watch .
7. Th ey were led by a s ta r to th e s ta ble of Beth leh em wh ere J es u s wa s b orn .
8. Th ey a re th e Ma gi of th e da y.
9. Ou t of th eir t ru e love, th ey h a d s a crificed th eir dea res t p os s es s ion in order to b u y Ch r is tm a s pres en t s .
10. Th e worldly wis e m en m a y ca ll th em fools bu t , a ct u a lly, J im a n d Della a re th e wis es t of a ll wh o give a n d receive gifts .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |



**10**

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**HSC English Test Papers** 

### Part II : Writing (4 0 Marks )

1. **The graph s h o ws 'The Int e rne t Us e rs ' from 2 0 0 0 to 2 0 0 9 . The num be r is m e n t io ne d in Lakh. De s c ribe th e graph in at le as t 8 0 words . You s h ould high light t he inform at io n and re po rt th e m ain fe ature s give n in t he graph. 15**

7

5.56

6.17

5.00

3.00

1.50

2.43

0.003

6

5

4

3

2

1

0

2000 2002 2003 2005 2007 2008 2009

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On ce a m a n h a s a s on wh o h a d s om e ba d fr ien ds a n d h e pa s s ed a ll h is t im e with th em . Th e fa th er wa s very s orry for h is s on . He ga ve h is s on m u ch a d vice to lea ve th e ba d com pa n y a n d to give a t t en t ion to h is s tu dy. Bu t th e boy did n ot follow th e a dvice. An oth er da y th e m a n s a id to h is s on th a t a m a n is kn own by h is com pa n y a n d if h e m ixed with b a d boys , people wou ld th in k h im ba d, b u t th e a dvice wen t in va in ...........

### Suppo s e , y ou are Sum on/ Sum o na an d y our frie n d is Anik/ Anika. Now, write a le t t e r to y our frie n d e xpre s s ing y our s y m path y for h is / he r s uffe ring fro m De ngue . 10

|  |  |
| --- | --- |
| **04** | **Govt. Moham m adpur Model Sc hool & Colle ge, Dhaka**  **Te s t Exam inatio n** **2 0 2 4 ; En glis h : Pape r I** |

### Part A : Re ading (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decid e th in gs ra t ion a lly a n d m a ke th e r igh t ch oices . As we lea rn h ow to rea d, write a n d do th e ba s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a ke ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e goo d th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from th e va lu es it im pa r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r per s on a lit y. As we begin s ch ool, we feel th e n eed to b elon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu de th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Edu ca t ion th u s prepa res every ch ild to becom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

Edu ca t ion , it is b elieved, relea s es ou r p oten t ia ls a n d ou r in n er s t ren gth s . It s h a rpen s ou r in tellect a n d develop s ou r crea t ivity. As we a re ta u gh t to rea s on well a n d fin d s olu t ion s to th e problem s of life, we b ecom e prod u ctive m em bers of s ociety. Ed u ca t ion by defin it ion is progres s ive a n d libera l, tea ch in g u s to res pect h u m a n divers ity a n d cu ltu ra l a n d religiou s differen ces . If a ll of u s pra ctice th es e va lu es in life, th e world becom es a m u ch h a ppier pla ce.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'rat ion ally' m e an s ——.

* + 1. foolis h ly (ii) du m bly (iii) u n in telligen t ly (iv) in telligen t ly

### What doe s t he word 'de viatio n' m e an?

* 1. a berra t ion (ii) con form ity (iii) regu la r ity (iv) in s ta bility

### (c ) Whic h of t he follo wing is n ot t rue about e duc at io n?

1. Edu ca t ion provides th e s kills n eed ed for d oin g m ea n in gfu l work.
2. Edu ca t ion m a kes u s con fid en t .
3. Edu ca t ion h elps u s to th in k in depen den t ly.
4. Edu ca t ion gives u s a lot of wea lth .

### The word 'e xpand' m e ans ——.

* 1. wa n e (ii) en la rge (iii) dim in is h (iv) decrea s e

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1. **) One of the m ain objec t ive of e duc at ion is to te ac h us how to —— hum an diversity and cultural and religious diffe re nc es .**
   1. develop (ii) m a in ta in (iii) res pect (iv) h a te

### The word 'fun c t ion' in t he pas s age is us e d as a/ an ——.

* 1. n ou n (ii) a djective (iii) verb (iv) a dverb

### The word 'art ic ulat e ' h as a c los e s t m e aning with ——.

* 1. expres s (ii) s u p pres s (iii) m u m ble (iv) refra in

### The word 'appre c iate ' m e ans ——.

1. deva lu e (ii) a dm ir e (iii) ign ore (iv) criticize

### The word 'im part' m e ans ——.

* 1. op pos e (ii) reject (iii) ren der (iv) dis a llow

### What doe s t he word 'c o nflic t ' m e an?

* 1. a greem en t (ii) dis p u te (iii) con cord (iv) a ccord

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t a bilit ies d oes ed u ca t ion give u s ?

1. How ca n we ga in a degree of s elf-con fiden ce?
2. Wh a t is th e u s efu ln es s of a n a wa ren es s a bou t ou r s elves ? (d) How ca n we becom e produ ctive m em b ers of s ociety?

(e) Wh y is edu ca t ion ca lled progres s ive a n d lib era l?

### Re ad th e fo llowing pas s age and an s we r th e que s t ion 2 : [Unit —5 ; Le s s on —1 (B)] 1 5 =5

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu re a s ocia l a n im a l.' Wh a t h e m ea n t wa s th a t m a n , by in s t in ct, s eeks com p a n y of oth ers a n d es ta blis h es rela t ion s h ip s , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pire h im to d o well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es .

Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l like th e on es we h a ve with fr ien ds a n d s om e a re m a de in s ch ool wh ere we form clos e bon ds with cla s s m a tes a n d tea ch ers . Rela t ion s h ips ca n a ls o be fos tered in work pla ce, wh ich m a y qu ickly ch a n ge from profes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o between h u m a n b ein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with .

All th es e rela t ion s h ips k eep u s clos e to ea ch oth er a n d provide u s a ll kin d s of s u pp ort, love a n d a ffection . A p ers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e , it s im ply red ou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

To b u ild rela t ion s h ip s , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eeded. We ca n n ot be s elfis h a n d pos s es s ive if we wa n t to es ta blis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r rellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.

1. **Bas e d on your re adin g of the pas s age , m ake s ho rt n ot e s i n e ac h of t he boxe s in t he**

### flow c hart s h owing diffe re nt ty pe s of re lat ion s hips : (No . 1 has be e n don e fo r you.) 5

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . With fa m ily m em bers |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing t e xt . [Unit — 3 ; Le s s on — 3 (B)] 10**

I h ave a dream th a t on e da y every va lley sh a ll be exalted, every h ill an d m ou n ta in s h a ll be m a de low, th e rou gh places will be m a de plain , an d th e crooked pla ces will be m a de s tra igh t , "an d th e glory of th e Lord sh a ll be revea led, an d a ll fles h sh a ll see it togeth er." Th is is ou r h ope. Th is is th e fa ith th a t I will go back to th e Sou th with . With th is fa ith , we will be able to h ew ou t of th e m ou n ta in of des pa ir a s ton e of h ope. With th is fa ith , we will be a ble to tran s form th e jan glin g discords of ou r n a t ion in to a bea u t ifu l sym ph on y of broth erh ood. With th is fa ith , we will be a ble to work togeth er, to pray togeth er, to s tru ggle togeth er, to go to ja il togeth er, to s tan d u p for freedom togeth er, kn owin g th a t we will be free on e da y....

An d if Am erica is to be a great n a t ion , th is m u s t becom e t ru e. So, let freedom r in g from th e prodigiou s h illt ops of New Ham psh ire. Let freedom r in g from th e m igh ty m ou n ta in s of New York. Let freedom r in g from th e h eigh ten in g Allegh en ies of Pen n sylvan ia ...... Let freedom r in g from every h ill a n d m oleh ill of Mis s is s ippi. From every m ou n ta in s ide, let freedom r in g. An d wh en th is h a ppen s , an d wh en we a llow freedom r in g, wh en we let it r in g from every villa ge an d every h a m let, from every s ta te an d every city, we will be a ble to s peed u p th a t da y wh en a ll of God's ch ildr en , bla ck m en an d wh ite m en , J ews a n d gen t iles , Protestan t s an d Cath olics, will be a ble to join h an ds an d s in g in th e words of th e old Negro s piritu a l, "Free a t la s t! Free a t la s t! Th a n k God Alm igh ty, we a re free a t la s t!"



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**HSC English Test Papers** 

### Re ad t he follo win g t e xt and fi ll in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| con cen t ra t ion | ten s ion | a n xiety | m edita t ion | redu ce | tolera n ce |
| etern a l | h a rm on y | rela xa t ion | con s ciou s n es s | crea t ivity | a ch ieve |

Us u a lly p eople (a ) —— to explore to th e in n er h ea r t to fin d th e s olu t ion of t rou bles beca u s e th ey becom e (b) —— for m a jor problem s . It h elps th em to (c) —— for th e pa r t icu la r m a t ter. People a re a lwa ys (d) —— a b ou t th eir fu tu re. Medita t ion h elps th em to becom e (e) —— wh a t ca u s es th e (f) —— of m en ta l s t res s . To be (g) ——in a n y s itu a t ion is th e objective of m edita t ion . A m a n becom es (h ) —— th rou gh th e proces s . It en s u res m a n y (i) ——. Hea r t is a lwa ys t rou bled with m u n da n e des ir es . It rem oves s t res s es a n d crea te (j) —— s itu a t ion .

1. **Fill in t he gaps us ing s uitable words : 1** **1 0 =1 0** We ca n n ot a ltogeth er get r id of ou r (a ) —— b u t a prop er m a n a gem en t of it ca n certa in ly redu ce it s qu a n t ity. If we th in k of (b) ——, b u ryin g, recyclin g a n d th u s m a n a gin g ou r waste, we ca n (c) —— a large exten t save (d) —— en viron m en t. Ou r garbage con s is ts (e) —— va r iou s kin d s of th in gs . Som e (f) —— b u rn a b le, s om e a re n on -b u rn a ble. In (g) —— cou n t r ies wa s te is des t royed (h ) —— in cin era tors . Th e n on -b u rn a ble wa s te (i) —— m elted a n d refa brica ted. Som e (j) —— is n ot ru b bis h a t a ll.

### The following sentences are jum bled. Rearrange the sentences in proper sequence. 1 1 0 =1 0

(a ) Su d den ly, h e s top ped on e of th e gu es t s .

(b) Th e m a r r ia ge cerem on y wa s over a n d th e gu es t s were a ll goin g to th e fea s t s . (c) He s poke s o s t ra n gely th a t th e gu es t s tood s t ill a n d lis ten ed to th e s tory.

1. He s a w people wa lk in g p a s t h im .
2. Th e old m a n told h im a b ou t h is la s t jou rn ey on th e s ea .
3. Th e old s a ilor s a t on a s ton e ou t s ide th e ch u rch
4. He h a d a s t ra n ge m a d look in h is eyes . (h ) "Th ere wa s a s h ip ," th e old s a ilor bega n .
5. He a n d oth er s a ilors s a iled to th e s ou th u n t il th ey a r r ived in cold gra y s ea .
6. Th e big wh it e s a ils of th eir s h ips open ed wide, a s th e s t ron g win d blew th em qu ickly th rou gh th e icy wa ter s.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part B : Writing (4 0 Marks )

1. **The pie c hart be low s h ows t he pe rc e nt age of a fam ily's m on th ly inc om e s pe n t in t he ye ar 2 0 2 2 dis t ribute d int o diffe re nt c at e go rie s fo r h ous e h old e xpe nditure . Sum m arize th e inform at ion by s e le c t ing and re portin g t he m ain fe ature s and c om paris o ns whe re re le van t : 15**

### Hous e h old Expe n diture in 2 0 2 2

Transport

4%

Education 20%

Clothing 5%

Savings 1%

House rents 31%

Fooding 35%

Utility bills 4%

### Re ad th e fo llowing out line s and de ve lop th e m in to a c o m ple t e s t ory. Give a s uit able t it le t o it : 15

On ce th ere lived a h a p py cob bler wh o pa s s ed h is da ys in workin g a n d s in gin g from m orn in g t ill n igh t . A r ich m a n of h is n eigh b ou r a s k ed h im on e da y "How m u ch a yea r d o you ea rn ?" Th e cob bler la u gh ed a n d s a id .........

### Your younger brother does not know the im portance of physical exercise. Now, write a letter to him describing the im portance of physical exercise. Use the following clues. 10

* **English First Paper : Questions**  **13**

|  |  |
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| **05** | **Gove rnm e nt De be ndra Colle ge , Manikganj**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part A : Re ading (6 0 Marks )

**1 . Re ad th e fo llowing pas s age c are fully an d ans we r t he que s t ion s A an d B.**

### [Unit —1 2 ; Le s s on —1 (A)]

Bea u ty is ea s y to a p precia te b u t difficu lt to defin e. As we look a rou n d, we dis cover b ea u ty in plea s u ra ble objects a n d s igh t s — in n a tu re, in th e la u gh ter of ch ild ren , in th e kin dn es s of s t ra n gers . Bu t a s ked to defin e, we ru n in to difficu lt ies . Does bea u ty h a ve a n in d ep en d en t objective iden t ity? Is it u n ivers a l, or is it depen den t on ou r s en s e perception s ? Does it lie in th e eye of th e beh old er? — we a s k ou r s elves . A fu r th er difficu lty a r is es wh en bea u ty m a n ifes t s it s elf n ot on ly by it s pres en ce, bu t by it s a b s en ce a s well, a s wh en we a re repu ls ed by u glin es s a n d des ir e b ea u ty. Bu t th en u glin es s h a s a s m u ch a pla ce in ou r lives a s bea u ty, or m a y be m ore–a s wh en th ere is wides prea d h u n ger a n d in ju s t ice in a s ociety. Ph ilos oph ers h a ve told u s th a t bea u ty is a n im porta n t pa r t of life, b u t is n 't u glin es s a p a r t of life too? An d if a r t h a s bea u ty a s a n im p orta n t in gredien t , ca n it con fin e it s elf on ly to a projection of bea u ty? Ca n a r t ign ore wh a t is n ot bea u t ifu l?

Poets a n d a r t is t s h a ve provided a n s wers to th es e qu es t ion s by in corp ora t in g both in to th eir work. In d oin g s o, th ey h a ve often t ied b ea u ty to t ru th a n d ju s t ice, s o th a t wh a t is n ot bea u t ifu l a s s u m es a toler a ble prop ortion a s s om eth in g th a t repres en t s s om e t ru th a bou t life. J oh n Kea t s , th e rom a n t ic poet, wrote in h is celebra ted 'Ode on a Grecia n Urn ', 'Bea u ty is t ru th , t ru th bea u ty', by wh ich h e m ea n s th a t t ru th , even if it 's n ot plea s a n t , becom es bea u t ifu l a t a h igh er level. Sim ila r ly, wh a t is bea u t ifu l forever rem a in s t ru e. An oth er m ea n in g, in th e con text of th e Grecia n Urn —a n a r t object—is th a t t ru th is a con dition of a r t .

Here a re two p oem s wh ich dea l directly with th e th em e of bea u ty. Wh ile Lord Byron (17 8 8  18 2 4 ) fin ds perfect b ea u ty in a wom a n wh om h e idea lizes , Em ily Dick in s on (18 3 0  1 88 6 ) a s s erts th a t bea u ty is in s ep a ra ble from t ru th . Sh e des crib es two pers on s wh om died for th em , a n d a re n ow bu r ied in tom bs n ea r ea ch oth er.

1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5 (a) The word *a p p recia t e* m e an s ——.**
   1. ch oos e (ii) pra is e (iii) s elect (iv) like
2. **The word *rep uls ed* s tands for ——.**
   1. dis gu is ed (ii) ign ored (iii) a t t ra cted (iv) rega rded

### (c ) Be aut y als o pre vails in ——.

(i) t ru th (ii) plea s u ra ble objects

(iii) u glin es s (iv) bea u t ifica t ion

### Philos ophe r's vie w abo ut be auty is th at ——.

* 1. life is n ot en dles s s ou rce of bea u ty (ii) bea u ty a t t ra cts everybody

(iii) bea u ty is s ym b olic like u glin es s (iv) bea u ty is a n in s epa r a ble pa r t of life

### (e ) 'Ode o n a Gre c ian' Urn is writt e n by ——.

(i) Lord Byron (ii) Willia m Sh a kes p ea re

(iii) PB Sh elley (iv) J oh n Kea t s

### What doe s t he e xpre s s ion 'run int o diffic ultie s ' m e an?

* 1. to t ry to ca u s e difficu lt ies (ii) to exp erien ce t rou bles

(iii) to es ca pe for difficu lt ies (iv) to criticize s om eth in g

### Like be aut y, art ——.

* 1. ign ores p oetry (ii) h elps m en to write p oem

(iii) celebra tes p oetry (iv) h elps u s to u n ders ta n d p oem

### Ac c o rding to t he c o nt e xt , whic h of th e fo llowing is t rue ?

1. J oh n Kea t s wa s a p oem . (ii) J oh n Kea t s wa s a ph ilos oph er.

(iii) J oh n Kea t s wa s a p oet. (iv) J oh n Kea t s wa s a bea u t icia n .

### Pe rc e ption is s y n on ym ous wit h ——.

* 1. idea l (ii) feelin g (iii) dis t in ct (iv) em otion

### Ugline s s is an —— part of life .

* 1. in defin it e (ii) in n er (iii) in divis ib le (iv) in s ep a ra ble



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**HSC English Test Papers** 

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t a re th e difficu lt ies we fa ce wh ile defin in g b ea u ty?

(b) "Bea u ty is t ru th , tru th bea u ty."— Expla in in you r own la n gu a ge. (c) How m u ch pla ce d oes u glin es s h a ve in ou r life?

(d) Wh a t h a s J oh n Kea t s written in 'Ode on a Grecia n Urn '? (e) How ca n we dis cover bea u ty in ou r s u r rou n din gs ?

### Care fully re ad t he pas s age be low. [Unit —7 ; Le s s o n —1 (F-7 )]

Din n er is m ea n t to be s ocia l. Ma ke s u re you ta ke p a r t in th e din n er con vers a t ion , a n d a ls o ta k e n ote if it s eem s like you 'r e ea t in g m u ch fa s ter or m u ch s lower th a n everyon e els e. By th e en d of th e m ea l, s om e people ta k e a few gla s s es of wa ter in gu lp s a n d s om e people con s ider it worth y to belch ou t p u blic ly, wh ich a re weird. If drin kin g wa ter is a n eed, ta ke in lit t le s ips with ou t m a kin g a n y s ou n d a n d wipe you r lip s . Don 't s n eeze or m a k e a n y fou l s ou n d s to clea n you r th roa t in fron t of oth ers . Ma ke s u re you a re n ot s ca t terin g foods a rou n d you r pla te. Nobod y lik es to experien ce a m es s y din in g ta ble a rou n d.

**No w, m ake a flo w c hart high lighting t he n orm s in a form al dining. (No . 1 has be e n do ne for y ou.) 5**

### Sum m arize t he follo wing t e xt . [Unit — 3 ; Le s s on — 2 (B)] 10

All people drea m , b u t n ot equ a lly.

Th os e wh o drea m by n igh t in th e du s ty reces s es of th eir m in d, Wa ke in th e m orn in g to fin d th a t it wa s va n ity.

Bu t th e drea m ers of th e da y a re d a n gerou s people, For th ey drea m th eir drea m s with op en eyes ,

An d m a k e th em com e t ru e.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . m odera te m otion m ea lin g |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Read the following text and fill in the blanks with suitable words from the box. There are m ore words than needed. You m ay change the form of the words if necessary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s pellin g | la n gu a ge | a lph a betic | fin d | s ylla ble | n eglect |
| n ou n | life | s yn on ym s | pictu re | fr ien ds | a n ton ym s |

Diction a r ies a re very im porta n t books in th e (a ) —— of a people. A diction a ry lis t s th e words in a la n gu a ge (b) —— s o th a t th e rea der m a y (c) —— th em ea s ily. A diction a ry en t ry gives u s th e a ccepted (d) —— of a word, it s divis ion in to (e) ——, it s pron u n cia t ion , it s origin s a n d it s m ea n in g. Som etim es a diction a ry a ls o provid es (f) —— or op p os it es of a word. In a ddition , if th e word is a (g) —— th a t d es cribes a vis ib le th in g, th e diction a ry m a y provide a (h ) —— of it . Diction a r ies of th e p a s t , pres en t a n d fu tu re ca n b ecom e you r tea ch ers a n d good (i) ——. Don 't (j) —— th em .

1. **Fill in t he gaps us ing s uitable words . 1** **1 0 =1 0** Edu ca t ion n ot on ly en r ich es u s with (a ) ——, a bilities a n d s kills , it a ls o (b ) —— u s va lu es . Va lu es ca n b e (c) ——, in terpers on a l, orga n iza t ion a l or s ocieta l. Th u s , s tu den t s receivin g (d) —— ed u ca t ion d evelop (e) —— bu t a ls o lea rn to res pect oth ers ; th ey kn ow th e im p orta n ce of (f) —— a n d lea rn to t ru s t oth ers ; th ey develop com p a s s ion a n d (g) —— feelin g a n d b ecom e a wa re of th e n eed to protect th e en viron m en t . If s tu den t s (h ) —— th e va lu es th ey lea rn a t h om e with th os e th a t th e s ch ool gives th em , th ey will n ot devia te th e
   1. —— pa th u n les s th ey fa ll in to ba d com p a n y. Th e fa m ou s Fren ch writer Victor Hu go (18 0 2 -18 9 5 ) on ce s a id , "He wh o op en s a s ch ool d oor, (j) —— a pris on ."

### The sentences of the following text are jum bled. Rearrange them in a proper order. 1 1 0 =1 0

(a ) All th e s erva n t s were ca lled a n d in terroga ted.

(b) In order to fin d ou t th e th ief, th e ju dge ch a lked ou t a n in telligen t pla n . (c) On ce a gold n eckla ce wa s los t from a r ich m a n 's h ou s e.

(d) Th e s erva n t s were s u m m on ed to th e cou r t bu t th ey den ied h a vin g s tolen th e n eckla ce. (e) Wh en th e s erva n t s ca m e to th e cou r t th e n ext da y, th e th ief h a d a lr ea dy cu t off a n

in ch of h is s t ick.

1. Bu t n ob ody con fes s ed th eir gu ilt .
2. So, th e own er of th e h ou s e lodged a com pla in t in th e cou r t .

(h ) Th e ju dge fou n d on e of th e s t icks s h orter th a n th e oth ers a n d in th is wa y h e cou ld ea s ily ca tch th e th ief.

1. Na tu ra lly, it wa s s u s p ected th a t on e of th e s erva n t s h a d s tolen th e n eckla ce.
2. He ga ve ea ch of th e s u s pects a s t ick of equ a l len gth a n d s a id th a t on e of th e s t icks wou ld in crea s e by a n in ch th e n ext da y.

**Self Practice**

### Part B : Writing (4 0 Marks )

* **English First Paper : Questions**  **15**

### The pie c hart be low s ho ws t he pe rc e ntage o f t rave lle rs in Banglade s h t rave lling in diffe re n t t rans portatio n ways pe r day. De s c ribe t he pie c h art in at le as t 8 0 words . 15

Launch steame

Bicycle and others 2%

Boats 5%

and r 8%

10%

Train

Land vehicles 75%

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On ce u p on a t im e a fa rm er lived th ere in a cou n t ry. He h a d ca t t les , d om es t ic bird s a n d m a n y lit t le m ores , a n d h e wa s h a p py with th a t goin gs . On e d a y, a m ir a cle da y ca m e in h is life. He h a d s evera l goos es . On e m orn in g h e fou n d... ...........

### Im agine , you are Motale b. Mo hs in is y our c lo s e s t frie nd. Now, writ e a le t t e r t o your frie nd de s c ribing t he annual prize givin g c e re m o ny of y our c o lle ge . 10

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| **06** | **Savar Cant onm e nt Public Sc hool and Colle ge ,**  **Dhaka**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Read the passage and answer the questions A and B. [Unit—6 ; Lesson—2 (-i, ii, iii & iv B)]**

Ad oles cen t s con s t itu te a n a t ion ‘s core res ou rce for n a t ion a l ren ewa l a n d growth . Ad oles cen ce is a period in life wh en t ra n s it ion from ch ildh ood to a d u lth ood ta kes pla ce a n d beh a viors a n d lifes tyles a re s h a ped. Accordin g to th e World Hea lth Orga n is a t ion (WHO), a doles cen ce is th e period wh ich s h a pes th e fu tu re of girls ' a n d b oys ' lives . Th ere a re 2 8 m illi on a d oles cen t s in Ba n gla des h ; 13 . 7 m illion of th em a re girls a n d 14 .3 m illion b oys .

Th e s itu a t ion of a d oles cen t girls in Ba n gla des h is ch a ra cteris ed by in equ a lit y a n d s u bordin a t ion with in th e fa m ily a n d s ociety. Th is in equ a lit y lea ds to a wides prea d pra ctice of ch ild m a rriage, m a rgin a lis a t ion or exclu s ion from h ealth , edu cation an d econ om ic opportu n it ies , a n d vu ln era bility to violen ce a n d s exu a l a b u s e.

In Ba n gla des h , th e lega l a ge of m a r r ia ge is 1 8 for girls a n d 2 1 for boys . However, 33 Percen t of a d oles cen t girls a re m a r r ied before th e a ge of 1 5 a n d 60 percen t becom e m oth ers by th e a ge of 19 . Res ea rch fin d s th a t a d oles cen t s with a h igh er level of ed u ca t ion a n d from m ore a fflu en t fa m ilies ten d to m a r ry a t a la ter a ge. Boys , h owever, becom e rea dy for m a r r ia ge on ly a fter s evera l yea r s of a d oles cen ce a n d you n g a d u lth ood.

Wh en a girl gets m a r r ied ; s h e u s u a lly drops ou t of s ch ool a n d begin s fu ll -t im e work in h er in - la ws ‘ h ou s eh old. In th e in -la ws ‘ h ou s e, s h e is m a rgin a lized Sh e b ecom es vu ln era ble to a ll form s of a b u s e, in clu din g dowry-rela ted violen ce. In Ba n gla d es h , it is s t ill com m on for a brides fa m ily to pa y d owry, des pite th e pra ctice b ein g illega l. Dowry d em a n d s ca n a ls o con t in u e a fter th e wed din g. For a n a d oles cen t brid e, even if h er in -la ws a re s u pp ortive, th ere a re s ign ifica n t h ea lth r is k s in term s of pregn a n cy a n d ch ild birth . Th e m a jority of a d oles cen t brides a n d th eir fa m ilies a re u n in form ed or in s u fficien t ly in form ed a b ou t reprod u ctive h ea lth a n d con t ra ception . Th e m a tern a l m orta lit y ra te for a doles cen t s is d ou ble th e n a t ion a l ra te.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) Adole s c e n t s c o ns t itut e a natio n's c ore re s ourc e . In t he s e nte nc e c on s t itute

**m e ans ——.**

* + 1. in s t iga te (ii) com plica te (iii) copy (iv) crea te

### Adult ho od c om e s ——.

* 1. im m edia tely before a d oles cen ce (ii) im m edia tely a fter la ter ch ildh ood

(iii) between ch ildh ood a n d a d oles cen ce (iv) a fter a doles cen ce



**16**

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**HSC English Test Papers** 

### (c ) Afflue nt fam illie s are ——.

(i) in s olven t fa m ilies (ii) im poveris h ed fa m ilies

(iii) well to do fa m ilies (iv) h a rd u p fa m ilies

### She is m arginalize d in he r in -laws ' h ous e . The unde rline d wo rd m e an s ——.

* 1. dis rega rd ed (ii) s ign ifica n t (iii) in tegra l (iv) s u pp ortive

### (e ) "S he be c om e s vulne rable t o all form s of abus e " im plie s th at ——.

(i) s h e h a tes a b u s e (ii) s h e is dea d a ga in s t a bu s e

(iii) s h e u n d ergoes a b u s e (iv) s h e is a t r is k of a b u s e

### The s ituation of adole s c e n t girls is e xpre s s ive of ——.

* 1. in feriority (ii) s u p eriority

(iii) dis p a r ity a n d s u b ord in a t ion (iv) in equ a lit y

### Dowry is de m an de d ——.

* 1. before m a r r ia ge (ii) a fter m a r r ia ge

(iii) prior to m a r r ia ge (iv) before a n d a fter m a r r ia ge

### Adole s c e n c e is a/ an ——.

1. s h a per of fu tu re (ii) m a ker of fu tu re

(iii) s h a rpen er of fu tu re (iv) refin er of fu tu re

### Whe n a girl ge t s m arrie d ——.

* 1. s h e fin ds fr ien ds (ii) s h e los es econ om y

(iii) s h e gives u p s tu dies (iv) s h e en h a n ces h er op portu n it ies

### The m ate rnal m ortality rat e fo r ado le s c e nts is ——.

* 1. on th e wa n e (ii) on th e r is e

(iii) twice th e n a t ion a l birth ra te (iv) two t im es th e n a t ion a l m orta lit y ra te

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t is th e s ign ifica n ce of a d oles cen ce?

(b) Wh a t is th e s itu a t ion of a d oles cen t girls in Ba n gla des h ? (c) Wh a t h a pp en s if a d oles cen t girls a re m a r r ied off?

(d) Wh a t is th e ten den cy of a d oles cen t s with h igh er level of edu ca t ion ? (e) How is a m a r r ied a doles cen t girl m a rgin a lized in h er in -la w's h ou s e?

### Re ad th e fo llowing t e xt an d m ake a flow c hart m e ntioning t he m is e rie s of t he Ne gro. (One is do ne for y ou.) [Unit —3 ; Le s s on —3 (B)] 1 5 =5

....(T)h e Negro is s t ill n ot free. ....(T)h e life of th e Negro is s t ill s a dly crippled by th e m a n a cles of s egrega t ion a n d th e ch a in s of dis crim in a t ion . ....(T)h e Negro lives on a lon ely is la n d of p overty in th e m ids t of a va s t ocea n of m a teria l pros p erity. ....(T)h e Negro is s t ill la n gu is h in g in th e corn ers of Am erica n s ociety a n d fin ds h im s elf a n exile in h is own la n d. So, we h a ve com e h ere tod a y to dra m a t ize a s h a m efu l con dition ..........

I s a y to you tod a y, m y fr ien ds , s o even th ou gh we fa ce th e difficu lt ies of t od a y a n d tom orrow, I s t ill h a ve a d rea m . It is a drea m d eeply rooted in th e Am erica n drea m .

I h a ve a drea m th a t on e da y th is n a t ion will r is e u p a n d live ou t th e t ru e m ea n in g of it s creed : "We h old th es e t ru th s to be s elf-eviden t ; th a t a ll m en a re crea ted equ a l."

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Sa dly crip pled by th e m a n a cles of s egrega t ion |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a s um m ary of t h e follo wing t e xt . [Unit —1 ; Le s s o n —2 (B)] 10**

Nels on Ma n dela gu ided Sou th Africa from th e s h a ckles of a p a r th eid to a m u lt i -ra cia l dem ocra cy, a s a n icon of pea ce a n d recon cilia t ion wh o ca m e to em b ody th e s t ru ggle for ju s t ice a rou n d th e world .

Im pris on ed for n ea r ly th ree deca d es for h is figh t a ga in s t wh it e m in ority ru le, Ma n dela n ever los t h is res olve to figh t for h is people's em a n cipa t ion . He wa s determ in ed to brin g down a pa r th eid wh ile a voidin g a civil wa r . His pres t ige a n d ch a r is m a h elped h im win th e s u pp ort of th e world.

"I h a te ra ce dis crim in a t ion m os t in ten s ely a n d in a ll it s m a n ifes ta t ion s . I h a ve fou gh t it a ll du r in g m y life; I will figh t it n ow, a n d will d o s o u n t il th e en d of m y da ys ," Ma n dela s a id in h is a ccepta n ce s p eech on becom in g Sou th Africa 's fir s t bla ck pres id en t in 19 9 4 , ... "Th e t im e for th e h ea lin g of th e wou n ds h a s com e. Th e m om en t to bridge th e ch a s m s th a t divide u s h a s com e."

"We h a ve, a t la s t , a ch ieved ou r p olit ica l em a n cip a t ion ."

### English First Paper : Questions  17

1. **Re ad t he fo llowing t e xt and fill in t he blanks wit h s uit able wo rd fro m th e box. Th e re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary 5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| m os t | virgin | fis h in g | perh a ps | s u r fin g | t ra dition |
| gen t ly | expa n s e | u n iqu e | typica l | in digen ou s | wa tch |

Ku a ka ta is on e of th e (a ) —— s p ots wh ich a llow a vis it or to (b) —— both th e s u n r is e a n d th e s u n s et from th e b ea ch . Th a t (c) —— m a k es Ku a k a ta on e of th e world's (d) —— a t t ra ctive bea ch es . Th e lon g a n d wide b ea ch a t Ku a ka ta h a s a (e) —— n a tu ra l s ettin g. Th is s a n dy b ea ch s lopes (f) —— in to th e Ba y a n d b a th in g th ere is a s plea s a n t a s is s wim m in g or divin g. Ku akata is tru ly a (g) —— beach an d a san ctu ary for m igratory win ter birds. (h ) —— boa t s plyin g in th e Ba y of Ben ga l with colou r fu l s a ils , (i) —— wa ves a n d th e lin es of cocon u t t rees a d d to th e vibra n t colou r s of Ku a k a ta . Th e (j) —— cu ltu re of th e Ra kh a in e com m u n ity a n d h u n dred yea r old Bu d dh is t tem ples in dica te th e a ge old t ra dition a n d cu ltu ra l h erita ge of th is a rea .

1. **Fill in t he blanks wit h an appro priate word in e ac h gap. 1** **1 0 =1 0** A m os t im porta n t t ru th , wh ich we a re a pt to forget, is th a t a tea ch er ca n n ever t ru ly tea ch (a ) —— h e is s t ill lea rn in g h im s elf. A la m p ca n n ever (b) —— a n oth er la m p u n les s it con t in u es to (c) —— it s own fla m e. Th e tea ch er wh o h a s com e to th e en d of h is s u bject, wh o h a s n o (d) —— t ra ffic with h is kn owledge, bu t m erely (e) —— h is les s on s to h is s tu d en t s , ca n on ly loa d th eir m in ds ; h e ca n n ot (f) —— th em . Tru th n ot on ly m u s t in form bu t (g) ——. If th e (h ) —— dies ou t , a n d th e in form a t ion on ly a ccu m u la tes , th en t ru th los es it s (i) ——. Th e grea ter pa r t of ou r lea rn in g in th e s ch ools h a s been wa s ted beca u s e, for m os t of ou r tea ch ers , th eir s u bjects a re lik e d ea d s pecim en s of on ce livin g th in gs , with wh ich th ey h a ve a lea rn ed (j) ——, bu t n o com m u n ica t ion of life a n d love.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) Th e h u n gry s tork replied, "Oh , it is good, bu t m y s tom a ch is u ps et, a n d I ca n 't ta k e a n y m ore s ou p!"

1. On e d a y th e fox m et a s tork a n d a cted like a very good fr ien d.
2. Th e fox ea s ily licked th e s ou p from th e pla te b u t th e s tork cou ld n ot. (d) "I'm s orry for t rou blin g you ," s a id th e fox.
3. Soon , h e in vited th e s tork to h a ve a fea s t with h im a n d th e s tork h a ppily a ccepted th e in vita t ion .
4. On ce th ere lived a very cu n n in g fox wh o u s ed to s pea k to oth er a n im a ls s weetly a n d ga in th eir t ru s t , before pla yin g t r icks on th em .
5. Sh e left th e pla ce th a n kin g th e fox, a n d in vit in g h im to h er h ou s e fo r din n er.

(h ) Th e s tork replied, "Oh d ea r , plea s e d on 't s a y s orry. I h a ve s om e h ea lth p roblem s a n d ca n n ot en joy wh a t you offer."

1. On th e d a y of th e fea s t th e fox s a id th a t h e cou ld n ot m a k e a big fea s t a s prom is ed, a n d ju s t offered s om e s ou p in a s h a llow b owl.
2. As th e s tork ju s t tou ch ed th e s ou p with th e t ip of it s bill, th e fox a s k ed h er, "How is th e s ou p?"

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn way. 15

On ce th ere lived a crocodile in a r iver a n d ju s t bes ide th e r iver lived a cu n n in g fox. Th e crocodile wa s very fon d of lea rn in g. So, s h e wa n ted h er ch ild ren to b e ed u ca ted............

### Write a le t t e r t o y our frie nd livin g abroad t e lling him about t he fo o tball m at c h y ou have re c e ntly e n jo ye d he ld in your c olle ge playground. 15

### The pie -c hart be low s h ows th e pe rc e ntage of a fam ily's h ous e h old inc om e s pe nt o n diffe re n t purpos e s . No w, write a paragraph o n th e pie -c hart. 10

Sa vin gs

Oth er1s1% 8%

Food 28

Tra n s port 13%

Electricity 5%

Edu ca t io n 25 %

Cloth es 10%

**18**   **HSC English Test Papers** 

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| **07** | **Gazipur Cant onm e nt Colle ge , Gazipur**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —5 ; Le s s on —1 (B)]**

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu r e a s ocia l a n im a l.' Wh a t h e m ea n t wa s th a t m a n , by in s t in ct, s eek s com p a n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls , h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pire h im to d o well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es . Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien ds a n d s om e a re m a d e in s ch ool wh ere we form clos e b on ds with cla s s m a tes a n d tea ch ers . Rela t ion s h ip s ca n a ls o be fos tered in workpla ce, wh ich m a y qu ickly ch a n ge from p rofes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o between h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with .

All th es e rela t ion s h ips k eep u s clos e to ea ch oth er a n d provide u s a ll k in ds of s u p port, love a n d a ffection . A p ers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply redou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

To b u ild rela t ion s h ip s , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eed ed. We ca n n ot b e s elfis h a n d pos s es s ive if we wa n t to es ta blis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r rellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) What doe s a m an purs ue ?

* + 1. wea lth (ii) kn owledge (iii) h ea lth (iv) rela t ion s h ip

### The word 'in t im ate ' c o uld be re plac e d by .

* 1. differen t ia te (ii) clos e (iii) kn owledge (iv) in t r igu e

### (c ) With out prope r re lat io ns hips , t he re is , inde e d .

(i) a cris is of exis ten t ia lis m (ii) a r is k of ru in

(iii) a problem of h elples s n es s (iv) a ll of th e a bove

### Man s e e ks c o m pan y of ot he rs . Th e wo rd 'c o m pan y' c an be re plac e d by .

* 1. fa rm (ii) a s s ocia t ion (iii) a ffection (iv) s u pp ort

### (e ) Intim at e bon ds are form e d th rough .

(i) n u ptia l a r ra n gem en t s (ii) com m u n ity s u p port

(iii) fa m ilia l s u pp ort (iv) profes s ion a l rela t ion s h ips

### We de ve lop  re lat io ns hip in s c ho ol.

* 1. s ocia l (ii) fa m ilia l (iii) profes s ion a l (iv) ed u ca t ion a l

### The word 'ins t inc t ' c ould be re plac e d by .

* 1. im pu ls e (ii) u n con cern (iii) m is h a p (iv) deta ch m en t

### Man's re lat io ns hip is re late d t o his .

1. en m ity (ii) a n t ipa th y (iii) en t ity (iv) h u m a n ity

### The s yn o ny m of 'fos t e r' is .

* 1. a gon y (ii) n ea r (iii) ch a s e (iv) n u r tu re

### The s yn o ny m of 'is olation' is .

* 1. deta ch m en t (ii) en terta in m en t (iii) fierce (iv) a cqu a in ta n ce

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How do rela t ion s h ips h elp u s with m en ta l h ea lth ?

1. How do we in crea s e ou r joy a n d decrea s e ou r m is ery?
2. "A pers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion ."  Expla in . (d) "Ma n is by n a tu re a s ocia l a n im a l."  Expla in .
3. Wh y is rela t ion s h ip s o im p orta n t?

### English First Paper : Questions  19

1. **Re ad t he follo win g t e xt and m ake a flow c hart s h o win g t he pre s e n t c on ditio n and dre am s of t he Ne gro. (o ne is do ne for y ou.) [Un it —5 ; Le s s o n —3 (B)] 1** **5 =5**

.... (T)h e Negro is s t ill n ot free .... th e life of th e n egro is s t ill s a dly crippled by th e m a n a cles of s egrega t ion a n d th e ch a in s of dis crim in a t ion . .... (T)h e Negro lives on a lon ely is la n d of p overty in th e m ids t of a va s t ocea n of m a teria l pros p erity. .... (T)h e Negro is s t ill la n gu is h in g in th e corn ers of Am erica n s ociety a n d fin ds h im s elf a n exile in h is own la n d. So, we h a ve com e h ere tod a y to dra m a t ize a s h a m efu l con dition ....

I s a y to you toda y, m y fr ien ds , s o even th ou gh we fa ce th e difficu lt ies of tod a y a n d tom orrow, I s t ill h a ve a d rea m . It is a drea m d eeply rooted in th e Am erica n drea m .

I h a ve a drea m th a t on e da y th is n a t ion will r is e u p a n d live ou t th e t ru e m ea n in g of it s creed: "We h old th es e t ru th s to be s elf-eviden t ; th a t a ll m en a re crea ted equ a l."

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Hin d ered by th e m a n a cles of s egrega t ion |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### Sum m arize t h e follo wing po e m . [Unit — 5 ; Le s s o n — 2 (B)] 10

Su n d a ys too m y fa th er got u p ea r ly

a n d p u t h is cloth es on in th e blu ebla ck cold, th en with cra cked h a n ds th a t a ch ed

from la b or in th e weekd a y wea th er m a de

ba n ked fir es bla ze. No on e ever th a n ked h im .

I'd wa ke a n d h ea r th e cold s plin terin g, brea kin g. Wh en th e room s were wa rm , h e'd ca ll,

a n d s lowly I wou ld r is e a n d dres s ,

fea r in g th e ch ron ic a n gers of th a t h ou s e,

Spea kin g in differen t ly to h im , wh o h a d driven ou t th e cold

a n d p olis h ed m y good s h oes a s well. Wh a t did I kn ow, wh a t d id I kn ow of love's a u s tere a n d lon ely offices ?

1. **Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| t ru th fu l | h elp | keep | ch a ra cter | th eory | ch ea t |
| n eed | ea s y | s elect | difficu lt | ju dge | s u gges t ion s |

It is n ot ea s y to u n ders ta n d a m a n by s eein g on ly h is fa ce. Even it is n ot ea s y to kn ow a b ou t h is m en ta lit y by (a )  on ly h is s peech es . It is very difficu lt to exa m in e a m a n 's (b)  by h is ou ter a p p ea ra n ces . | So, fin din g a fr ien d is n ot very (c) . It is on e of th e world's m os t (d)  ta s ks . Rea l fr ien d s a re fou n d in ou r (e) . A rea l fr ien d is a lwa ys

1.  in h is fr ien d 's d a n gers . He a lwa ys (g)  h is fr ien d 's s ecrets s ecu re. We ca n often be (h )  by fr ien ds . We m u s t rem a in ca refu l in (i)  fr ien ds . We ca n h a ve (j)  from ou r elders in th is rega rd.
2. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Ou r Liberation is th e (a )  ach ievem en t in ou r n ation a l life. It wa s (b)  in 1971. We h ad been (c)  Pakistan i ru le for abou t twen ty-fou r years. Bu t th e discrim in ation , (d)  an d su ppression of th e West Pakistan i ru lers (e)  u s to wage th e Liberation War. Ban gaban dh u Sh eikh Mu jibu r Rah m an led th e s tru ggle for (f) . Bu t soon h e was (g)  by th e Pakistan i ru lers. However, people from a ll (h )  of life took park in th e war respon din g to th e call an d order of Ban gaban dh u . Th is war (i)  a great protest again s t a ll form s of wron gdoin g. Now, we observe ou r in depen den ce with du e (j)  an d solem n ity.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) As Ba gerh a t is n ea r th e Ba y of Ben ga l, th e wa ter is u s u a lly s a lin e. (b) Kh a n J a h a n Ali wa s a p h ila n th ropic m a n .

1. He, th erefore, exca va ted m a n y t a n ks to provide fres h wa ter to th e people.
2. He ca m e to Ba gerh a t to prea ch Is la m a n d to red u ce th e pligh t of com m on people. (e) He fou n d Ba gerh a t b es et with m a n y problem s .
3. His m em ory will n ever b e s u n k in to oblivion .
4. Th u s , h e s olved th e prob lem of drin kin g wa ter. (h ) Th e s ca rcity of drin kin g wa ter is on e of th em .
5. Th e p eople of Ba gerh a t rem em ber h im with grea t res pect.
6. Gh ora Digh i is on e of th em .

**Self Practice**



**20**



**HSC English Test Papers** 

### Part II : Writing (4 0 Marks )

1. **The graph be low s h o ws the num be r of pe ople living be lo w t he pove rt y line from 1 9 9 5 to 2 0 1 0 . De s c ribe t h e graph in at le as t 1 0 0 words . You s hould highlight and s um m arize t he inform at io n give n in t he graph . 15**

### The num be r of pe ople living be low pove rty lin e (%)

45 .00 %

35 .00 %

30 .00 %

28 .00 %

1995 2003 2007 2010

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On ce th e h ou s e of a r ich m a n wa s in fes ted with ra t s . Th e h ou s e b eca m e lik e th e town of Ha m elin . Th ere were ra t s everywh ere.............

### The an nual prize -givin g c e re m on y of y ou r c olle ge e n de d y e s t e rday. No w, write a le t t e r to y our frie nd de s c ribing it . 10

|  |  |
| --- | --- |
| **08** | **Gh at ail Cant onm e nt Public Sc hool & Colle ge ,**  **Tangail**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —1 , Le s s on —3 (A)]**

Va len t in a Teres h kova wa s b orn in a villa ge in Cen t ra l Ru s s ia on 6 Ma rch 19 37 . Her fa th er wa s a t ra ctor driver a n d h er m oth er work ed in a textile pla n t . Teres h k ova b ega n s ch ool in 19 4 5 a t th e a ge of eigh t , bu t left s ch ool in 19 5 3 a n d con t in u ed h er edu ca t ion th rou gh dis ta n ce lea rn in g. Sh e beca m e in teres ted in p a ra ch u t in g from a you n g a ge, a n d t ra in ed in s kydivin g a t th e loca l Aeroclu b, m a kin g h er fir s t ju m p a t a ge 2 2 on 2 1 Ma y 19 5 9 . At th a t t im e, s h e wa s em p loyed a s a textile worker in a loca l fa ctory. It wa s h er exp ertis e in s kydivin g th a t led to h er s election a s a cos m on a u t . After th e fligh t of Yu r i Ga ga r in th e fir s t h u m a n bein g to t ra vel to ou ter s pa ce in April 1 96 1 , th e Soviet Un ion decided to s en d a wom a n in s pa ce. On 16 Febru a ry 1 96 2 , "proleta r ia " Va len t in a Teres h kova wa s s elected for th is project from a m on g m ore th a n fou r h u n dred a p plica n t s . Teres h k ova h a d to u n dergo a s eries of t ra in in g th a t in clu ded weigh t les s fligh t s , is ola t ion tes t s , cen t r ifu ge tes t s , rocket th eory, s p a cecra ft en gin eerin g, 12 0 p a ra ch u te ju m ps a n d pilot t ra in in g in MIG -1 5 UTI jet figh ters . Sin ce th e s u cces s fu l la u n ch of th e s p a cecra ft Vos tok -5 on 14 J u n e 19 6 3 , Teres h k ova bega n prepa r in g for h er own fligh t . On th e m orn in g of 16 J u n e 1 96 3 , Teres h kova a n d h er ba ck -u p cos m on a u t Solovyova were dres s ed in s p a ce-s u it s a n d ta ken to th e s p a ce s h u t t le la u n ch p a d by a b u s . After com pletin g h er com m u n ica t ion a n d life s u pp ort ch ecks , s h e wa s s ea led in s id e Vos tok 6 . Fin is h in g a two-h ou r cou n td own , Vos tok -6 la u n ch ed fa u lt les s ly.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'e xpe rt is e ' in line 6 re fe rs t o ——.

* + 1. proficien cy (ii) in a bility (iii) kn owledge (iv) expert opin ion

### Te re s hkova we n t t o s c ho ol o nly for ——.

* 1. s ix yea r s (ii) eigh t yea r s (iii) ten yea r s (iv) five yea r s

### (c ) Whe n Te re s hkova m ade h e r firs t jum p, s he was an e m plo ye e ——.

(i) in a loca l textile fa ctory (ii) in a s ewin g com pa n y

(iii) in a kin derga r ten s ch ool (iv) in a n a eros pa ce com pa n y

### The word 'pro le t aria' re fe rs t o ——.

* 1. th e workin g-cla s s p eople (ii) people with s p ecia l n eeds

(iii) elite people (iv) people wh o a re s ick

### (e ) The word 'unde rgo' s tands for —.

1. execu te (ii) exp erien ce (iii) dis con t in u e (iv) reject

### English First Paper : Questions  21

* 1. **Ans we r t he follo win g que s t ion s . 3** **5 =1 5**

(a ) Wh a t do you kn ow a bou t Teres h kova 's ea r ly life?

1. Wh y wa s Teres h kova s elected a s a cos m on a u t from a m on g m ore th a n fou r h u n dred a p plica n t s ?
2. Wh y did Soviet Un ion d ecide to s en d a wom a n in s pa ce? (d) Wh a t ca n you s a y a b ou t th e t ra in in gs Teres h k ova took?

(e) Wh a t do you m ea n by 'p roleta r ia '? Wh y is Va len t in a Teres h k ova s a id a 'p roleta r ia '?

### Re ad th e pas s age and ans we r t he que s t ion be low. [Unit —3 , Le s s on —1 (D)] 1 5 =5

Sigm u n d Freu d 's th eory of drea m s s u gges t s th a t drea m s a re a repres e n ta t ion of u n con s ciou s d es ir es , th ou gh t s a n d m otiva t ion s . Accordin g to Freu d, p eople a re driven b y a ggres s ive a n d s exu a l in s t in cts th a t a re repres s ed from con s ciou s a wa ren es s . Wh ile th es e th ou gh t s a re n ot con s ciou s ly expres s ed, th ey fin d th eir wa y in to ou r a wa ren es s via drea m s . In h is fa m ou s b ook '*The Interpretation of Dream s ' (1899 ),* Freu d wrote th a t drea m s a re "..... dis gu is ed fu lfillm en t s of repres s ed wis h es ." Freu d 's th eory con t r ibu ted to th e pop u la r ity of drea m in terpreta t ion .

Som e res ea rch ers s u gges t th a t drea m s a re a s u b jective in terpreta t ion of s ign a ls gen era ted by th e bra in d u r in g s leep. Drea m s a re n ot m ea n in gles s . In s tea d, d u r in g drea m s th e cogn it ive elem en t s in ou r bra in prod u ce n ew id ea s . On e th eory s u gges t s th a t drea m s a re th e res u lt of ou r bra in s t ryin g to in terpret extern a l s t im u li d u r in g s leep. For exa m ple, th e s ou n d of th e ra dio m a y be in corpora ted in to th e con ten t of a drea m . An oth er th eory u s es a com p u ter m eta ph or to a ccou n t for drea m s . Accordin g to th is th eory, drea m s s erve to 'clea n u p ' clu t ter from th e m in d, m u ch like clea n -u p opera t ion s in a com pu ter, refres h in g th e m in d to prep a re for th e n ext d a y. Yet a n oth er m odel prop os es th a t drea m s fu n ction a s a form of ps ych oth era py. In th is th eory, th e drea m er is a ble to m a ke con n ection s between differen t th ou gh t s a n d em otion s in a s a fe en viron m en t .

**Bas e d on y our re ading of the t e xt , m ake a flow c hart s h owing diffe re n t th e o rie s of dre am . (On e has be e n don e fo r you.)**

### Writ e t he s um m ary of t he follo win g t e xt . [Unit —1 1 ; Le s s o n —3 (B)] 10

Th e is la n d of St. Ma r t in s is th e on ly cora l is la n d in Ba n gla d es h loca ted in th e n orth - ea s tern pa r t of Ba y of Ben ga l. Th e rou gh ly fla t Is la n d is on ly a b ove 3 .6 m etre a b ove th e s ea level. Th e en t ir e is la n d ca n be wa lked a b ou t in 3 h ou r s . Th e Is la n d is kn own for it s u n iqu e n a tu ra l bea u ty with wh it e s a n dy bea ch es fr in ged with cocon u t pa lm s a n d a divers e m a r in e life.

Du e to th e expa n s ion of u n regu la ted tou r is m , th e Is la n d is fa cin g in crea s in g eros ion , con ta m in a t ion of s u r fa ce a n d grou n d wa ter, wildlife dis pla cem en t , a n d los s of biodivers ity. Oth er th rea t s in clu de cu t t in g of s a n d du n e vegeta t ion for fu el-wood a n d h otel es ta blis h m en t ; d egra d a t ion of s a n d du n e h a bita t ; th e h a rves t in g of tu r t le eggs ; in dis crim in a te exploita t ion of cora l res ou rces etc. To a d dres s th is , th e Govern m en t h a s decla red s om e a rea s of th e Is la n d a s Ecologica lly Critica l Area (ECA), proh ib it in g u n a u th orized con s t ru ction s th ere.

Des pite th e p op u la r ity of ecotou r is m th e a bove -m en t ion ed exa m ples s u gges t , th ere a re s evera l criticis m s of ecotou r is m a s well. In crea s ed tou r is m to s en s it ive a rea s with ou t proper pla n n in g a n d m a n a gem en t ca n a ctu a lly h a rm th e ecos ys tem a n d it s s pecies beca u s e th e in fra s t ru ctu re n eed ed to s u s ta in tou r is m s u ch a s roa ds ca n con t r ibu te to en viron m en ta l degra da t ion .

Ecotou r is m is a ls o s a id by critics to h a ve a n ega t ive im pa ct on loca l com m u n it ies beca u s e th e a r r iva l of foreign vis itors a n d wea lth ca n s h ift politica l a n d econ om ic con dition s of th e a rea . It ca n a ls o m a ke th e a rea d ep en d en t m ore on tou r is m th a n it s d om es t ic econ om ic pra ctices .

Wh ile ecotou r is m b ecom es pop u la r , we m u s t h owever, rem a in ca u t iou s a b ou t it s a dvers e effects a n d d o ou r bes t to protect th e en viron m en t a n d ecos ys tem .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Representation of u n con sciou s desires an d th ou ghts |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |



**22**



**HSC English Test Papers** 

1. **Fill in t he gaps wit h s u it able words from t he box. Make an y gram m at ic al c hange s if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| rea d | u s ed | t ips | s ee | dots | prin t |
| a lth ou gh | tou ch | develop | bea r | wa y | ca ll |

(a ) —— blin d people can n ot (b) ——, th eir sen s e of (c) —— becom es fa r m ore (d) —— th an th a t of m ost-sigh ted p eople. Th is ability was pu t to u s e by a brillian t m an (e) —— Lou is Braille. In th e early 19 th cen tu ry, h e in ven ted a (f) —— of writin g wh ich (g) —— h is n am e. Th e Braille system reprodu ces th e letter of th e a lph a bet by a s eries (h ) —— in certain position s wh ich a re ra is ed on th e paper. Th e blin d pers on ru n s th e (i) —— of h is fin gers acros s th e pages of th e Braille book an d can work ou t th e letters an d n u m bers (j) —— th ere.

### Co m ple t e t he fo llowin g pas s age us ing s uit able wo rds . Us e o nly on e word for e ac h gap. 1 1 0 =1 0

Ba n gla des h is a cou n t ry (a ) —— a n a rea of 1 47 57 0 s qu a re kilom eters . It is (b) —— with m ore th a n 14 0 m illion p eople. Ab ou t 10 0 0 p eople live in per (c) —— kilom eter. So it is a (d) —— p op u la ted cou n t ry n ow. Th e pres en t growth ra te is very (e) —— wh ich s h ou ld b e

(f) —— im m edia tely. If th is ra te (g) —— on u n ch eck ed, Ba n gla d es h will (h ) —— a grea t problem . So, everyon e s h ou ld com e (i) —— to (j) —— p u blic a wa ren es s .

### The follo wing s e nt e n c e s are jum ble d. Re write th e m in prope r orde r an d in a c o ntinuous paragraph t o m ake a s to ry . 1 1 0 =1 0

1. All th e s erva n t s were ca lled a n d in terroga ted.
2. In order to fin d ou t th e th ief, th e ju dge ch a lked ou t a n in telligen t pla n .
3. On ce a gold n eckla ce wa s los t from a r ich m a n 's h ou s e.
4. Th e s erva n t s were s u m m on ed to th e cou r t bu t th ey den ied h a vin g s tolen th e n eckla ce.
5. Wh en th e s erva n t s ca m e to th e cou r t th e n ext da y, th e th ief h a d a lr ea dy cu t off a n in ch of h is s t ick.
6. Bu t n ob ody con fes s ed th eir gu ilt .
7. So, th e own er of th e h ou s e lodged a com pla in t in th e cou r t .
8. Th e ju dge fou n d on e of th e s t ick s s h orter th a n th e oth ers a n d in th is wa y, h e cou ld ea s ily ca tch th e th ief.
9. Na tu ra lly it wa s s u s pected th a t on e of th e s erva n t s h a d s tolen th e n eckla ce.
10. He ga ve ea ch of th e s u s pects a s t ick of equ a l len gth a n d s a id th a t on e of th e s t ick s wou ld in crea s e by a n in ch th e n ext da y.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The pie -c h art be lo w s ho ws t he pe rc e ntage o f type s of t rans po rtation us e d by 8 0 0 s tude nt s t o att e n d c olle ge . De s c ribe t he c h art in 1 5 0 words . 15**

Ca r 10 %

%

Oth ers

Bu s 30

Bicycle 45%

### Re ad t he be gin nin g of the follo wing s t ory. Com ple t e th e s t ory an d give a s uitable t it le . 15

Th ere were two broth ers in a villa ge. Th ey in h erited a s s ets from th eir fa th er ..............

### Suppo s e y ou are Anis / Anis a. Writ e a le t t e r t o your frie n d Rafi/ Rafia de s c ribing h ow you h ave do ne in t he pre -t e s t e xam inatio n. 10

### English First Paper : Questions  23

|  |  |
| --- | --- |
| **09** | **Lut for Rahm an Mat in Mohila De gre e Colle ge , Tangail**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

### Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —4 ; Le s s on —4 (B)]

Nis h a t Ma zu m der, a Ba n gla des h i wom a n in h er ea r ly forties , is a s ports icon . Sh e com es of a m odes t ba ckgrou n d; h er fa th er is a b u s in es s m a n a n d h er m oth er is a h ou s ewife. Sh e is th e s econ d of fou r s ib lin gs . Sh e is n ot very ta ll or well b u ilt , or d oes n ot h a ve a ch a rm in g prin ces s look; bu t th is a pp a ren t ly ordin a ry girl h a s th ree th in gs th a t s h e ca n be prou d of. Th es e a re : s h e h a s extra ordin a r ily s u p p ortive pa ren t s wh o a ccepted h er drea m s a s r ea l; h er fa th er wa s a freedom figh ter in th e Libera t ion Wa r of Ba n gla d es h in 1 9 71 , a n d s h e s ca led th e h igh es t p ea k in th e world a s th e fir s t Ba n gla des h i girl in 201 2 .

Nis h a t 's life pres en t s a n in s pira t ion a l s tory th a t th e you th in Ba n gla des h n eeds to kn ow. Nis h a t wa s b orn on 5 J a n u a ry 19 8 1 in a villa ge ca lled Teori, wh ich is s itu a ted in Ra m ga n j u p a zila in La ks h m ip u r Dis t r ict . Sh e com pleted h er s ch oolin g from Bottom ley Hom e Girls ' High Sch ool in 1 99 7 , a n d pa s s ed HSC from Sh a h id An wa r Girls ' College in 1 99 9 . Sh e ea rn ed h er ba ch elor's a n d m a s ter 's degrees in Accou n t in g from Dh a ka City College, a n d cu r ren t ly works for Dh a k a WASA a s a n a ccou n ta n t . Sh e is a ls o in teres ted in differen t la n gu a ges a n d cu ltu res of th e world, a n d h a s en rolled for h er MA in J a pa n Stu dies a t Dh a k a Un ivers ity. For u s , Nis h a t 's , life com es a cros s a s es p ecia lly s ign ifica n t beca u s e it tells u s h ow th e in flu en ce of on e pers on ca n m otiva te s om eon e to drea m big. As th e da u gh ter of a freed om figh ter, Nis h a t h a d to fa ce m a n y ob s ta cles in h er life, bu t h er m oth er, h er role m od el, ga ve h er cou ra ge a n d determ in a t ion to overcom e th em a n d p u r s u e h er drea m s . As h u ra Ma zu m der, Nis h a t 's m oth er, is a h a rdworkin g a n d u n ders ta n din g wom a n , wh o h a s been a pilla r of s u p p ort for h e r fa m ily in th e dires t of s itu a t ion s . Nis h a t lea rn ed from h er m oth er h ow to k eep m en ta l s t ren gth in ca la m it ou s m om en t s of life. Lea rn in g from h er, Nis h a t bega n h er drea m of con qu erin g m ou n ta in s .

* 1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5**

### The m e aning of 'ic o n' in t he 1 st line of th e t e xt is ——.

* + - 1. a fa m ou s pers on wh om people a d m ir e (ii) a h igh ly edu ca ted pers on

(iii) a wors h ip per (iv) a very h a n ds om e pers on

### 'Appare n t ly' in t he 4 th line of t he t e xt c an be be s t re plac e d by ——.

* + - 1. pos s ib ly (ii) u n d ou btedly (iii) s eem in gly (iv) va lu ely

### (c ) Nis hat is a Banglade s hi ——.

(i) bu s in es s m a gn et (ii) a ctin g idol

(iii) s ports id ol (iv) fa m ou s p op s in ger

### Nis hat and he r s iblin gs are ——.

* 1. th ree in n u m ber (ii) fou r in n u m b er

(iii) h a lf a dozen in n u m b er (iv) two in n u m b er

### (e ) Nis hat re ac he d Eve re s t Pe ak in ——.

(i) 20 12 (ii) 20 15 (iii) 20 16 (iv) 20 1 7

### She is a wom an ——.

* 1. in h er la te forties (ii) in h er m id forties

(iii) in h er forties (iv) in h er ea r ly forties

### She was born int o ——.

* 1. a m od es t fa m ily (ii) a n a r is tocra t ic fa m ily

(iii) a r ich fa m ily (iv) a m u s ica l fa m ily

### As an ordinary Banglade s hi girl Nis hat c an be proud of ——.

1. s o m a n y th in gs (ii) five th in gs

(iii) th ree im porta n t th in gs (iv) fou r s ign ifica n t th in gs

### The word 's iblin g' in lin e 3 m e ans ——.

* 1. a broth er a n d m oth er (ii) a broth er or s is ter

(iii) a s is ter or fa th er (iv) a m oth er or fa th er

### The m e aning of 'e xtrao rdin arily' in th e 5 th line of t he pas s age is ——.

* 1. ba rely (ii) dou btfu lly (iii) s ligh t ly (iv) in credibly



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**HSC English Test Papers** 

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh o is Nis h a t Ma zu m der? (b) How does Nis h a t look?

(c) Wh a t do you kn ow a bou t h er edu ca t ion ? (d) Wh a t is Nis h a t in teres ted in ?

1. Wh y h a s s h e got in to Dh a ka Un ivers ity?

### Re ad t he follo wing t e xt an d m ake a flo w c hart s h owing t he c h arac t e ris t ic s of e t ique t t e and m an ne rs . (On e is don e fo r you.) 1 5 =5

As a ch ild you m u s t h a ve been told to greet you r eld ers a n d vis itor s to you r h om e a ccordin g to you r cu lt u re a n d t ra dition . You m u s t a ls o h a ve been ta u gh t to be polite in com pa n y a n d keep qu iet wh ile oth ers , es pecia lly you r elders , s p ok e. Pos s ib ly, a t t im es you even protes ted s u ch dis ciplin in g. Now, certa in ly you k n ow th a t you ca n 't a lwa ys b eh a ve th e wa y you wa n t s p ecia lly in th e pres en ce of oth ers . Th ere a re ru les of b eh a viou r you h a ve to follow in a com pa n y. We a re s ocia l bein gs a n d h a ve to con s ider th e effect of ou r beh a viou r on oth ers , even if we a re a t h om e a n d d ea lin g with ou r fa m ily m em bers . We h a ve two term s to des cribe ou r s ocia l b eh a viou r –'etiqu ette' a n d 'm a n n ers '. 'Etiqu ette' is a Fren ch word a n d it m ea n s th e ru les of correct b eh a viou r in s ociety. Th e word 'm a n n ers ' m ea n s th e beh a viou r th a t is con s id ered to be polite in a p a r t icu la r s ociety or cu ltu re. Ma n n ers ca n be good or ba d. For exa m ple, it is a b a d m a n n er to s pea k with food in on e's m ou th . No on e likes a b a d -m a n n ered pers on . Rem em ber th a t etiqu ette a n d m a n n ers va ry from cu ltu re to cu lt u re a n d from s ociety to s ociety. We lea rn etiqu ette a n d m a n n ers from ou r pa ren t s , fa m ilies a n d va r iou s in s t itu t ion s , s u ch a s s ch ools , colleges or profes s ion a l bodies . Th ere a re ru les of beh a viou r for a ll kin ds of s ocia l occa s ion s a n d it is im p orta n t to lea rn th em a n d pra ctice th em in everyd a y life. Th e m a n n ers th a t a re correct in a weddin g reception will n ot do in a deba t in g clu b. Th erefore, we h a ve to be ca refu l a b ou t etiqu ette a n d m a n n ers . We kn ow h ow im p orta n t it is to s a y 'p lea s e' a n d 't h a n k you ' in everyda y life. A few m ore polite expres s ion s s u ch a s 'pa rdon m e', 'excu s e m e', 'm a y I', a re bou n d to m a k e you r da y s m ooth a n d plea s a n t .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Ca n b e good or ba d |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing t e xt . [Unit —3 ; Le s s o n —2 (B)] 10**

Hold fa s t to drea m s For if drea m s die

Life is a brok en -win ged b ird Th a t ca n n ot fly.

Hold fa s t to drea m s For wh en drea m s go Life is a ba r ren field Frozen with s n ow.

### Read the following text and fill in the blanks with suitable words from the box. There are m ore words than necessary. You m ay change the form of the words if necessary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| eloqu en t | da rkn es s | a wa ren es s | lea rn | in tellectu a l | a t ta in |
| en ligh ten | ch oice | s en s ib ilit y | pu rpos e | h u m a n | pa roch ia lis m |

Edu ca t ion is th e proces s by wh ich ou r m in d develop s th rou gh form a l (a ) —— a t a n in s t itu t ion . It is m en ta l a n d (b) —— t ra in in g. It provides op p ortu n it ies of growth a n d h elps to m eet ch a llen ges to (c) —— s u cces s . Moreover, th e pu rpos e of ed u ca t ion is to (d) —— a n in dividu a l. Th e a im of ed u ca t ion is a ls o to t ra in in divid u a ls to m a ke r igh t (e) ——. It en n obles ou r m in d a n d refin es ou r (f) ——. It broa den s ou r ou t look a n d r em oves (g) ——. It h elps u s to be (h) —— of righ ts an d respon sibilities. Edu cation fu rn ish es u s with an (i) —— in expres s in g t ru th . Th erefore, it is com p a red to ligh t wh ich dis pels th e (j) —— of ign ora n ce.

1. **Fill in t he gaps wit h s uitable words . 1** **1 0 =1 0** Ba n gla des h is a la n d of (a ) —— bea u ty. It s b ea u ty is s o ca ptiva t in g th a t a s t ra n ger ca n n ot bu t be (b) —— lookin g a t th is en dles s va r iety. Na tu re h a s (c) —— s h owered it s bles s in gs on th is cou n t ry. Th e r ivers , h ills a n d fores t s a re r ich in n a tu ra l (d) ——. Th e people of th is cou n t ry feel a s t ron g (e) —— for th eir m oth erla n d. Th ey love th eir m oth erla n d from th e
2. —— of h ea r t . Th ey work h a rd to (g) —— it s econ om ic con dition a n d to rem ove p overty. Mos t of th em toil h a rd fr om da wn to du s k to a ccelera te th e pa ce of (h ) ——. Th e progres s of th is cou n t ry lies in th e (i) —— of com m on people. Th ey a re th e (j) —— of a bea u t ifu l a n d pros perou s Ba n gla d es h .

### English First Paper : Questions  25

1. **Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1** **1 0 =1 0**

(a ) Aga in a n d a ga in h e ju m p ed.

(b) Th e gra p es were too h igh for h im to rea ch . (c) On e d a y, h e wa s very h u n gry.

1. At la s t h e en tered to a vin eya rd.
2. At la s t bein g t ir ed, h e wen t a wa y s a yin g th a t th e gra pes were s ou r .
3. Bu t ea ch t im e, h e fa iled to rea ch th e gra pes .
4. On ce u p on a t im e, th ere lived a fox in a fores t .

(h ) He took a ru n a n d ju m p ed to rea ch th e b u n ch of gra pes b u t cou ld n ot rea ch it .

1. He s ea rch ed for food everywh ere bu t h e did n ot get a n y food.
2. Th ere were r ipe gra pes h a n gin g u p on th e vin e.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s h o ws 'The Inte rn e t Us e rs ' from 2 0 0 0 to 2 0 0 9 . De s c ribe t he graph. You s h ould highlight and s um m arize th e inform at ion give n in th e graph. 15**

7

5.50

6.17

5.00

2.43

3.00

1.50

0.03

6

5

4

3

2

1

0

2000 2002 2003 2005 2007 2008 2009

### The follo wing is t he be gin nin g of a s t ory . Com ple t e it in y our o wn wo rds . 15

"On ce th ere lived a poor woodcu t ter. Bu t h e wa s very h on es t . He ea rn ed h is livelih ood by s ellin g wood in th e m a rk et. On e da y wh ile h e ...............

### Suppo s e , your nam e is Sum on a Ho q. Your frie nd is Nabila. Now, writ e a le t t e r t o he r de s c ribin g about t he im po rtanc e of re ading n e ws pape r daily. 10

|  |  |
| --- | --- |
| **10** | **Gove rnm e nt Ainuddin Colle ge , Madhukhali, Faridpur**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e fo llowing t e xt an d ans we r t he que s t ion s A an d B. [Unit —5 ; Le s s on —1 (B)]**

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , "Ma n is by n a tu re a s ocia l a n im a l." Wh a t h e m ea n t wa s th a t m a n , b y in s t in ct, s eeks com pa n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to do well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es .

Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien d s a n d s om e a re m a de in s ch ool wh ere we form clos e b on ds with cla s s m a tes a n d tea ch ers . Rela t ion s h ip s ca n a ls o be fos ter ed in workpla ce, wh ich m a y qu ickly ch a n ge from p rofes s ion a l to s ocia l. Th ere a re rela t ion s h ip s a ls o between h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with .

All th es e rela t ion s h ip s k eep u s clos e to ea ch oth er a n d provid e u s a ll kin ds of s u p p ort, love a n d a ffection . A pers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply redou bles , a n d wh en we s u ffer a los s a n d s om e on e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

To b u ild rela t ion s h ips , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eed ed. We ca n n ot be s elfis h a n d p os s es s ive if we wa n t to es ta blis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r rellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.



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**HSC English Test Papers** 

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'fam ous ' m e n t io ne d in t he pas s age m e ans ——.

* + 1. a n cien t (ii) elder (iii) legen da ry (iv) m yth ologica l

### The phras e 'philo s o ph e r' im plie s ——.

* 1. th in ker (ii) rea lis t (iii) drea m -m a ker (iv) logic

### (c ) The word 'nature ' m e nt ion e d in th e pas s age m e an s ——.

(i) a dven tu re (ii) ch a ra cteris t ics (iii) flora a n d fa u n a (iv) wildlife

### Aris t otle c om e s from ——.

* 1. Greek (ii) Greece (iii) Ph ilos oph y (iv) a ll of th e a bove

### (e ) The word 'fo s t e r' m e n t ion e d in th e pas s age m e ans ——.

(i) m erge (ii) live (iii) dis cou ra ge (iv) n u r tu re

### Re lat io ns hips in s pire us t o pe rfo rm be t t e r in ——.

* 1. edu ca t ion (ii) workpla ce (iii) profes s ion (iv) a ll of th e a bove

### The word 'is olation' m e ans ——.

* 1. con n ection (ii) con fin em en t (iii) s epa ra t ion (iv) bon d

### Re lat io ns hips c onfe r m e aning t o our ——.

1. work (ii) lea rn in g (iii) profes s ion (iv) exis ten ce

### The word 'ins t inc t ' m e ntion e d in th e pas s age m e ans ——.

* 1. ta len t (ii) rea s on (iii) im pu ls e (iv) in dis t in ct

### Re lat io ns hips m ay be ——.

* 1. fa m ilia l (ii) s ocia l (iii) profes s ion a l (iv) a ll of th e a bove

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) "Ma n is by n a tu re a s ocia l a n im a l." Wh o s a ys th is ? Wh a t does h e m ea n b y it ? (b) Differen t ia te between th e rela t ion s h ip s of m a n a n d th os e of th e a n im a ls .

1. How is fa m ilia l rela t ion s h ip? How is it form ed? Expla in in you r own word s .
2. Wh a t h a pp en s to a pers on wh o h a s n o fa m ily of h is own ? Expla in with referen ce to th e text.
3. Rela t ion s h ips a re n eeded for ou r em otion a l h ea lth . Do you a gree? Give rea s on s for you r a n s wer.

### Re ad t he follo win g pas s age and m ake a flo w c h a rt s ho wing t h e fun c t ion s of e duc at io n (On e is don e for y ou.) [Unit —2 ; Le s s on —1 (B)] 1 5 =5

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to d ecide th in gs ra t ion a lly a n d m a ke th e r igh t ch oices . As we lea rn h ow to rea d, write a n d d o th e b a s ic op era t ion s of a r ith m etic, we ga in a degree of s elf-con fiden ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a k e ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o b ecom e critica l of th e devia t ion s from th e va lu es it im pa r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea d s to th e developm en t of ou r pers on a lit y. As we b egin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a ke fr ien d s . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Edu ca t ion th u s prep a res every ch ild to becom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Develops ou r in n er s t ren gth |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a s um m ary of t h e follo wing po e m . [Unit —3 ; Le s s o n —2 (B)] 10**

All people drea m , b u t n ot equ a lly.

Th os e wh o drea m by n igh t in th e du s ty reces s es of th eir m in d, Wa ke in th e m orn in g to fin d th a t it wa s va n ity.

Bu t th e drea m ers of th e da y a re d a n gerou s people, For th ey drea m th eir drea m s with op en eyes .

An d m a k e th em com e t ru e.

### English First Paper : Questions  27

1. **Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary 5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| pop u la r | proces s | geogra ph y | ca lorie | ta s ty | wa n e |
| s a u ce | a va ila ble | prefer | h igh | deliciou s | toxic |

J u n k food is very (a ) ——a ll over th e world. People don 't h a ve t im e to prepa re or (b) —— or cook food, th ey a re in a h u r ry. Moreover, ou t s ide food s eem s to be very (c) ——. Hu n ger is th e bes t (d) ——. So people (e) —— rea dym a de food to ra w food (f) —— or food va lu e m a t ters lit t le. Th is is wh y t ra dition a l food a re on th e (g) ——. Food h a bit va r ies from cou n t ry to cou n t ry even th ou gh s om e it em s a re very (h ) —— in dem a n d. An d food h a bits a re form ed on th e ba s is of (i) —— in a pa r t icu la r region . Th a t 's wh y (j) —— h a s a role in it .

1. **Fill in t he gaps us ing s uitable words . 1** **1 0 =1 0** Sports a re a pop u la r form of en terta in m en t . Ma n y in tern a t ion a l s portin g even t s a re (a ) —— from t im e to t im e. Mos t of th es e even t s a re (b) —— by m u lt in a t ion a l m a n u fa ctu r in g (c) —— a n d bu s in es s firm s . Th ey pa y for th e s p orts even t s in (d) —— for th e r igh t to (e) —— th eir produ cts du r in g th os e even t s . Th es e even t s a re (f) —— worldwid e by s a t ellite a n d p eople a ll over th e world wa tch th em (g) ——. As a (h ) ——, th e s pon s ors ' produ cts receive m a xim u m m edia (i) ——. Th u s s p orts h elp th e (j) —— of t ra de a n d com m erce.

### The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in a prope r s e que nc e . 1 1 0 =1 0

1. He died on Au gu s t 29 , 1 97 6 a n d wa s b u r ied in th e com p ou n d of Dh a k a Un ivers ity.
2. He wrote a lot of p oem s , s on gs , ga za ls , s h ort s tories , poem s , n ovels , etc.
3. He los t h is fa th er a t th e a ge of eigh t a n d a t th e a ge of eleven h e s h owed h is p oetic gen iu s .
4. At th e a ge of n in eteen , h e join ed th e Arm y a s a n ordin a ry s oldier to figh t in th e Firs t World Wa r .
5. On h is retu rn from th e ba t t le field, h e ga ve u p th e s word for th e pen .
6. It wa s t ra gic th a t h e h a d b een s u ffer in g from a cru el dis ea s e s in ce 19 4 2 a n d rem a in ed pa ra lyzed for th e res t of h is life.
7. In 19 2 4 , h e m a r r ied Prom ila in Kolk a ta .
8. Ba n gla des h beca m e in d epen den t in 1 9 71 a n d h e wa s brou gh t to Ba n gla des h from Kolk a ta in 19 7 2 .
9. Ka zi Na zru l Is la m wa s b orn in 18 99 in th e dis t r ict of Bu rdwa n in Wes t Ben ga l.
10. Th en h e wa s decla red ou r n a t ion a l poet by th e Govern m en t of Ba n gla d es h .

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| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The pie c h art be lo w s ho ws t he pe rc e n tage s of a fam ily's h o us e h old inc om e dis t ribute d in to diffe re nt c at e gorie s . De s c ribe the pie c hart in 1 5 0 wo rds . 15**

Sa vin gs 8 %

Tra n s p ort 12%

Food 2 8 %

Oth ers 1 2 %

Power 5 %

Cloth es 10%

Ed u ca t ion 25%

### Co m ple t e t he follo win g s t ory fo llowing t he c ue . 15

On ce th ere lived a n h on es t wood cu t ter. He wen t to ju n gle to collect woods for h is livelih ood. He wa s cu t t in g wood. Su d den ly..............

### Suppo s e , y our n am e is Sunil/ Baruna. You are livin g at 1 0 / 3 s t re e t , Baridhara, Dhaka. Re c e ntly you h ave e njo ye d a t rip by Me t ro Rail. Now, writ e a le t t e r t o your frie nd about th e t hrilling e xpe rie nc e of t rave lling Me t ro Rail. 10

**28**   **HSC English Test Papers** 

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| **11** | **Rajbari Govt . Colle ge , Rajbari**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Read the following passage and answer the questions A and B. [Unit —6 ; Le s s on —4 (B)]**

Sh ilp i wa s on ly 1 5 yea r s old wh en s h e m a r r ied Ra s h id in 2 0 08 . Ma r ryin g off da u gh ters a t a n ea r ly a ge is a s ta n da rd pra ctice for m a n y fa m ilies livin g in ru ra l Ba n gla des h . After h er wed din g, Sh ilp i join ed a loca l em powerm en t grou p th a t provides a doles cen t girls with th e tools n eeded to gra d u a lly ch a n ge cu ltu ra l pra ctices , p a r t icu la r ly th os e perta in in g to ea r ly m a r r ia ge a n d pregn a n cy. Th e grou p 's a ctivities in clu de dis cu s s ion s on h ow to m os t effectively ch a n ge beh a viou r rela ted to reprodu ctive h ea lt h a s well a s on e -on -on e cou n s ellin g. It a ls o offers p eer-to-p eer s u p port a n d life s kills t ra in in g th a t h elp a doles cen t s s a y n o to ea r ly m a r r ia ge. Th e em p owerm en t grou p is on e of m ore th a n 10 , 00 0 grou ps s u p p orted by s om e loca l Non Govern m en t Orga n iza t ion s (NGOs ) workin g a ll over Ba n gla d es h . Th es e NGOs work th rou gh Ca n a da 's Adoles cen t Reprodu ctive Hea lth Project wh ich a ls o a im s to in crea s e a cces s to qu a lit y h ea lth s ervices for a doles cen t s . Du r in g on e of th e grou p s es s ion s , Sh ilp i ca m e to u n d ers ta n d th e p oten t ia lly h a rm fu l effects of ea r ly m a r r ia ge a n d pregn a n cy.

Wh ile m a tern a l m orta lit y in Ba n gla des h h a s declin ed by m ore th a n 50 percen t s in ce 20 0 1 , th e ra te rem a in s h igh with 17 3 m a tern a l dea th s per 1 00 , 00 0 , live birth s in 20 17 —drop pin g from 32 2 in 2 0 01 . Girls wh o get pregn a n t a re a t r is k of s eriou s h ea lth com plica t ion s . Th es e in clu de da n gerou s h em orrh a ge a n d fis tu la , a p a in fu l in tern a l in ju ry ca u s ed by obs t ru cted ch ild birth th a t com m on ly lea ds to s eriou s m a tern a l m orbidities a n d s ocia l exclu s ion .

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) Shilpi was a —— of e arly m arriage .

* + 1. girl (ii) pion eer (iii) victim (iv) cu lprit

### The word 'inc lude ' m e ans ——.

* 1. exit (ii) om it (iii) exploit (iv) in corp ora te

### (c ) What kind of prac t ic e is e arly m arriage ?

(i) u n u s u a l (ii) n on -t ra dition a l (iii) n orm a l (iv) u n con ven t ion a l

### The e m po we rm e nt gro ups wo rkin g in Banglade s h ge t s upport fro m ——.

* 1. WHO (ii) govern m en t (iii) NGOs (iv) Ra s h id

### (e ) What is t he m e aning of 'aim ' in th e pas s age ?

(i) s igh t (ii) des ign (iii) t ra in (iv) ta rget

### Whic h o ne of t he s t ate m e n t s is t rue ?

* 1. Ma tern a l m orta lit y in Ba n gla des h is in crea s in g
  2. Sh ilp i ca m e to kn ow th e r is k of pregn a n cy from h er in -la ws
  3. Ea r ly m a r r ia ge h a s n oth in g to do with h ea lth rela ted com plica t ion s
  4. Th ere a re m a n y poten t ia lit y h a rm fu l effects of ea r ly m a r r ia ge a n d pregn a n cy

### 'He m orrhage an d fis tula' re fe rs to ——.

* 1. a s eriou s h ea lth problem of girls (ii) a com plexity of ea r ly m a r r ia ge

(iii) a project of girls ' em powerm en t NGO (iv) a life s a vin g m edicin e of ea r ly pregn a n cy

### Mate rn al m o rtalit y in Banglade s h has —— by m ore t han 5 0 % s inc e 2 0 0 1 .

1. dim in is h ed (ii) com e down (iii) m odified (iv) deca yed

### What doe s 'o ffe r' m e an in t he pas s age ?

* 1. provide (ii) bu y (iii) pu rp os e (iv) s a crifice

### Early m arriage h as m any —— e ffe c t s on a girl's bo dy and m in d ——.

* 1. good (ii) h opefu l (iii) pos it ive (iv) h a rm fu l

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How did Sh ilp i becom e a victim of ea r ly m a r r ia ge?

(b) Wh a t did Sh ilp i lea rn from th e em p owerm en t grou p? (c) Men t ion s om e of th e r is k s of ea r ly pregn a n cy of girls .

1. Do you s u pp ort th e pra ctice of ea r ly m a r r ia ge in Ba n gla des h ? Wh y? (e) Wh a t does a n em powerm en t grou p a im a t?

### English First Paper : Questions  29

1. **Re ad th e follo win g pas s age an d m ake a flow c hart s h o win g t he im port an c e of e duc at io n. (One is do n e for y ou.) [Unit —2 ; Le s s o n —3 (C)] 1** **5 =5**

Edu ca t ion a im s to brin g a b ou t p os it ive ch a n ges in ou r beh a vior. It h elp s u s t ry to ch a n ge ou r lives a s well a s th e s ociety we live in . Edu ca t ion th a t d oes n ot illu m in a te ou r m in ds or does n ot in s pire u s to work for th e com m u n ity is n ot com plete a t a ll. Ed u ca t ion is n ot a ll a b ou t gettin g gra des or receivin g certifica tes – we u s e edu ca t ion to m a ke life better. We a re expected to a p ply th e k n owledge, s kills a n d va lu es th a t we lea rn in a cla s s room in ou r en ga gem en t with th e world th a t lies ou t s ide.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Brin gs p os it ive ch a n ge in ou r beh a vior |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### Write a s um m ary of t h e follo wing t e xt . [Unit —5 ; Le s s o n —1 (B)] 10

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , "Ma n is by n a tu re a s ocia l a n im a l." Wh a t h e m ea n t wa s th a t m a n , by in s t in ct, s eeks com pa n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch lik e m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to d o well in ed u ca t ion , in workpla ce or in a profes s ion th a t h e p u r s u es . Rela t ion s h ips a re of differen t kin ds . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l like th e on es we h a ve with fr ien ds a n d s om e a re m a d e in s ch ool wh ere we form clos e b on ds with cla s s m a tes a n d tea ch ers . Rela t ion s h ips ca n a ls o be fos tered in workpla ce, wh ich m a y qu ickly ch a n ge from profes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o b etween h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with .

1. **Re ad t he follo win g t e xt and fil l in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| cu r s e | es ca pe | s u ffer | in n ocen ce | t ra gica l | fill |
| civilia n | des t roy | bru ta l | led | con fin e | da n gerou s |

Wa r is a (a ) —— for h u m a n civiliza t ion . In th e a n cien t t im e, wa r wa s (b) —— on ly to th e wa r r iors . Bu t a t pres en t a ll p eople b oth (c) —— a n d m ilit a ry h a ve to (d) —— th e cu r s e of it . Nob ody ca n (e) —— from th e b om bers of th e en em y. Rich cit ies , fields (f) —— with green corn s a n d bea u t ifu l pla ces (g) —— to ru in s . Even th e (h ) —— cit izen s h a ve to die a (i) —— dea th . Men , wom en , ch ild ren a n d a ll a re (j) —— k illed with ou t a n y rea s on .

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Stu den t life is a life of (a ) —— for fu tu re s t ru ggle. To m a ke h im (b) —— for th e s t ru ggle, ed u ca t ion is n eces s a ry. So, th e fir s t a n d forem os t du ty of a s tu d en t (c) —— to pros ecu te h is s tu dies well. He wh o (d) —— h is les s on s regu la r ly (e) —— well in th e exa m in a t ion . On th e (f) ——, th e s tu den t wh o wa s tes h is t im e cu t s a (g) —— figu re. It s h ou ld be (h ) —— in m in d th a t n on e ca n get ba ck th e (i) —— t im e. If th e s tu den t s n eglect th eir s tu dies , th ey

(j) —— in th e lon g ru n .

### The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in a prope r s e que nc e . 1 1 0 =1 0

1. Ayes h a Begu m a n d h er h u s ba n d h a d n oth in g to s u pp ort th em s elves .
2. Her h u s ba n d wa s a la n d les s fa rm er.
3. He u s ed to work on oth er people's la n d.
4. Th eir s on s grew u p a n d s ta r ted to work with th eir fa th er in th eir villa ge.
5. In th e town , th ey bega n to ea rn well.
6. At fir s t , th ey u s ed to s en d m on ey to th eir pa ren t s .
7. Bu t a fter gettin g m a r r ied, th ey cou ld n ot s en d m on ey to th em .
8. Ayes h a Begu m h a s th ree s on s a n d two da u gh ters .
9. So, th ey h a d to pa s s th eir da ys th rou gh h a rd s h ip .
10. On e d a y, th e s on s left th e villa ge for town to ea rn m ore m on ey.

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| **Self Practice** |  |  |  |  |  |  |  |  |  |  |



**30**

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**HSC English Test Papers** 

### Part II : Writing (4 0 Marks )

1. **The pie c hart be low s h ows t he t im e alloc at io n of s tude nt's daily ac t ivit ie s . De s c ribe the c hart in 1 5 0 words . 15**

Pla y 5 %

Oth ers 8 %

Recrea t ion 12%

Stu dy 20 %

Sleep 30 %

Sch ool a n d h ou s e 25 %

### The fo llowing is th e be gin nin g of a s t ory. Co m ple t e it in y our o wn wo rds and give a s uitable t it le . 15

An ik wa s a n ed u ca ted you n g m a n . After com pletin g h is MA, h e wen t to Dh a ka in s ea rch of a job. He a p plied for va r iou s p os t s b u t h e did n ot get a n y. Bein g fru s t ra ted, h e retu rn ed to h is .............

### Suppo s e , y ou are Ran a/ Rais a and you live in Co lle ge Para, Rajbari. Write a le t t e r to your younge r bro th e r t e lling him n ot t o s hare fake n e ws on fac e bo ok. 10

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| **12** | **Agric ult ural Unive rs it y Colle ge , Mym e ns ingh**  **Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

**1. Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in g fu lly in life, s u ch a s th e a bility to decide th in gs ra t ion a lly a n d m a k e th e r igh t ch oices . As we lea rn h ow to rea d, write a n d do th e ba s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a ke ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e d evia t ion s from th e va lu es it im p a r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Ed u ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

Edu ca t ion , it is believed, relea s es ou r p oten t ia ls a n d ou r in n er s t ren gth s . It s h a rpen s ou r in tellect a n d develops ou r crea t ivity. As we a re ta u gh t to rea s on well a n d fin d s olu t ion s to th e problem s of life, we b ecom e produ ctive m em bers of s ociety. Edu ca t ion by de fin it ion is progres s ive a n d libera l, tea ch in g u s to res p ect h u m a n divers ity a n d cu ltu ra l a n d religiou s differen ces . If a ll of u s pra ctis e th es e va lu es in life, th e world becom es a m u ch h a ppier pla ce. Edu ca t ion a ls o fos ters critica l th in kin g a n d provides u s a s et of com peten cies in clu din g life s kills th a t en a ble u s to becom e com petitive even in th e m os t ch a llen gin g of circu m s ta n ces .

Edu ca t ion a ls o tea ch es u s to a p precia te bea u ty a n d th e bou n t ies of n a tu re. Sch ool, h owever, is n ot th e on ly pla ce wh ere a ch ild gets ed u ca t ion . A Ba n gla p oem tells u s th a t n a tu re ca n be ou r b es t tea ch er. Here is a cou ple of lin es from th e poem in En glis h t ra n s la t ion :

Th e s ky h a s ta u gh t m e to be libera l.

Th e win d h a s given m e th e m otto to b e in d u s t r iou s .

If we ca n m a k e n a tu re ou r fr ien d, ph ilos oph er a n d gu ide, we ca n lea rn les s on s a bou t life th a t , com bin ed with wh a t ou r s ch ools tea ch u s , will prepa re u s for th e fu tu re.

### English First Paper : Questions  31

1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s 5** **1 0 =5**

### 'To de c ide things ratio nally' m e an s ——.

* + 1. to ju dge th in gs rea s on a bly a n d ta ke wis e decis ion s
    2. to ta ke ra t ion a l a t t itu de to ou r s ocia l a n d n a t ion a l life
    3. to develop good deba t in g power
    4. to ju dge th in gs in dep en den t ly

### The wind t e ac he s us to be indus t rious by ——.

* + 1. s weepin g over th e ea r th violen t ly (ii) tu rn in g in to violen t s torm

(iii) blowin g in ces s a n t ly (iv) m a kin g th e a n im a ls a n d pla n t s feel cool

### (c ) The word 'c rit ic al' m e ans ——.

(i) fu ll of com plexities (ii) h a vin g com plica t ion s

(iii) s eriou s a n d u n certa in (iv) a n a lytica l a n d percep t ive

### The m e aning of th e wo rd 'hat re d' is ——.

* 1. con tem pt (ii) im pa r t ia l ju dgm en t (iii) im pa r t ia lit y (iv) a n ger

### (e ) Wh y is e duc at io n ne c e s s ary?

(i) It m a kes u s res pecta b le in s ociety. (ii) It m a kes u s s t ron g in ou r ju dgm en t .

(iii) It m a kes u s fa s h ion a ble. (iv) It m a kes u s en a ble to get good job s .

### The word 'c re at ivit y' m e an s ——.

* 1. bra in (ii) fru it fu ln es s (iii) in ven t iven es s (iv) produ ctivity

### Educ at io n t e ac he s us t o —— ot he rs .

* 1. criticize (ii) in a pprecia te (iii) a pprecia te (iv) h u rt

### The word 'dive rs ity' m e ans ——.

1. va r iety (ii) s a m en es s (iii) con cea l (iv) con fin em en t

### The word 'art ic ulat e ' h as a c los e s t m e aning with ——.

* 1. expres s (ii) s u p pres s (iii) m u m ble (iv) refra in

### Ac c o rding t o th e Ban gla po e m m e ntio ne d in the pas s age , th e vas t s ky t e ac he s us t o be .

* 1. t ru th fu l (ii) h on es t (iii) gen erou s (iv) religiou s

### B. Ans we r t he follo win g que s t ion s . 3 5 15

(a ) Wh a t does ed u ca t ion d o to u s ?

(b) How do we becom e prod u ctive m em bers of s ociety? (c) How ca n n a tu re b e ou r tea ch er?

(d) "Edu ca t ion by defin it ion in progres s ive a n d libera l." Wh a t do you m ea n by it ? (e) How does edu ca t ion h elp u s ga in s elf-con fid en ce?

### Re ad t he pas s age and m ake a flo w c hart s ho wing t he im port an t t rait s of J e rry's Ch arac t e r. (On e is don e for y ou .) [Unit —5 ; Le s s on —3 (C)] 1 5 =5

At da yligh t I wa s h a lf wa ken ed by th e s ou n d of ch oppin g. Aga in it wa s s o even in textu re th a t I wen t ba ck to s leep. Wh en I left m y bed in th e cool m orn in g, th e b oy h a d com e a n d gon e, a n d a s ta ck of kin dlin g wa s n ea t a ga in s t th e ca bin wa ll. He ca m e a fter s ch ool in th e a ftern oon a n d work ed u n t il t im e to retu rn to th e orph a n a ge. His n a m e wa s J erry... h e h a d been a t th e orph a n a ge s in ce h e wa s fou r . I cou ld pictu re h im a t fou r , with th e s a m e gra ve gra y-blu e eyes a n d th e s a m e – in depen den ce? No, th e word th a t com es to m e is "in tegrity".... It is bed ded on cou ra ge, bu t it is m ore th a n bra ve. It is h on es t , bu t it is m ore th a n h on es ty. Th e a xe h a n dle broke on e d a y. J erry s a id th e woods h op a t th e orph a n a ge wou ld rep a ir it . I brou gh t m on ey to pa y for th e job a n d h e refu s ed it .

"I'll pa y for it ," h e s a id . "I brok e it . I brou gh t th e a xe d own ca reles s ."

"Bu t n o on e h it s a ccu ra tely every t im e," I told h im . "Th e fa u lt wa s in th e wood of th e h a n dle. I'll s ee th e m a n from wh om I bou gh t it ."

It wa s on ly th en th a t h e wou ld ta ke th e m on ey. He wa s s ta n din g ba ck of h is own ca reles s n es s . He wa s a free-will a gen t a n d h e ch os e to d o ca refu l work, a n d if h e fa iled, h e took th e res p on s ib ilit y with ou t s u bterfu ge.

An d h e did for m e th e u n n eces s a ry th in g, th e gra ciou s th in g, th a t we fin d d on e on ly by th e grea t of h ea r t . Th in gs n o t ra in in g ca n tea ch , for th ey a re don e on th e in s ta n t , with n o predica ted experien ce. He fou n d a cu b byh ole bes ide th e fir epla ce th a t I h a d n ot n oticed. Th ere, of h is own a ccord, h e p u t kin dlin g a n d "m ediu m " wood, s o th a t I m igh t a lwa ys h a ve dry fir e m a teria l rea dy in ca s e of s u dd en wet wea th er. A s ton e wa s loos e in th e rou gh wa lk to th e ca bin . He d u g a deep er h ole a n d s tea died it , a lth ou gh h e ca m e, h im s elf, by a s h ortcu t over th e ba n k. I fou n d th a t wh en I tr ied to retu rn h is th ou gh t fu ln es s with s u ch th in gs a s ca n dy a n d a p ples , h e wa s wordles s . "Th a n k you " wa s , perh a p s , a n expres s ion for wh ich h e h a d h a d n o u s e, for h is cou r tes y wa s in s t in ctive. He on ly looked a t th e gift a n d a t m e, a n d a cu r ta in lift ed, s o th a t I s a w deep in to th e clea r well of h is eyes , a n d gra t itu de wa s th ere, a n d a ffection , s oft over th e firm gra n it e of h is ch a ra cter.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Freed om -lovin g |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |



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

**HSC English Test Papers** 

**3 Sum m arize t he follo wing t e xt . [Unit —1 1 ; Le s s on —3 (B)] 10**

Ecotou r is m is broa dly d efin ed a s low im pa ct t ra vel to en d a n gered a n d often u n dis tu rb ed loca t ion s . It is differen t from t ra dition a l tou r is m beca u s e it a llows th e t ra veller to becom e ed u ca ted a bou t th e a rea s , b oth in term s of th e ph ys ica l la n ds ca pe a n d cu lt u ra l ch a ra cteris t ics . It often provides fu n ds for con s erva t ion a n d b en efits th e econ om ic developm en t of pla ces th a t a re often im p overis h ed. Prin ciples of Ecotou r is m . Du e to th e growin g pop u la r ity of en viron m en ta lly-rela ted a n d a d ven tu re t ra vel, va r iou s types of t r ips a re n ow bein g cla s s ified a s ecotou r is m . Mos t of th es e a re n ot t ru ly ecotou r is m , h owever, beca u s e th ey d o n ot em p h a s ize con s erva t ion , edu ca t ion , low im pa ct t ra vel, a n d s ocia l a n d cu ltu ra l p a r t icipa t ion in th e loca t ion s b ein g vis it ed. Th erefore, to be con s idered ecotou r is m , a t r ip m u s t m eet th e followin g prin ciples s et forth by th e In tern a t ion a l Ecotou r is m Society. (TIES 20 15 ) :

* Min im ize th e im pa ct of vis it in g th e loca t ion (i.e. th e u s e of roa d s )
* Bu ild res pect a n d a wa ren es s of th e t ra vellers for th e en viron m en t a n d cu ltu ra l pra ctices .
* En s u re th a t th e tou r is m provid es p os it ive experien ces for both th e t ra vellers a n d th e h os t s .
* Provide direct fin a n cia l a id for con s erva t ion .
* Provide fin a n cia l a id , em powerm en t a n d oth er ben efits for loca l peoples .
* Ra is e th e t ra velers ' a wa r en es s of th e h os t cou n t ry's p olit ica l, en viron m en ta l a n d s ocia l clim a te.

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| drive | with ou t | t ra ffic | con s ciou s | occu r | be | frequ en t |
| m a n y | th rou gh | ea s ily | kn ow | m ove | go | com e |

It (a ) —— difficu lt to drive in Ba n gla des h if you h a ve n o experien ce of (b) —— h ere. Drivers ch a n ge la n es (c) ——. As a foreign er, you m a y fin d la n e ch a n gin g (d) —— s ign a l qu it e dis t res s in g. Even drivers (e) —— defyin g ru les . Ma n y people a re n ot a t a ll (f) —— a bou t t ra ffic s ign a ls . Th ey go a rou n d n ot (g) —— wh a t m a y h a p pen to th em , if a cciden t (h ) ——. Ricks h a ws a n d CNGs (i) —— in a n d ou t in a zigza g cou r s e a n d t ry to pu s h (j) —— wh en ever th ey fin d s om e s pa ce.

1. **Fill in t he blanks wit h an appro priate word in e ac h gap. 1** **1 0 =1 0** All th e elem en t s of th e en viron m en t a re equ a lly (a ) —— b eca u s e th es e elem en t s a re pla yin g in dividu a l (b) —— in th e m a in ten a n ce of ecologica l ba la n ce. A s eem in gly (c) —— elem en t like gra s s is es s en t ia l for u s beca u s e if th ere is n o gra s s , th e cow will n ot be a ble to ea t . If th e cow ca n n ot ea t gra s s , it will n ot give u s (d) ——. Wh en we will n ot get m ilk , we will n ot get th e (e) —— of m ilk . Th is is on e of th e m a n y exa m ples h ow a ll th e elem en t s of th e n a tu re a re (f) —— to ea ch oth er a n d to h e en viron m en t . So, th ere is a s u btle (g) —— a m on g a ll th e elem en t s of n a tu re. Ma n is m a in ly (h ) —— for (i) —— th is ba la n ce. Alrea dy m u ch h a rm of th e ecology h a s b een (j) ——. It is h igh t im e we a ll con t r ib u ted to brin g ba ck th e h ea lth y ba la n ce of th e ecology.

### 6 The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in a prope r s e que nc e . 1 1 0 =1 0

(a ) Th e kin g wa s fon d of kn owin g h is fu tu re from th e a s t rologer. (b) Th e kin g ca lled h im to th e pa la ce.

(c) At th is , th e kin g got fu r iou s a n d con dem n ed h im to dea th . (d) A good a s t rologer vis it ed th e ca pita l of th e kin g.

1. On ce th ere wa s a kin g.
2. With rea dy wit h e s a id , "Th e s ta r s d ecla re th a t I'll die on ly a week b efore you r d ea th ."
3. Bu t a n oth er th ou gh t h a d cros s ed h is m in d b efore th e a s t rologer wa s rem oved for execu t ion .

(h ) Th e kin g th en a s ked, "How lon g wou ld you like to live?"

1. Th e a s t rologer told s om eth in g very u n plea s a n t .
2. He th en th ou gh t for a wh ile s om e wa ys of es ca pe.

### Part II : Writing (4 0 Marks )

* **English First Paper : Questions**  **33**

### The graph be lo w s h ows the y oung pe ople 's c hanging at t itude to pas t im e s . De s c ribe the graph in at le as t 8 0 wo rds . You s h ould highlight and analy ze the info rm at ion give n in t he graph . 15

58%

60

50%

48%

42%

38%

25% 23%

14%

9%

40

20

0

1990

Wa tch in g TV

2000

2010

Ga m es a n d Sports

### Re ad t he be gin nin g of the fo llowing s to ry an d c om ple t e it in y our own way . Give a

### t it le t o t he s t ory. 15

On ce th ere lived a lit t le s ch oolgirl n a m ed Sa lm a . Sh e wa s very in telligen t a n d h a rd workin g. Sh e h a d a pop u la r ity a m on g h er fr ien ds for h on es ty s in cerity a n d kin dn es s ........

### Write a le t t e r t o y our y oun ge r bro th e r warnin g him n ot t o was t e valu able t im e us ing Fac e bo ok. 10

|  |  |
| --- | --- |
| **13** | **Not re Dam e Colle ge , Mym e ns ingh**  **Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —3 (C)]** Edu ca t ion a im s to brin g a b ou t pos it ive ch a n ges in ou r beh a vior. It h elps u s t ry to ch a n ge ou r lives a s well a s th e s ociety we live in . Ed u ca t ion th a t d oes n ot illu m in a te ou r m in d s or does n ot in s pire u s to work for th e com m u n ity is n ot com plete a t a ll. Ed u ca t ion is n ot a ll a b ou t gettin g gra des or receivin g certifica tes – we u s e ed u ca t ion to m a ke life better. We a r e expected to a pply th e k n owledge, s kills a n d va lu es th a t we lea rn in a cla s s room in ou r en ga gem en t with th e world th a t lies ou t s ide. An d we ca n d o s o in m a n y differen t wa ys .

Lea rn ers ' *civic engagem ent* is h igh ly a p precia ted a ll over th e world. Civic en ga gem en t m ea n s workin g to m a k e a differen ce in th e civic life (th e pu blic life of th e cit izen s a s con t ra s ted with priva te or pers on a l life) of th e com m u n ity u s in g kn owledge , s kills , va lu es a n d m otiva t ion . Civic en ga gem en t prom otes th e qu a lit y of life in a com m u n ity by con t r ib u t in g to th e im provem en t of h ea lth a n d well-b ein g of th e people.

Civica lly en ga ged in dividu a ls recogn ize th em s elves a s m em b ers of a la rger s ocia l com m u n ity a n d a re con cern ed a b ou t civic is s u es . Th ey con s id er th em s elves res pon s ib le cit izen s wh o ta k e a ction or ra is e th eir voices a ga in s t in ju s t ice, dis crim in a t ion a n d oth er form s of s ocia l ills .

In civic en ga gem en t , is s u es of p u blic con cern a re cru cia l. Civic en ga gem en t in clu des in dividu a l or grou p a ctivities to protect p u blic in teres t s a n d ch a n ge th e wa y th e com m u n ity va lu es it s elf. For exa m ple, if you a re protes t in g a ga in s t a n y u n ju s t d ecis ion of th e loca l m u n icipa lit y s u ch a s ra is in g ta xes or a n a ct th a t m igh t work a ga in s t people's in teres t s , you a re civica lly en ga ged a n d you r a ction is con s idered a civic en ga gem en t . Th is protes t ca n b e don e in differen t wa ys s u ch a s orga n izin g ra llies , collectin g s ign a tu res , m a kin g h u m a n ch a in s , writin g petition s , etc. You ca n a ls o h elp con t rol t ra ffic in fron t of a s ch ool, h elp ch ild ren to cros s th e roa ds , work in a tea m to clea n a p a rk or a s ea b ea ch . You ca n a ls o give s om e s ervices to elderly p eople. Th es e a re a ll exa m ples of civic en ga gem en t a s wh a t you do directly a ffects th e com m u n ity.

Wh en civic en ga gem en t is a pa r t of a n a ca dem ic progra m m e, a n d th e lea rn ers ' en ga gem en t is a s s es s ed followin g a s ca le, th en it is ca lled *s ervice learning*. It in volves th e a p plica t ion of kn owledge a n d s kills lea rn ed in th e cla s s room a n d th en m a kin g a com plete pla n of a ction i.e. prepa r in g a b u dget, s ta r t in g th e proces s of im plem en ta t ion , in volvin g people a n d a ctiva t in g op era t ion a l s t ra tegies . Wh en civic en ga gem en t is s p on ta n eou s b u t ir regu la r a n d n ot a p a r t of a n y a ca dem ic progra m m e, it is con s idered *volunteeris m* .



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**HSC English Test Papers** 

### A Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) What doe s t he word "c ivic " in t he pas s age m e an?

1. s a va ge (ii) n om a dic (iii) va ga b on d (iv) pu blic

### We ne e d e duc at io n wit h a vie w t o ——.

* 1. brin g a bou t p os it ive ch a n ges in ou r beh a viou r
  2. ch a n gin g ou r civic life
  3. h a vin g pos it ively in ou r beh a viou r
  4. ch a n ge ou r lives

### (c ) Le arne rs ' c ivic e ngage m e n t is highly appre c iate d all ove r t he wo rld. Cho os e t he be s t s uite d re plac e m e n t for t he unde rline d wo rd.

(i) n otified (ii) a ppla u ded (iii) com plem en ted (iv) dis rega rded

### We c o ns ide r t h e m re s pon s ible c it ize ns ——. Com ple t e t he s e nt e n c e .

* 1. wh o ra is e voice a ga in s t in ju s t ice
  2. wh o a re in volved in civic en ga gem en t
  3. wh om ta ke a ction a ga in s t op pres s ion
  4. wh o pa t ron ize in ju s t ice a n d dis crim in a t ion

### (e ) Whic h is no t an e xam ple of c ivic e n gage m e nt ac t ivit y?

1. ren derin g s ervice to elderly people
2. form in g ra llies
3. con s t ru ctin g h u m a n ch a in
4. com pellin g s om eon e to work in a tea m to clea n a pa rk

### What is m ore vital in c ivic e ngage m e n t?

* 1. s h owin g protes t a ga in s t d is crepa n cy (ii) con s iderin g p u blic is s u es

(iii) workin g a ga in s t p u blic in teres t (iv) givin g s ervice to elderly people

### What doe s t he word "illu m inate " in th e pas s age re fe r t o?

* 1. ligh tn in g (ii) illu s ion (iii) ligh t u p (iv) dis crim in a te

### What is n ot s yn o ny m o us t o t he word "s t rate gy "?

1. proced u re (ii) m ea s u rem en t (iii) m od e (iv) ta ctic

### Wh y do we us e e duc at ion?

* 1. to m a ke th e b es t em ployees (ii) to lea d a la vis h life

(iii) to u pgra de ou r life (iv) givin g s ervice to elderly people

### Whic h m e s s age do y ou ge t from t he t e xt?

* 1. we s h ou ld b e m a teria lis t ic .
  2. Edu ca t ion s h ou ld h a ve a res on a n ce with ou r a ction .
  3. We s h ou ld b e pa s s ive lea rn ers .
  4. We n eed to get edu ca t ion for ou r own in teres t .

### B. Ans we r t he follo win g que s t ion s . 3 5 15

(a ) Accordin g to th e text, wh en does edu ca t ion becom e com plete?

1. 'Civic en ga gem en t ca n prom ote th e qu a lit y of life.'— Illu s t ra te th e s ta tem en t .
2. Wh a t role ca n b e pla yed by civica lly en ga ged in dividu a ls to a ffect th e com m u n ity?

Give exa m ples .

1. Wh a t does s ervice lea rn in g refer to? How ca n s ervice lea rn in g d evelop s kills a m on g s tu d en t s ?
2. How does volu n teeris m con t ra dict th e con cept of s ervice lea rn in g? Wh ich on e is m ore fa m ilia r to you in ou r s ociety?

### English First Paper : Questions  35

1. **Re ad t he pas s age an d m ake a flow c h art s h o win g t he his t oric al bac kgroun d of t he e m e rge nc e of Ban glade s h. (No. 1 h as be e n do n e for y ou) : [Unit —1 ; Le s s o n —1 (B)]1** **5 =5**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| My broth ers ,  I s ta n d b efore you toda y with a h ea r t overflowin g with grief. You a re fu lly a wa re of th e even t s th a t a re goin g on a n d u n ders ta n d th eir im port. We h a ve b een t ryin g to do ou r bes t to cope with th e s itu a t ion . An d yet, u n fortu n a t ely, th e s t re ets of Dh a k a , Ch a t togra m , Kh u ln a , Ra js h a h i a n d Ra n gp u r a re a wa s h with th e blood of ou r broth ers . Th e p eople of Ben ga l n ow wa n t to be free, th e people of Ben ga l n ow wa n t to live, a n d th e people of Ben ga l n ow wa n t th eir r igh t s . Wh a t h a ve we d on e th a t wa s wron g? After th e election s , th e people of Ba n gla des h voted a s on e for m e, for th e Awa m i Lea gu e. We were to s it in th e Na t ion a l As s em bly, dra ft a con s t itu t ion for ou r s elves th ere, a n d b u ild ou r cou n t ry; th e people of th is la n d wou ld th ereby get econ om ic, polit ica l, a n d cu ltu ra l freed om . Bu t it is with regret th a t I h a ve to report to you toda y th a t we h a ve pa s s ed th rou gh twen ty-th ree t ra gic yea r s ; Ben ga l's h is tory of th os e yea r s is fu ll of s tories of tortu re in flicted on ou r people, of blood s h ed b y th em repea te dly. Twen ty-th ree yea r s of a h is tory of m en a n d wom en in a gon y! Th e h is tory of Ben ga l is th e h is tory of a people wh o h a ve repea tedly m a d e th eir h igh wa ys crim s on red with th eir blood. We s h ed blood in 1 9 52 ; even th ou gh we were th e victors in th e election s of 1 9 54 we cou ld n ot form a govern m en t th en . In 19 5 8 Ayu b Kh a n decla red Ma r t ia l La w to en s la ve u s for th e n ext ten yea r s . In 1 9 66 , wh en we la u n ch ed th e Six Poin t Movem en t ou r b oys were s h ot dea d on 7 J u n e. Wh en a fter th e m ovem en t of 19 6 9 Ayu b Kh a n fell from power a n d Ya h ya Kh a n a s s u m ed th e rein s of th e govern m en t th e la ter decla red th a t h e wou ld give u s a con s t itu t ion a n d res tore dem ocra cy; we lis ten ed to h im th en . A lot h a s h a p pen ed s in ce a n d election s h a ve ta k en  pla ce. | | | | | | | | | | |
| 1 . Sh ed din g blood in 1 95 2 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### 3 Write a s um m ary of t h e follo wing pas s age . [Unit —5 ; Le s s o n —1 (B)] 10

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu re a s ocia l a n im a l'. Wh a t h e m ea n t wa s th a t m a n , by in s t in ct, s eeks com p a n y of oth ers a n d es ta blis h es rela t ion s h ip s , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls , h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to do well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es . Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien d s a n d s om e a re m a de in s ch ool wh ere we form clos e b on d s with cla s s m a tes a n d tea ch ers . Rela t io n s h ips ca n a ls o be fos tered in work pla ce, wh ich m a y qu ickly ch a n ge from profes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o b etween h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with . All th es e rela t ion s h ips keep u s clos e to ea ch oth er a n d provide u s a ll kin d s of s u p p ort, love a n d a ffection . A p ers on wh o h a s n o fa m ily feels th e p a in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply red ou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ip s a re th u s n eeded for ou r em otion a l h ea lth . To b u ild rela t ion s h ips , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eed ed. We ca n n ot be s elfis h a n d p os s es s ive if we wa n t to es ta b lis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r r ellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.

1. **Re ad t he fo llowing t e xt an d fill in t he gaps with s uitable words fro m th e box. Th e re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ch ea t | told | s tory | com plete | th in k | res cu e |
| m a k e | fa ce | ca re | m a t ter | prom is e | t rea t |

Keepin g prom is e given to a n yon e is a m u s t th ou gh it ta kes m u ch pers evera n ce to k eep prom ise h on estly. Sin ce keepin g prom is e is a (a ) —— of rem em bra n ce, we sh ou ld be (b) —— wh en ever we m a ke prom is es. Wh ile (c) —— a n u n avoidable dan ger, people u s u a lly (d) —— a n y prom is e on ly to be (e) —— from th e s itu a t ion with ou t p erfect (f) ——. After bein g res cu ed m os t p eople (g) —— forget th e prom is e given . A (h ) —— a b ou t th e pied piper of Germ a n y (i) —— h ow th e piper wa s delibera tely (j) —— by th e m a yor, wh o h a d m a de prom is e to give pip er on e th ou s a n d gu ilders for h is work.



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**HSC English Test Papers** 

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Ba n gla des h is a la n d of (a ) —— bea u ty. It s b ea u ty is s o ca ptiva t in g th a t a s t ra n ger ca n n ot bu t b e (b) —— lookin g a t th is en dles s va r iety. Na tu re h a s (c) —— s h owered it s bles s in g on th is cou n t ry. Th e r ivers , h ills a n d fores t s a re r ich in n a tu ra l (d) ——.Th e people of th is cou n t ry feel a s t ron g (e) —— for th eir m oth erla n d. Th ey love th eir m oth erla n d from th e
2. —— of h ea r t . Th ey work h a rd to (g) —— it s econ om ic con dition a n d to rem ove p overty. Mos t of th em toil h a rd fr om da wn to du s k to a ccelera te th e pa ce of (h ) ——. Th e progres s of th is cou n t ry lies in th e (i) —— of com m on people. Th ey a re th e (j) —— of a bea u t ifu l a n d pros perou s Ba n gla d es h .

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) Th e kin g wa s fon d of kn owin g h is fu tu re from th e a s t rologer. (b) Th e kin g ca lled h im to th e pa la ce.

(c) At th is , th e kin g got fu r iou s a n d con dem n ed h im to dea th . (d) A good a s t rologer vis it ed th e ca pita l of th e kin g.

1. On ce th ere wa s a kin g.
2. With rea dy wit h e s a id , "Th e s ta r s d ecla re th a t I'll die on ly a week b efore you r d ea th ."
3. Bu t a n oth er th ou gh t h a d cros s ed h is m in d b efore th e a s t rologer wa s rem oved for execu t ion .

(h ) Th e kin g th en a s ked, "How lon g wou ld you like to live?"

1. Th e a s t rologer told s om eth in g very u n plea s a n t .
2. He th en th ou gh t for a wh ile s om e wa ys of es ca pe.

### Part II : Writing (4 0 Marks )

**7 The c hart s ho ws t he s ourc e s of air pollutio n in Dh aka, Banglade s h. De s c ribe t he c hart wit hin 1 5 0 words highligh t in g t he inform at i on give n in th e c h art. 15**

Wa s te Dis pos a l

10%

Veh icles 40%

Power

Gen era t ion 15%

In du s try 35%

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On ce th ere lived a p oor woodcu t ter. Bu t h e wa s very h on es t . He ea rn ed h is livelih ood by s ellin g wood in th e m a rk et. On e da y wh ile h e .........

### Suppo s e , y ou are Enam . No w, write a le t t e r to y our frie n d Sum on who live s in Lo ndon , de s c ribin g your vis it t o Ekus he y Boi Me la in Dh aka. 10

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| **14** | **Bangabandhu Ide al Sc hool & Colle ge , J am alpur**  **Te s t Exam inatio n—2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —5 ; Le s s on —1 (B)]**

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu re a s ocia l a n im a l.' Wh a t h e m ea n t wa s th a t m a n , b y in s t in ct, s eeks com pa n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to do well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es .

Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien d s a n d s om e a re m a de in s ch ool wh ere we form clos e b on ds with cla s s m a tes a n d tea ch ers . Rela t ion s h ip s ca n a ls o be fos tered in workpla ce, wh ich m a y qu ickly ch a n ge from p rofes s ion a l to s ocia l. Th ere a re rela t ion s h ip s a ls o between h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n o t pa r t with .

### English First Paper : Questions  37

All th es e rela t ion s h ip s k eep u s clos e to ea ch oth er a n d provid e u s a ll kin ds of s u p p ort, love a n d a ffection . A pers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply redou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

To b u ild rela t ion s h ips , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eed ed. We ca n n ot be s elfis h a n d p os s es s ive if we wa n t to es ta blis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r rellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.

1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5**

### The word "fam ous " in t he pas s age m e ans .

(a ) a n cien t (b) eld er (c) legen d a ry (d) m yth ologica l

### Aris t otle c om e s from .

(a ) Greek (b) Greece (c) Ph ilos oph y (d) a ll of th e a b ove

### Re lat io ns hips in s pire us t o pe rfo rm be t t e r in .

(a ) ed u ca t ion (b) work pla ce (c) profes s ion (d) a ll th e a b ove

### 'Se e k' c ould be be s t re plac e d by .

(a ) fin d (b) p u r s u e (c) a ch ieve (d) obta in

### The m e aning of th e wo rd "fo s t e r" is .

(a ) m erge (b) live (c) dis cou ra ge (d) n u r tu re

### The word 's upport' m e ans

(a ) proof (b) m a in ta in (c) ba ckin g (d) opp os e

### What doe s t he word 'le s s e n' m e an?

(a ) regen era te (b) reform (c) in crea s e (d) red u ce

### What doe s t he wo rd 'pos s e s s ive ' m e an?

(a ) gen erou s (b) s orry (c) s a d (d) h a p py

### Anim al s e e k re lat ion s h ip .

(a ) get im porta n ce (b) get in s pired

(c) a d d m ea n in g to exis ten ce (d) for biologica l s u p port

### Sharing re double s our joy and  our s orro w.

(a ) defin es (b) in crea s e (c) dim in is h es (d) s often s

### Ans we r t he follo win g que s t ion s . 3 5 15

(a ) How does rela t ion s h ip h elp a m a n ? (b) Wh a t types of rela t ion s h ip a re th ere?

1. Wh a t pa in d oes th e p ers on feel wh o h a s n o fa m ily?
2. How is m a n 's rela t ion s h ip differen t from th os e of oth er a n im a ls ? (e) Wh a t is th e role of s ch ool in m a n 's rela t ion s h ip?

### Bas e d on your re adin g of the pas s age , m ake s ho rt n ot e s in e ac h of t he boxe s in t he flow c hart s h owing t he func t ion of e duc at ion . [Unit —2 ; Le s s on —1 (B)] 1 5 =5

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u c h a s th e a bility to decid e th in gs ra t ion a lly a n d m a ke th e r igh t ch oices . As we lea rn h ow to rea d, write a n d d o th e b a s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fiden ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a k e ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from th e va lu es it im pa r t s a n d th e r is e of h a t red or con flict th a t follows . Th e fir s t th in gs edu ca t ion does is to give u s a n a wa ren es s a bou t ou r s elves wh ich lea ds to th e d evelop m en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a ke fr ien d s . We th en expa n d ou r s en s e of b elon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Edu ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

|  |  |  |  |  |  |  |  |  |  |  |
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| 1. Develops ou r in n er s t ren gth |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |



**38**



**HSC English Test Papers** 

**3 Write a s um m ary of t h e follo wing t e xt in y our o wn words . [Unit —7 ; Le s s on —3 (E)] 10**

J u n k food s a re proces s ed foods con s is t in g of h igh ca lories , b u t th a t is con s idered on ly a s a broa d u m brella . Th es e food s a re prep a red in a wa y th a t th ey look a pp ea lin g a n d a re en joya ble s o you a re ch em ica lly progra m m ed to a s k for m ore. Accordin g to Dr. Su n a li Sh a rm a , a Dieticia n & Nu t r it ion is t , "Com m ercia l prod u cts in clu din g s a lt ed s n a ck foods , ch ewin g gu m , ca n dy, s u ga ry des s erts , fr ied fa s t food , a n d s weeten ed ca rbon a ted bevera ges th a t h a ve lit t le or n o n u t r it ion a l va lu e bu t a re h igh in ca lories , s a lt , a n d fa t s m a y b e con s idered ju n k foods . Th ou gh n ot a ll fa s t food s a re ju n k foods , a grea t n u m ber of th em a re. For in s ta n ce, a s a la d m a y b e fa s t food bu t is defin it ely n ot ju n k food. Som e foods like b u rgers , pizza s a n d ta cos m a y a lt ern a te between ju n k a n d h ea lth y ca tegories depen din g on th e in gredien t s , ca lories a n d proces s of m a n u fa ctu r in g." Frequ en t con s u m ption of ju n k food in crea s es th e in ta ke of e xces s fa t , s im ple ca rboh ydra tes , a n d proces s ed s u ga r wh ich m a y lea d to a h igh er r is k of obes ity a n d ca rdiova s cu la r dis ea s es , a m on g oth er ch ron ic h ea lth problem s .

### Re ad th e follo wing t e xt and fill in th e blanks wit h s uitable wo rd fro m t he box. Make an y gram m at ic al c hange if n e c e s s ary . .5 1 0 =5

|  |  |  |  |  |  |
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| from | h a n d | good | a s k | is | towa rds |
| qu es t ion s | even | no | ch a n ge | pa r t | depen d |

Hos pita lit y h a s lon g b een a (a ) —— of ou r cu lt u re in Ba n gla des h . Alth ou gh m a n y oth er th in gs a re (b) —— n ow, people a re s t ill qu it e p olite a n d fr ien dly (c) —— foreign ers . Th ey like s p ea kin g to foreign ers (d) —— if th ey h a ve n ot b een in t rod u ced. It is qu it e com m on for Ba n gla des h is to (e) —— pers on a l qu es t ion s a b ou t fa m ily, jobs a n d in com e, wh ich vis itors

(f) —— overs ea s m igh t fin d a wkwa rd. However, it s h ou ld be u n ders tood th a t (g) —— h a rm is m ea n t by s u ch (h ) ——. On th e oth er (i) ——, th ey expres s a gen u in e in teres t in th e foreign er 's s ta te of a ffa ir s . Th e wh ole cou n t ry h a s a fa ir ly (j) —— com m u n ica t ion n etwork n ow.

1. **Re ad th e fo llowing t e xt an d fill t he blanks wit h s uitable wo rds . 1** **1 0 =1 0** Air a n d wa ter a re two im porta n t (a ) —— of th e en viron m en t . Th es e elem en t s a re (b) —— for life on ea r th . Th ey a re often (c) —— in m a n y wa ys . Air is pollu ted by (d) —— a n d wa ter by differen t kin d s of (e) —— a n d filt h . If we wa n t to live a (f) —— life, we s h ou ld (g) —— th e pollu t ion of th e en viron m en t . Tota l preven t ion m a y be (h ) —— b u t we ca n certa in ly (i) —— pollu t ion by ra is in g (j) —— a m on g th e p eople.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) Th en h e in vited a p plica t ion s .

(b) Th e a pplica n t s were a s k ed to m eet th e Su lt a n on e by on e. (c) Lon g a go, th ere wa s a Su lt a n of a Kin gdom .

1. Th en h e fou n d th e d es ir ed m a n .
2. He n eeded a t ru e m a n to be a p p oin ted a s h is ta x collector.
3. A n u m ber of p eople were in th e cu e to a p ply for a n d get th e job.
4. All th e a p plica n t s blu s h ed a n d refu s ed except on e. (h ) So, h e a s k ed for th e wis e cou n s ellor's a dvice.
5. Wh en th ey a ll a r r ived, th e Su lt a n a s ked th em to da n ce.
6. Th ey ca m e th rou gh a pa s s a ge wh ere gold coin s were kept.

### Part II : Writing (4 0 Marks )

1. **Lo ok at th e c h art be low. Th e graph c hart s ho ws t he c h oic e of profe s s io n by t he e duc ate d pe o ple in our c ountry. Analy ze t he graph in at le as t 1 0 0 wo rds foc us in g t he m ain as pe c t s . 15**

60%

50%

40%

20%

10%

5%

Farming Business Govt. Job Research Banking Teaching

### Re ad t he be ginning of the follo win g s t ory and c om ple t e it in your o wn words . Give a t it le t o t he s t ory. 15

Th ere wa s a pon d fu ll of frogs . Som e of th em often pu t th eir h ea ds ou t of th e wa ter a n d croa ked lou dly. On e da y, s om e b oys wer e pla yin g by th e s id e of th e p on d. Wh en th ey h ea rd th e frogs croa kin g. ........

### Write a le t t e r t o y our younge r brot he r/ s is t e r advis in g him / he r n ot to s h are fake o r bas e le s s n e ws on his / h e r s oc ial m e dia. 10

### English First Paper : Questions  39

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| **15** | **Shahid Bulbul Gove rnm e nt Colle ge , Pabna**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decide th in gs ra t ion a lly a n d m a k e th e r igh t ch oices . As we lea rn h ow to rea d, write a n d do th e ba s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a ke ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from t h e va lu es it im p a r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Ed u ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re. Ed u ca t ion , it is b elieve d, relea s es ou r poten t ia ls a n d ou r in n er s t ren gth s . It s h a rpen s ou r in tellect a n d develops ou r crea t ivity. As we a re ta u gh t to rea s on well a n d fin d s olu t ion s to th e problem s of life, we becom e prod u ctive m em bers of s ociety. Ed u ca t ion by defin it ion is progr es s ive a n d libera l, tea ch in g u s to res pect h u m a n divers ity a n d cu ltu ra l a n d religiou s differen ces . If a ll of u s pra ctis e th es e va lu es in life, th e world becom es a m u ch h a p pier pla ce.

### Ch o os e t he be s t ans we r from t he alt e rnative s . 1 5 =5 (a) Educ at io n give s us ability ——.

* + 1. to dis t in gu is h between good th in gs a n d b a d on es
    2. to criticize th e a ctivities of people
    3. to s olve con flicts
    4. to a void h a t red of people

### Failure to m aint ain s oc ial value s give s ris e to ——.

* 1. s ocia l developm en t (ii) s ocia l u pliftm en t

(iii) con flict or con tem pt a m on g people (iv) s u s picion in people

### (c ) Our pe rs o nalit y be c o m e s de ve lope d o win g t o ——.

(i) ou r bein g a wa re of ou r s elves (ii) livin g in good s ociety

(iii) s tu dyin g a t good s ch ools (iv) fa m ilia l cu lt u re

### Afte r s tartin g s c h o ol, we gradually ——.

* 1. becom e bored a n d dep res s ed
  2. get m en ta lly con n ected to ou r s ch ool a n d cla s s m a tes
  3. develop pa t r iotic feelin g in u s
  4. lea rn to love ou r cou n t ry a n d people

### (e ) Educ at io n de ve lo ps —— t o our s c h o ol, pe o ple at s c h oo l an d at las t t o our c ountry.

(i) ou r s en s e of gettin g con n ected (ii) ou r love a n d res pectfu l a t t itu de

(iii) ou r h a t red or dis lik e (iv) ou r s pirit to go

### Ans we r t he follo win g que s t ion s . 2 5 =1 0

(a ) How does edu ca t ion m a k e u s prod u ctive m em b ers of th e s ociety? (b) How ca n we m a n a ge ou r a ffa ir s well?

(c) "Edu ca t ion h elps u s th in k in depen den t ly." Wh a t does th is s en ten ce m ea n ? (d) "Edu ca t ion by defin it ion is progres s ive a n d lib era l,"— Expla in .

(e) Wh a t a re th e fu n ction s of edu ca t ion ?



**40**



**HSC English Test Papers** 

### Bas e d o n y our re ading of t he follo wing t e xt write s h ort n ote s in e ac h of t he boxe s in the flo w c hart s ho wing the inc ide nts of Sh e ikh Kam al. (No. 1 has be e n do ne fo r y ou) [Unit—4 ; Le s s on —1 (B)] 2 5 =1 0

Sh eikh Ka m a l, th e eldes t s on of Ba n ga b a n dh u Sh eikh Mu jibu r Ra h m a n a n d Ba n ga m a ta Fa zila tu n n es a Mu jib , wa s b orn a t Tu n gip a ra in Gop a lga n j dis t r ict . He s pen t h is ch ildh ood th ere. Ka m a l received h is s econ da ry ed u ca t ion a t Dh a k a 's BAF Sh a h een Sch ool from wh ere h e pa s s ed h is SSC Exa m in a t ion . He wa s th en a dm it ted to Dh a ka College, a n d a fter h is HSC Exa m in a t ion , h e beca m e a s tu den t a t th e dep a r tm en t of Sociology of Dh a ka Un ivers ity. Ka m a l h a d a colorfu l life m a rked by livelin es s a n d crea t ivity. Bes ides h is a ca dem ic s tu dies , h e a ls o p u r s u ed h is p a s s ion for s ports a n d cu ltu ra l a ct ivit ies . He wa s a fir s t divis ion ba s k etba ll a n d cricket pla yer a s well a s a s p orts orga n izer. He wa s a ls o in teres ted in cla s s ica l m u s ic, a n d beca m e a s tu den t of Ch h a ya n a u t to lea rn Sita r u n der th e tu tela ge of Us ta d Fu l Moh a m m a d. Apa r t from Sita r , Ka m a l h a d a p a s s ion for Pia n o. He h a d a good collection of m u s ica l in s t ru m en t s on th e s econ d floor of th eir h ou s e a t Dh a n m on di, Roa d n o. 3 2 .

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Born in Tu n gip a ra |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a sum m ary of the following passage in your own words. [Unit —5 ; Lesson—3 (C)] 10**

At da yligh t I wa s h a lf wa ken ed by th e s ou n d of ch oppin g. Aga in it wa s s o even in textu re th a t I wen t ba ck to s leep. Wh en I left m y bed in th e cool m orn in g, th e b oy h a d com e a n d gon e, a n d a s ta ck of kin dlin g wa s n ea t a ga in s t th e ca bin wa ll. He ca m e a fter s ch ool in th e a ftern oon a n d work ed u n t il t im e to retu rn to th e orph a n a ge. His n a m e wa s J erry... h e h a d been a t th e orph a n a ge s in ce h e wa s fou r . I cou ld pictu re h im a t fou r , with th e s a m e gra ve gra y-blu e eyes a n d th e s a m e – in depen den ce? No, th e word th a t com es to m e is "in tegrity".... It is bed ded on cou ra ge, bu t it is m ore th a n bra ve. It is h on es t , bu t it is m ore th a n h on es ty. Th e a x h a n dle brok e on e da y. J erry s a id th e wood s h op a t th e orph a n a ge wou ld repa ir it . I brou gh t m on ey to p a y for th e job a n d h e refu s ed it . "I'll pa y for it ," h e s a id . "I broke it . I brou gh t th e a x down ca reles s ." "Bu t n o on e h it s a ccu ra t ely every t im e," I told h im . "Th e fa u lt wa s in th e wood of th e h a n dle. I'll s ee th e m a n from wh om I bou gh t it ."

It wa s on ly th en th a t h e wou ld ta ke th e m on ey. He wa s s ta n din g ba ck of h is own ca reles s n es s . He wa s a free-will a gen t a n d h e ch os e to d o ca refu l work, a n d if h e fa iled, h e took th e res p on s ib ilit y with ou t s u bterfu ge.

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able w ords fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

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| --- | --- | --- | --- | --- | --- |
| n etwork | pla n n in g | la rge | con s t ru ct | op era te | s ys tem |
| circle | own er | t ra n s porta t ion | con ges t ion | s im ple | t icket |

Th e Dh a ka Metro Ra il or (a ) —— th e Dh a ka Metro, is a m a s s ra pid t ra n s it (b) —— s ervin g Dh a ka , th e ca pita l a n d (c) —— city of Ba n gla d es h . It is (d) —— a n d opera ted by th e Dh a k a Ma s s Tra n s it Com p a n y Lim it ed (DMTCL). Togeth er with th e u n der (e) —— Dh a k a BRT, propos ed Dh a k a Su bwa y a n d Dh a ka s u b u rba n (f) —— ra il, it is expected to red u ce t ra ffic

(g) —— in th e city. Th e m etro ra il (h ) —— h a s five pla n n ed lin es wh ich a re th e MRT Lin e 6 , th e on ly (i) —— lin e, MRT Lin e 1 a n d 5 , wh ich a re u n der con s t ru ction , a n d MRT Lin e 2 a n d MRT Lin e 4 , wh ich a re in th e (j) —— s ta ges . It is pa r t of th e Stra tegic Tra n s port Pla n ou t lin ed by th e Dh a k a Tra n s p ort Coordin a t ion Au th ority (DTCA).

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Fru it s a n d fres h (a ) —— from t rees a re th e m a in food (b) —— for th e m on keys , la n gu r s , deer, s qu ir rels , a n d differen t birds , in clu din g Horia l (green pigeon ) a n d pa r rots . Now on ly a few of th es e (c) —— t rees rem a in in th e fores t . Th e h elples s a n im a ls , fa cin g (d) —— food cris is , pa r t icu la r ly in win ter, ven tu re on to h igh wa ys a n d in va de (e) —— villa ges , res u lt in g in fa ta l a ccid en t s or fa llin g (f) —— to p oa ch ers . Recen t ly, a grou p of h u n gry m on k eys res orted to (g) —— a b a n a n a -la d en t ru ck on th e Ta n ga il-Mym en s in gh h igh wa y in th e Ra s u lp u r a rea , h igh ligh t in g th e (h ) —— of th e is s u e. Ma n y loca ls s a id m on keys a n d (i) —— com e ou t of th e fores t a n d wa it bes ide th e h igh wa y s eekin g food a n d often m eet a (j) —— a cciden t .

### English First Paper : Questions  41

1. **Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1** **1 0 =1 0**
2. He wa n ted to ea t s om e a pples .
3. He cou ldn 't even ch a n ge h is cloth es .
4. Bu t th e a p ples n ever fell.
5. Th ere wa s a boy n a m ed J oh n .
6. a n d wa it ed for th e fru it s to fa ll off.
7. On e d a y, h e s a w th e a p p le t ree in th eir ya rd wa s fu ll of fru it s .
8. He wa s s o la zy.
9. J oh n wa it ed u n t il h e wa s s ta rvin g.
10. Bu t h e wa s too la zy to clim b th e t ree a n d ta k e th e fru it s .
11. So, h e la y down u n d ern ea th th e t ree.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **Write a paragraph o n 'Early Marriage ' in abo ut 2 0 0 words bas e d o n th e ans we rs t o the follo wing que s t ion s . 10**

(a ) Wh a t is m ea n t by ea r ly m a r r ia ge? (b) Wh o a r e th e victim s of ea r ly m a r r ia ge? (c) Wh a t a re th e ca u s es of ea r ly m a r r ia ge? (d) Wh a t a re th e problem s crea ted by ea r ly m a r r ia ge? (e) Wh a t s u gges t ion s d o you h a ve to s olve th e problem ?

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 7

It wa s la te a t n igh t . I was ta kin g prepa ra t ion for m y en s u in g exa m in a t ion . All th e m em b ers of m y fa m ily were s leep in g. All on a s u d den , m y ph on e ra n g a n d it wa s a n u n kn own n u m ber. I got fr igh ten ed .........

### Write an em ail to the authority of a university to know about the adm ission procedure. 5

1. **The graph be lo w s h o ws the gradual rat e of th e Int e rne t us e rs (rate is give n in c rore ) in Banglade s h . De s c ribe th e graph in at le as t 8 0 words . You s h ould highligh t t he inform at io n and re po rt of t he m ain fe ature s give n in th e graph. 10**

12

10

8

6

4

2

0

2012 2015 2017 2019 2021 2023

### Write do wn t he t he m e of the follo wing poe m (Not m ore th an 5 0 wo rds ). [Unit —3 ; Le s s o n—2 (B)] 8

Hold fa s t to drea m s For if drea m s die

Life is a brok en -win ged b ird Th a t ca n n ot fly.

Hold fa s t to drea m s For wh en drea m s go Life is a ba r ren field Frozen with s n ow.

**42**   **HSC English Test Papers** 

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| --- | --- |
| **16** | **Govt . Shah Sult an Colle ge , Bogura**  **Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e fo llowing t e xt an d ans we r t he que s t ion s A an d B :**

**[Unit —6 ; Le s s on —2 (B-i+ii+iii+iv+v )]** Ad oles cen t s con s t itu te a n a t ion ‘s core res ou rce for n a t ion a l ren ewa l a n d growth . Ad oles cen ce is a period in life wh en t ra n s it ion from ch ildh ood to a d u lth ood ta k es p la ce a n d beh a viou r s a n d lifes tyles a re s h a p ed. Accordin g to th e World Hea lth Orga n is a t ion (WHO), a doles cen ce is

th e period wh ich s h a pes th e fu tu re of girls ‘ a n d b oys ‘ lives . Th ere a re 28 m illion a doles cen t s in Ba n gla des h ; 13 . 7 m illion of th em a re girls a n d 14 .3 m illion b oys .

Th e s itu a t ion of a doles cen t girls in Ba n gla des h is ch a ra cteris ed by in equ a lit y a n d s u bordin a t ion with in th e fa m ily a n d s ociety. Th is in equ a lit y lea d s to wides prea d pra ctice of ch ild m a r r ia ge, m a rgin a lis a t ion or exclu s ion from h ea lth , ed u ca t ion a n d econ om ic op p ortu n it ies , a n d vu ln era bility to violen ce a n d s exu a l a bu s e.

In Ba n gla d es h , th e lega l a ge of m a r r ia ge is 18 for girls a n d 21 for b oys . However, 3 3 p ercen t of a d oles cen t girls a re m a r r ied before th e a ge of 1 5 a n d 6 0 percen t becom e m oth ers by th e a ge of 19 . Res ea rch fin ds th a t a d oles cen t s with h igh er level of ed u ca t ion a n d from m ore a fflu en t fa m ilies ten d to m a r ry a t a la ter a ge. Boys , h owever, becom e rea dy for m a r r ia ge on ly a fter s evera l yea r s of a d oles cen ce a n d you n g a d u lth ood.

Wh en a girl gets m a r r ied , s h e u s u a lly drops ou t of s ch ool a n d begin s fu ll -t im e work in h er in - la ws ' h ou s eh old. In th e in -la ws ‘ h ou s e, s h e is m a rgin a lis ed. Sh e becom es vu ln era ble to a ll form s of a b u s e, in clu din g d owry-rela ted violen ce. In Ba n gla des h , it is s t ill com m on for a bride‘s fa m ily to pa y d owry, des pite th e pra ctice bein g illega l. Dowry dem a n ds ca n a ls o con t in u e a fter th e wed din g. For a n a d oles cen t bride, even if h er in -la ws a re s u pp ortive, th ere a re grea ter h ea lth r is ks in t erm s of pregn a n cy a n d ch ild birth . Th e m a jority of a d oles cen t brides a n d th eir fa m ilies a re u n in form ed or in s u fficien t ly in form ed a b ou t reprod u ctive h ea lth a n d con t ra ception . Th e m a tern a l m orta lit y ra te for a d oles cen t s is d ou ble th e n a t ion a l ra te.

Wh en a d oles cen t girls a re pu lled ou t of s ch ool, eith er for m a r r ia ge or work, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a doles cen t girls a ls o cu r ta ils th eir econ om ic a n d n on -form a l ed u ca t ion a l op portu n it ies . Moreover , th ey la ck in form a t ion a b ou t h ea lth is s u es . Accordin g to a s tu dy, on ly a bou t th ree in five a doles cen t s h a ve even h ea rd of HIV. It is a ls o rep orted th a t m ore th a n 50 percen t of a d oles cen t girls a re u n d ern ou r is h ed a n d s u ffer from a n a em ia . Ad oles cen t fertility is a ls o h igh in Ba n gla des h .

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'c ore ' m e n t io ne d in t he pas s age m e ans .

* 1. ten or (ii) pu rp ort (iii) s ta ple (iv) weigh t

### Ch o os e t he s y n on ym of 'afflue n t ' from th e alte rnative s .

* 1. well off (ii) rega l (iii) op u len t (iv) des t itu te

### (c ) What is t he m e aning of th e wo rd 'c o ns t itut e ' in t he pas s age ?

(i) com pris e (ii) bu ild (iii) form (iv) a ll of th es e

### The word 'vulne rable ' in t he pas s age re fe rs t o .

* 1. im m u n e (ii) exp os ed (iii) free (iv) s eriou s

### (e ) The phras e 't ake plac e ' in t he pas s age s tands for .

(i) occu r (ii) recu r (iii) go to th e pla ce (iv) a ll of th em

### What is t he m e aning of th e wo rd 'e c on om ic ' in th e pas s age ?

* 1. econ om y (ii) econ om ica l (iii) m on eta ry (iv) fin a n ce

### What doe s t he phras e 'le ads t o' m e an?

* 1. res u lt s of (ii) res u lt s in (iii) res u lt s from (iv) res u lt s to

### What is t he m e aning of th e wo rd 't rans it io n' in t he pas s age ?

1. t ra n s form a t ion (ii) reform a t ion

(iii) con vers e (iv) th e proces s of ch a n gin g

### What is t he s y n on ym o f the 'm obilit y'?

* 1. a bility (ii) crea t ivity (iii) m ovem en t (iv) a ctivity

### The word 'uninform e d' m e ans —.

* 1. gn os t ic (ii) u n a p pris ed (iii) u n n a m a ble (iv) in form ed

### English First Paper : Questions  43

1. **Ans we r t he follo win g que s t ion s . 3** **5** **15**

(a ) How ca n you defin e th e term 'a d oles cen ce'?

(b) Wh a t h a pp en s to a girl wh en s h e los es m obility? (c) Wh a t does gen d er in equ a lit y lea d to?

(d) Wh y a re th e a doles cen t im p orta n t for a n a t ion ? (e) Wh ich fa ctors in flu en ce a girl's m a r r ia ge?

### Re ad t he fo llowing t e xt an d m ake a flo w c hart s ho wing t he fun c t io n of e duc at io n. (No. 1 is don e fo r you .) [Unit —2 ; Le s s on —1 (B)] 1 5 =5

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decid e th in gs ra t ion a lly a n d m a ke th e r igh t ch oices . As we lea rn h ow to rea d, write a n d d o th e b a s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fiden ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a k e ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from th e va lu es it im pa r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa ren es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to b elon g to th e cla s s a n d m a ke fr ien d s . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Edu ca t ion th u s prep a res every ch ild to becom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Develops ou r in n er s t ren gth |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

**3 Write a s um m ary of t h e follo wing t e xt : [Unit —3 ; Le s s o n —1 (D)] 10**

Drea m s h a ve fa s cin a ted ph ilos oph ers for th ou s a n ds of yea r s , b u t on ly recen t ly h a ve drea m s b een s u bjected to em pirica l res ea rch a n d s cien t ific s tu dy. Ch a n ces a re th a t you 've often fou n d you r s elf p u zzlin g over th e con ten t of a drea m , or p erh a p s you 've won d ered wh y you drea m a t a ll.

Firs t , let 's s ta r t by a n s werin g a ba s ic qu es t ion : Wh a t is a drea m ? A drea m ca n in clu de a n y of th e im a ges , th ou gh t s a n d em otion s th a t a re experien ced du r in g s leep. Drea m s ca n b e extra ordin a r ily vivid or very va gu e; filled with joyfu l em otion s or fr igh ten in g im a ges , focu s ed a n d u n d ers ta n d a ble or u n clea r a n d con fu s in g.

Wh y d o we drea m ? Wh a t p u rp os e d o drea m s s erve? Wh ile m a n y th eories h a ve b een propos ed a bou t th e rea s on a n d fu n c t ion of drea m s , n o con s en s u s h a s em erged. Con s id erin g th e t im e, we s pen d in a drea m in g s ta te, th e fa ct th a t res ea rch ers d o n ot yet u n d ers ta n d th e p u rp os e of drea m s m a y s eem b a fflin g. However, it is im porta n t to con s ider th a t s cien ce is s t ill u n ra velin g th e exa ct pu rpos e a n d fu n ction of s leep it s elf. Som e res ea rch ers s u gges t th a t drea m s s erve n o rea l p u rp os e, wh ile oth ers believe th a t drea m in g is es s en t ia l to m en ta l, em otion a l a n d ph ys ica l well-b ein g.

Con s is ten t with th e p s ych oa n a lytic pers pective, Sigm u n d Freu d 's th eory of drea m s s u gges t s th a t drea m s a re a repres en ta t ion of s u b con s ciou s des ires , th ou gh t s a n d m otiva t ion s . Accordin g to Freu d, people a re driven by a ggres s ive a n d s exu a l in s t in cts th a t a re repres s ed from con s ciou s a wa ren es s . Wh ile th es e th ou gh t s a re n ot con s ciou s ly expres s ed, th ey fin d th eir wa y in to ou r a wa ren es s via drea m s . In h is fa m ou s b ook ' *The Interpretation of Dream s ' (1899 ),* Freu d wrote th a t drea m s a re "..... dis gu is ed fu lfillm en t s of repres s ed wis h es ."

### 4. Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| m ixed | produ cts | th row | res p on s ib le | du m p |
| toxic | in s ecticides | pollu ted | wa s h | in s a n it a ry |

Wa ter is a n oth er vita l elem en t of th e en viron m en t . Ma n pollu tes it by (a ) —— wa s te a n d pois on ou s ch em ica ls in to it . Fa rm ers u s e ch em ica l fertilizers a n d (b) —— in th eir fields . Som e of th es e ch em ica ls bein g (c) —— a wa y by ra in a n d flood s , get (d) —— with wa ter in r ivers , ca n a ls a n d pon d s . Wa ter is a ls o (e) —— by m ills a n d fa ctories wh en th ey th row th eir (f) —— ch em ica ls a n d wa s te (g) —— in to r ivers a n d ca n a ls . Wa ter veh icles a ls o pollu te r ivers by (h ) —— oil, food wa s te a n d h u m a n wa s te in to th em . (i) —— la t r in es b u ilt on r iver a n d ca n a l ba n ks a re a ls o (j) —— for fu r th er pollu t ion .



**44**



**HSC English Test Papers** 

1. **Fill in t he gaps us ing s uitable words : 1** **1 0 =1 0** Folk m u s ic con s is t s of s on gs a n d m u s ic of a com m u n ity th a t a re n ot (a ) —— by a n y s ta n da rds m u s ic s tyles . Ba n gla des h h a s a h erita ge of (b) —— folk m u s ic wh ich in clu d es (c)

—— religiou s a n d s ecu la r s on gs . In Ba n gla des h folk m u s ic h a s (d) —— va r iety, with s on gs (e) —— on th e cu ltu re, fes t iva ls , n a tu ra l b ea u ty a n d ru ra l life. Th es e s on gs a re (f) —— s ocia l in equ a lit y a n d p overty, a bou t th e m a teria l world a n d (g) —— s u p ern a tu ra l. It u s es (h ) —— a n d n a tu ra l rh yth m s . Sin ce Ba n gla des h is (i) —— r iverin e cou n t ry, th e Bh a t iya li form s a n im p orta n t gen re of (j) —— m u s ic.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) Th e m a s ter wa s very a m u s ed.

1. On e of th e du ck s wa s s t a n din g on on e leg a n d h a d th e oth er leg folded in s ide, bu t th e m a s ter wa s n ot to b e fooled.
2. Th e m a s ter looked a t th e cook a n d s a id th ere wa s n o s u ch th in g a s on e legged d u ck. (d) Th e m a s ter cla p ped h is h a n ds lou dly, a n d th e d u ck p u t down it s oth er leg a n d ra n off. (e) Th e m a s ter beca m e very a n n oyed a s th e cook told h im th a t th e du ck h a d on e leg on ly.
3. Th e roa s t looked s o deliciou s th a t th e cook a te on e of th e legs of th e du ck.
4. At th a t m om en t , th e cook look ed ou t of th e win d ow. (h ) A cook on ce roa s ted a d u ck for h is m a s ter.
5. Th e cook replied th a t h is m a s er wa s r igh t .
6. Th e cook in s is ted th a t th e du ck h a d on e leg on ly.

### Part II : Writing (4 0 Marks )

1. **The graph s ho ws t he e ngage m e nt of c hild labour in diffe re nt s e c t ors of X c oun t ry from 2 0 0 5 to 2 0 1 6 . De s c ribe th e graph in 1 5 0 wo rds . You s h ould highligh t t he m ain fe ature s and s um m arize t he info rm at io n give n in t he graph. 15**

### The e ngage m e n t of c hild in pe rc e nt age

100



62%

45%

Agricu ltu r

36%

40% 29% 31%

e

d u s try

In

23%

15%

19%

90

80

70

60

50

40

30

20

10

0

2005 2012 2016 Yea r

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds : 15

On ce a crow wa s s it t in g on th e bra n ch of a t ree. It h a d a piece of m ea t in it s bea k ...........

### Write a letter to brother advising him not to share fake or baseless news on social m edia. 10

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| --- | --- |
| **17** | **Bogura Cant onm e nt Public Sc hool & Colle ge , Bogura**  **Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

### Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —1 ; Le s s o n —3 (A)]

Va len t in a Teres h k ova wa s born in a villa ge in Cen t ra l Ru s s ia on 6 Ma rch 19 37 . Her fa th er wa s a t ra ctor driver a n d h er m oth er worked in a textile pla n t . At th e a ge of eigh t , s h e b ega n h er s ch oolin g b u t did n ot en joy it m u ch . Sh e left th e s ch ool with in a few yea r s . Afterwa rd s , s h e com pleted h er edu ca t ion th rou gh dis ta n ce lea rn in g. Sh e b eca m e in teres ted in pa ra ch u t in g from a you n g a ge, a n d t ra in ed in s kydivin g a t th e loca l Aeroclu b, m a kin g h er fir s t ju m p a t a ge 22 on 2 1 Ma y 19 5 9 . It wa s h er expertis e in s k ydivin g th a t led to h er s election a s a cos m on a u t . After th e fligh t of Yu ri Gagarin , th e first h u m an bein g to travel to ou ter space in April 1961, th e Soviet Un ion decided to sen d a wom an in space. On 16 Febru ary 1962, "proletaria" Valen tin a Teresh kova was selected for th is project from am on g m ore th an fou r h u n dred applican ts. Teresh kova h ad to u n dergo a series of train in g th at in clu ded weigh tless fligh ts, isolation tests, cen trifu ge tests, rocket th eory, spacecraft en gin eerin g, 120 parach u te ju m ps an d pilot train in g in MIG-15 UTI jet figh ters.

Sin ce th e su ccessfu l lau n ch of th e spacecraft Vostok -5 on 14 J u n e 1963, Teresh kova began preparin g for h er own fligh t. On th e m orn in g of 16 J u n e 1963, Teresh kova an d h er back -u p cosm on au t Solovyova were dressed in space-su its an d taken to th e space sh u ttle lau n ch pad by a bu s . After com pletin g h er com m u n ication an d life su pport ch ecks, sh e was sealed in s ide Vostok 6. Fin ish in g a two-h ou r cou n tdown , Vostok -6 lau n ch ed fau ltles s ly.

* + **English First Paper : Questions**  **45**

### Ch o os e t he c o rre c t an s we r fro m t he alt e rnative s : .5 1 0 =5 (a) What doe s t he word 'e xpe rt is e ' m e an?

* 1. proficien cy (ii) a bility (iii) kn owledge (iv) expert opin ion

### What doe s t he word 'prole taria' in t he pas s age re fe r t o?

* 1. th e workin g cla s s people (ii) people with s p ecia l n eeds

(iii) com m on p eople (iv) people wh o a re s ick

### (c ) What is t he m e aning of 'faultle s s ly'?

(i) in a ppropria tely (ii) in correctly (iii) im perfectly (iv) a p propria tely

### Whe re was Te re s hkova s e ale d?

* 1. in th e textile fa ctory (ii) a t loca l Aeroclu b

(iii) in s ide Vos tok -5 (iv) in s ide Vos tok -6

### (e ) The word 's kydiving' re fe rs t o —.

1. ju m p u p
2. plu n ge in to s om eth in g from a bove
3. ju m pin g from pla n e with th e h elp of pa ra ch u te
4. ju m pin g from a n ywh ere

### Wh o was t he firs t hum an be in g t o t rave l to oute r s pac e ?

* 1. Arm s t ron g (ii) Ga ga r in (iii) Aldrin (iv) Collin s

### What doe s t he word 's e le c t io n' re fe r to?

* 1. collection (ii) n om in a t ion (iii) pick (iv) m edley

### The word 'unde rgo' s tands for —.

1. a void (ii) res is t (iii) execu te (iv) experien ce

### The word 'we igh t le s s ' s tan ds for —.

* 1. ligh t (ii) down ca s t (iii) r ipped (iv) cres t fa llen

### The word 'laun c h' in t h e las t lin e m e ans —.

* 1. a h u ge b oa t (ii) a s h ip (iii) to in it ia te (iv) to floa t

### Ans we r t he follo win g que s t ion s . 3 5 15

(a ) Wh a t do you kn ow a bou t Teres h kova 's ea r ly life?

1. Wh a t let to th e s election of Teres h k ova a s a cos m on a u t?
2. Wh ich t ra in in gs did Teres h k ova h a ve to ta k e a fter join in g th e fligh t project?
3. Wh y did Teres h kova receive edu ca t ion th rou gh dis ta n c e lea rn in g th ou gh s h e cou ld h a ve received ed u ca t ion in s ch ool?
4. Briefly dis cu s s Teres h k ova 's experien ce in Vos tok -6.

### Re ad t he follo wing t e xt and m ake a flow c hart s ho wing t he le ading e ve nt s of Shilpi's life . (One is do ne for y o u.) [Unit —6 ; Le s s o n —4 (B)] 1 5 =5

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sh ilp i wa s on ly 15 yea r s old wh en s h e m a r r ied Ra s h id in 2 0 08 . Ma r ryin g off da u gh ters a t a n ea r ly a ge is a s ta n da rd pra ctice for m a n y fa m ilies livin g in ru ra l Ba n gla des h . After h er wed din g, Sh ilp i join ed a loca l em p owerm en t grou p th a t provides a doles c en t girls with th e tools n eeded to gra du a lly ch a n ge cu ltu ra l pra ctices , pa r t icu la r ly th os e p erta in in g to ea r ly m a r r ia ge a n d pregn a n cy. Th e grou p ‘s a ctivities in clu de dis cu s s ion s on h ow to m os t effectively ch a n ge b eh a viou r rela ted to reprodu ctive h ea lth a s well a s on e-on -on e cou n s ellin g. It a ls o offers peer -to-p eer s u p p ort a n d life s kills t ra in in g th a t h elp a d oles cen t s s a y ‗n o‘ to ea r ly m a r r ia ge. Th e em powerm en t grou p is on e of m ore th a n 10 , 00 0 grou ps s u p ported by s om e loca l Non Govern m en t Orga n iza t ion s (NGO s ) workin g a ll over Ba n gla des h . Th es e NGOs work th rou gh Ca n a da 's Adoles cen t Reprodu ctive Hea th project wh ich a ls o a im s to in crea s e a cces s to qu a lit y h ea lth s ervices for a d oles cen t s .  Du r in g on e of th e grou p s es s ion s , Sh ilp i ca m e to u n ders ta n d th e p oten t ia lly h a rm fu l effects of ea r ly m a r r ia ge a n d pregn a n cy. | | | | | | | | | | |
| 1 . Got m a r r ied a t 15 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |



**46**



**HSC English Test Papers** 

1. **Sum m arize t he follo wing t e xt . [Unit —2 ; Le s s o n —1 (B)] 10**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decid e th in gs ra t ion a lly a n d m a ke th e r igh t ch oices . As we lea rn h ow to rea d, write a n d d o th e b a s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fiden ce. We lea rn to th in k for ou r s elves a n d a r t icu la t e ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a k e ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s b u t a ls o b ecom e critica l of th e d evia t ion s from th e va lu es it im p a r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g ed u ca t ion d oes is to give u s a n a wa ren es s a bou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a ke fr ien ds . We th en exp a n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t ry. Edu ca t ion th u s prepa res every ch ild to becom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

### Re ad t he follo win g t e xt and fill in t h e blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| wh o | h ea lth | ch oice | be | develop | en a ble |
| a ble | a bility | im p orta n ce | fa ce | wh ich | kn ow |

Edu cation is on e of th e ba s ic n eeds of a h u m a n bein g. It is (a ) —— for th e (b) —— of m in d. Ma n y illit erate people do n ot h a ve an y (c) —— of h ealth . If th ey (d) —— edu cated, th ey cou ld live a (e) —— an d plan n ed life. Edu cation teach es u s h ow to live well. It (f) —— u s to m ake th e r igh t (g) —— in life. It en h a n ces ou r (h ) —— to perform ou r du t ies properly an d (i) —— ou r everyday problem s . In fact, it is edu cation (j) —— brin gs positive ch an ges in ou r life.

1. **Fill in t he blanks wit h an appro priate word in e ac h gap. 1** **1 0 =1 0** Sports a re a pop u la r form of en terta in m en t . Ma n y in tern a t ion a l s portin g even t s a re (a ) —— from t im e to t im e. Mos t of th es e even t s a re (b) —— by m u lt in a t ion a l m a n u fa ctu r in g (c) —— a n d b u s in es s firm s . Th ey pa y for th e s port even t s in (d) —— for th e r igh t to (e) —— th eir produ cts du r in g th os e even t s . Th es e even t s a re (f) —— worldwid e by s a t ellite a n d p eople a ll over th e world wa tch th em (g) ——. As a (h ) ——, th e s pon s ors ' produ cts receive m a xim u m m edia (i) ——. Th u s , s ports h elp th e (j) —— of t ra de a n d com m erce.

### The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in a prope r s e que nc e . 1 1 0 =1 0

(a ) "Plea s e let m e go to m y cou n t ry."

1. An En glis h b oy wa s m a k in g a s m a ll b oa t .
2. "I s h a ll cros s th e s ea a n d go to m y cou n t ry by th is boa t ." (d) He m a de a ll a r ra n gem en t s to s en d h im to h is cou n t ry.
3. Su d den ly h e n oticed a won d erfu l th in g.
4. Na poleon wa s ch a rm ed b y th e words of th e s m a ll boy.
5. "I h a ven 't s een m y m oth er for a lon g t im e."

(h ) Th e b oy s a id , "My cou n t ry is on th e oth er s ide of th e s ea ."

1. On e d a y Na p oleon , th e kin g of Fra n ce, wa s wa lk in g a lon g th e s ea s h ore.
2. Th e b oy wa s brou gh t b efore h im a n d h e a s ked h im wh a t h e wou ld d o with s u ch a s m a ll b oa t .

### Part II : Writing (4 0 Marks )

1. **The c h art be low s ho ws the s ourc e s of air pollutio n in a c it y. De s c ribe th e c hart in**

### 2 0 0 words . You s hould highlight and s um m arize th e inform at io n give n in t he c hart. 15 Sourc e s of Air Po llut io n in Dhaka City (in %)

Power Pla n t 13%

In d u s try 18%

Hea t in g or u s in g AC 6 %

Wa s te d is p os a l

3%

Veh icles 60%

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

Th ere wa s a n a u gh ty cowboy wh o gra zed h is cows bes ide a fores t . He u s ed to m a k e fu n with people cryin g "Tiger! Tiger!" .............

### Suppo s e , y ou are Anik/ Anika. You re c e ive d a le t t e r fro m y our fat he r ye s t e rday. In this le t t e r, he warn e d you n ot t o s pe n d m uc h t im e o n Fac e bo ok. Now , write a re ply to his le t t e r. 10

### English First Paper : Questions  47

|  |  |
| --- | --- |
| **18** | **Polic e Line s Sc hool and Colle ge , Rangpur**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —6 ; Le s s on —2 (B-iv+v+vi)]**

Wh en a girl gets m a r r ied, s h e u s u a lly drop s ou t of s ch ool a n d begin s fu ll-t im e work in h er in - la ws ' h ou s eh old. In th e in -la ws ' h ou s e, s h e is m a rgin a lized. Sh e b ecom es vu ln era ble to a ll form s of a b u s e, in clu din g d owry-rela ted violen ce. In Ba n gla des h , it is s t ill com m on for a bride's fa m ily to pa y d owry, d es pite th e pra ctice bein g illega l. Dowry dem a n d s ca n a ls o con t in u e a fter th e weddin g. For a n a d oles cen t bride, even if h er in -la ws a re s u p portive, th ere a re s ign ifica n t h ea lth r is ks in term s of pregn a n cy a n d ch ild birth . Th e m a jority of a d oles cen t br ides a n d th eir fa m ilies a re u n in form ed or in s u fficien t ly in form ed a bou t reprodu ctive h ea lth a n d con t ra ception . Th e m a tern a l m orta lit y ra te for a doles cen t s is d ou ble th e n a t ion a l ra te.

Wh en a doles cen t girls a re p u lled ou t of s ch ool, eith er for m a r r ia ge or w ork, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a d oles cen t girls a ls o cu r ta ils th eir econ om ic a n d n on -form a l ed u ca t ion a l op p ortu n it ies . Moreover, th ey la ck in form a t ion a bou t h ea lt h is s u es . Accordin g to a s tu dy, on ly a b ou t th ree in five a d oles cen t s h a ve been h ea rd of HIV. It is a ls o rep orted th a t m ore th a n 5 0 percen t of a d oles cen t girls a re u n d ern ou r is h ed a n d s u ffer from a n a em ia . Ad oles cen t fertility is a ls o h igh in Ba n gla des h . Th e con t r ib u t ion of th e a d oles cen t fertility ra te to th e tota l fertility ra te in crea s ed from 20 . 3 % in 19 9 3 to 2 4 .4 % in 2 00 7 . Moreover, n eon a ta l m orta lit y is a n oth er con cern for you n ger m oth ers . Wh ile th e s itu a t ion for a doles cen t b oys is s om ewh a t better, m a n y a re vu ln era ble a n d la ck th e power to m a ke decis ion s a b ou t th eir own lives . Ma n y boys wh o a re u n a ble to go to s ch ool, or a re u n em ployed, rem a in u n a wa re of s ocia l or h ea lth is s u es . Th ey a re a t con s idera ble r is k of bein g dra wn in to crim in a l a ctivities . Th ey a re a ls o m ore likely to get ex pos ed to dru gs a n d a lcoh ol.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) Adole s c e n c e is a  pe riod from c hildh oo d t o adult ho od.

* + 1. t ra n s it ion (ii) t ra n s it ion a l (iii) t ra n s itory (iv) t ra n s ien t

### What doe s t he word 'm arginalize ' m e an?

* 1. eleva te (ii) dem ea n (iii) pra is e (iv) rem ove

### (c ) The word 'vulne rable ' m e ans .

(i) lia ble (ii) s ecu re (iii) ten der (iv) u n protected

### The word 'le gal' m e ans .

* 1. a ppropria te (ii) in a ppropria te (iii) ba n n ed (iv) legitim a te

### (e ) The s ituation of adole s c e n t girls in Banglade s h is c harac t e rize d by .

1. equ a lit y a n d s u prem a cy with in th e fa m ily a n d s ociety
2. in equ a lit y a n d s u b ordin a t ion with in th e fa m ily a n d s ociety
3. freedom in s peech a n d m ovem en t
4. equ a lit y a n d co-op era t ion with in th e fa m ily a n d s ociety

### What doe s 'fe rt ilit y' m e an?

* 1. ch ild les s n es s (ii) la ck (iii) pregn a n cy (iv) poten cy

### What doe s 'anae m ia' m e an?

* 1. blood a fflu en ce (ii) blood deficien cy (iii) h ea lth (iv) la ck of s leep

### What doe s t he word 'c urtail' m e an?

1. lim it (ii) ru in (iii) des t roy (iv) h old

### The prac t ic e of do wry is  in Ban glade s h.

* 1. legitim a te (ii) ir regu la r (iii) ba n n ed (iv) ra re

### What doe s t he word 's t udy' m e an?

* 1. les s on (ii) lea rn in g (iii) s u rvey (iv) s cru t in ize

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How does p u llin g ou t of s ch ool a ffect th e lifes tyle of th e a doles cen t girls ? (b) How a re th e a doles cen t girls t rea ted in th eir in -la w's h ou s e?

(c) Wh a t a re th e n ega t ive im pa cts of ea r ly m a r r ia ge of girl? (d) Wh en does a bride's fa m ily pa y d owry?

(e) Wh a t is th e con dition of th e u n ed u ca ted a n d u n em ployed b oys ?



**48**



**HSC English Test Papers** 

### Re ad t he follo wing t e xt and m ake a flow c h art s h owing t he proble m s c aus e d by junk food. (One is do ne for y ou.) [Unit —7 ; Le s s on —3 (E)] 1 5 =5

J u n k food s a re proces s ed food s con s is t in g of h igh ca lories , b u t th a t is con s idered on ly a s a broa d u m brella . Th es e food s a re prep a red in a wa y th a t th ey look a pp ea lin g a n d a re en joya ble s o you a re ch em ica lly progra m m ed to a s k for m ore. Accordin g to Dr. Su n a li Sh a rm a , a Dieticia n & Nu t r it ion is t , "Com m ercia l prod u cts in clu din g s a lt ed s n a ck foods , ch ewin g gu m , ca n dy, s u ga ry des s erts , fr ied fa s t food, a n d s weeten ed ca rbon a ted bevera ges th a t h a ve lit t le or n o n u t r it ion a l va lu e bu t a re h igh in ca lories , s a lt , a n d fa t s m a y b e con s idered ju n k foods . Th ou gh n ot a ll fa s t food s a re ju n k foods , a grea t n u m ber of th em a re. For in s ta n ce, a s a la d m a y b e fa s t food bu t is defin it ely n ot ju n k food. Som e foods like bu rgers , pizza s , a n d ta cos m a y a lt ern a te between ju n k a n d h ea lth y ca tegories depen din g on t h e in gredien t s , ca lories a n d proces s of m a n u fa ctu r in g."

Frequ en t con s u m ption of ju n k food in crea s es th e in ta ke of exces s fa t , s im ple ca rb oh ydra tes , a n d proces s ed s u ga r wh ich m a y lea d to a h igh er r is k of obes ity a n d ca rdiova s cu la r dis ea s es , a m on g oth er ch ron ic h ea lth problem s . Th e res u lt in g obes ity m a y begin cloggin g u p th e a r teries a n d la y th e b a s is of a n im pen din g h ea r t a t ta ck. It h a s a ls o been s u gges ted th a t ea t in g ju n k food a ffects th e bra in in th e s a m e wa y a s con s u m in g a d dictive dru gs . An a d d ict ion to ju n k food m a y even res u lt in th e rejection of h ea lth ier food option s like fru it s , vegeta bles , s a la ds , etc. lea din g to fu r th er la ck of n ou r is h m en t .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Lea d s to h ea r t a t ta ck |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing t e xt . [Unit —5 ; Le s s o n —3 (C)] 10**

His n a m e wa s J erry... h e h a d been a t th e orph a n a ge s in ce h e wa s fou r . I cou ld pictu r e h im a t fou r , with th e s a m e gra ve gra y-blu e eyes a n d th e s a m e – in depen den ce? No, th e word th a t com es to m e is 'in tegrity' .... It is bed d ed on cou ra ge, bu t it is m ore th a n b ra ve. It is h on es t , b u t it is m ore th a n h on es ty. Th e a xe h a n dle brok e on e da y. J erry s a id th e woods h op a t th e orph a n a ge wou ld rep a ir it . I brou gh t m on ey to pa y for th e job a n d h e refu s ed it .

"I'll pa y for it ," h e s a id . "I brok e it . I brou gh t th e a xe d own c a reles s ."

"Bu t n o on e h it s a ccu ra tely every t im e," I told h im . "Th e fa u lt wa s in th e wood of th e h a n dle. I'll s ee th e m a n from wh om I bou gh t it ."

It wa s on ly th en th a t h e wou ld ta ke th e m on ey. He wa s s ta n din g ba ck of h is own ca reles s n es s . He wa s a free-will a gen t a n d h e ch oos e to do ca refu l work, a n d if h e fa iled, h e took th e res p on s ib ilit y with ou t s u bterfu ge.

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a ggres s ive | a rm ed | econ om ic | with in | s eriou s | n a tu re |
| in terpers on a l | ca u s e | dea th | defin e | a m on g | ca ll |

Con flict ca n be (a ) —— a s cla s h of va lu es a n d idea s a m on g oth er th in gs a n d th e m os t s eriou s form of con flict is (b) —— cla s h es th a t res u lt s in lots of (c) —— a n d ca s u a lt ies . Th ere ca n b e con flict (d) —— wh ich is (e) —— in t ra pers on a l con flict . Th e con flict between or (f) —— p ers on s is ca lled (g) —— con flict . Con s t ra in t of res ou rces is a ls o a (h ) —— of con flict a n d it is kn own a s (i) —— con flict . Con flict is a very com m on ph en om en on , b u t s om etim es it ta kes (j) ——.

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Bea u ty is ea s y to a pprecia te b u t difficu lt to defin e. As we look a rou n d, we will dis cover - bea u ty in (a ) —— objects a n d s igh t s in n a tu re, in th e (b) —— of ch ild ren , in th e kin dn es s of s t ra n gers . Bu t a s ked to d efin e, we ru n in to (c) ——. Does b ea u ty h a ve a n in depen den t objective id en t ity? Is it (d) —— or is it depen den t on ou r s en s e (e) ——? Does it lie in th e (f)

—— of th e b eh older? Th u s , we a s k (g) —— in ou r m in d. However, poets , a r t is t s , ph ilos oph ers a n d th in kers (h ) —— a lwa ys in s ea rch of bea u ty in th eir works a n d a r t s . Bu t m os t of th em h a ve th e com m on opin ion th a t wh ere th ere is b ea u ty, th ere is (i) —— th a t is a th in g of bea u ty is a joy (j) ——.

### English First Paper : Questions  49

1. **Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1** **1 0 =1 0**

(a ) Th e kin g wa s a n gry b eca u s e h e wa n ted th a t people s h ou ld lik e h im in s tea d of th e wis e m a n .

1. On ce th ere wa s a foolis h kin g wh o h a d a wh it e h ors e.
2. Before th e en d of s even yea r s th e foolis h kin g died a n d th e wis e m a n kept th e h ors e. (d) Th e kin g a ls o h a d a wis e fr ien d wh om everyon e liked.
3. On e d a y, h e ca lled th e wis e m a n a n d a s ked h im to tea ch h is wh it e h ors e to s p ea k.
4. He told everyth in g to h is da u gh ter.
5. Th e wis e m a n wen t to th e kin g n ext d a y a n d begged s even yea r s for th e job.

(h ) His da u gh ter a d vis ed h im to go to th e kin g a n d begged s even yea r s beca u s e tea ch in g a h ors e to s pea k n eeded a lon g t im e.

1. Th e kin g ga ve h im th e h ors e a n d s even yea r s .
2. Th e wis e m an wen t h om e sa dly beca u se th e kin g h ad th reaten ed h im to kill if h e fa iled.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Se lf Prac t ic e** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s h ows the e xport an d im po rt of Banglade s h from 1 9 9 5 to 2 0 1 5 in billio n do llars . (dat a is im aginary) No w, de s c ribe t he graph in at le as t 1 5 0 words . 15**

1400

1200

1000

800

Export

Import

600

400

200

0

1995 2000 2005 2010 2015

### The follo wing is t he be gin nin g of t he s t ory. Com ple t e it in y our o wn wo rds . 15

On ce u p on a t im e in En gla n d th ere wa s a kin g. His n a m e wa s Kin g Lea r . He h a d th ree da u gh ters ......

### Write a le t ter to your younger s ister not to waste her valuable t im e using Facebook. 10

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| **19** | **Am e na-Baki Re s ide nt ial Mode l Sc hool & Colle ge ,**  **Dinajpur**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

### Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —6 ; Le s s on —2 (B-iv+v+vi)]

Wh en a girl gets m a r r ied, s h e u s u a lly drops ou t of s ch ool a n d b egin s fu ll -t im e work in h er in - la ws ' h ou s eh old. In th e in -la ws ' h ou s e, s h e is m a rgin a lized. Sh e b ecom es vu ln era ble to a ll form s of a b u s e, in clu din g d owry-rela ted violen ce. In Ba n gla des h , it is s t ill com m on for a bride's fa m ily to pa y dowry, d es pite th e pra ctice bein g illega l. Dowry dem a n d s ca n a ls o con t in u e a fter th e weddin g. For a n a d oles cen t bride, even if h er in -la ws a re s u p portive, th ere a re s ign ifica n t h ea lth r is ks in term s of pregn a n cy a n d ch ild birth . Th e m a jority of a d oles cen t brides a n d th eir fa m ilies a re u n in form ed or in s u fficien t ly in form ed a bou t reprodu ctive h ea lth a n d con t ra ception . Th e m a tern a l m orta lit y ra te for a doles cen t s is d ou ble th e n a t ion a l ra te.

Wh en a doles cen t girls a re p u lled ou t of s ch ool, eith er for m a r r ia ge or work, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a d oles cen t girls a ls o cu r ta ils th eir econ om ic a n d n on -form a l ed u ca t ion a l op p ortu n it ies . Moreover, th ey la ck in form a t ion a bou t h ea lt h is s u es . Accordin g to a s tu dy, on ly a b ou t th ree in five a d oles cen t s h a ve even h ea rd of HIV. It is a ls o rep orted th a t m ore th a n 5 0 p ercen t of a doles cen t g ir ls a re u n d ern ou r is h ed a n d s u ffer from a n a em ia . Ad oles cen t fertility is a ls o h igh in Ba n gla des h . Th e con t r ib u t ion of th e a d oles cen t fertility ra te to th e tota l fertility ra te in crea s ed from 20 . 3 % in 19 9 3 to 2 4 .4 % in 2 00 7 . Moreover, n eon a ta l m orta lit y is a n oth er con cern for you n ger m oth ers . Wh ile th e s itu a t ion for a dolescen t boys is s om ewh a t better, m an y a re vu ln era ble an d lack th e power to m ake decision s abou t th eir own lives. Ma n y boys wh o a re u n a ble to go to s ch ool, or a re u n em ployed, rem a in u n aware of s ocial or h ealth is s u es. Th ey a re a t con s idera ble r isk of bein g drawn in to crim in a l activities. Th ey a re a ls o m ore likely to get expos ed to dru gs an d a lcoh ol.



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**HSC English Test Papers** 

* 1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5 (a) What doe s t he word 'm obilit y' in t h e pas s age re fe rs to?**
     1. m otion les s n es s (ii) flexibility (iii) s t illn es s (iv) im m obility

### The c los e s t m e aning of 's tudy' is ——.

* 1. s kip pin g (ii) om it t in g (iii) reportin g (iv) lea rn in g

### (c ) The phras e 'e xpos e d t o' m ay be s t be re plac e d by ——.

(i) to rem ove s om eth in g (ii) to m a ke pu blic

(iii) exp erien ce s om eth in g h a rm fu l (iv) s h ockin g n ews

### The be s t re plac e m e nt for 'unde rnouris he d' is ——.

* 1. s ta rved (ii) m a ln ou r is h ed (iii) n u t r it ive (iv) n u t r im en t

### (e ) The lac k of m obilit y am o ng adole s c e nt girls re s ult s in ——.

1. a u gm en t in g econ om ic op p ortu n it ies
2. h a lt in g econ om ic a n d edu ca t ion a l opp ortu n it ies
3. flou r is h m en t of econ om ic con dition
4. r is in g s ocia l pos it ion

### The phras e drop out m e an s ——.

* 1. fa ll (ii) pu ll ou t (iii) relea s e (iv) plu n ge

### Afte r ge t t ing m arrie d m an y girls fall vic t im t o —— in t he ir in -laws ' hous e .

* 1. m a lt rea tm en t (ii) freedom (iii) h igh er edu ca t ion (iv) a m ia ble t rea tm en t

### Whic h of t he follo wing de s c ribe s t he m at e rnal m ortality rate in Ban glade s h?

1. a eria l (ii) m od era te (iii) m ea ger (iv) m ediocre

### The 'n e o natal' is c los e ly re late d t o ——.

* 1. a n ewborn b a by (ii) a m oth er

(iii) a n a doles cen t (iv) a dies a ee

### Anae m ia re fe rs t o ——.

* 1. a bu n da n ce of blood (ii) s u ga r of blood

(iii) s h orta ge of blood (iv) con ta m in a t ion of blood

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh y a re a doles cen t girls th e wors t s u fferers ?

1. Wh a t h a pp en s to a girl wh en s h e los es m obility?
2. Wh o d o you th in k a re m ore vu ln era ble to a d oles cen t h ea lth problem s - b oys or girls ?

Wh y?

1. Wh a t m a jor problem s d o boys fa ce d u r in g a d oles cen ce? (e) Wh y s h ou ld a ll of u s s a y No to dru gs ?

### Re ad th e fo llowing t e xt and m ake a flo w c h art s h o win g t he ac t ivit ie s inc lude d in c ivic e ngage m e nt. (No. 1 has be e n don e fo r yo u) [Unit —2 ; Le s s on —3 (C)] 1 5 =5

In civic en ga gem en t , is s u es of p u blic con cern a re cru cia l. Civic en ga gem en t in clu d es in dividu a l or grou p a ctivities to protect p u blic in teres t s a n d ch a n ge th e wa y th e com m u n ity va lu es it s elf. For exa m ple, if you a re protes t in g a ga in s t a n y u n ju s t d ecis ion of th e loca l m u n icip a lit y s u ch a s ra is in g ta xes or a n a ct th a t m igh t work a ga in s t peop le's in teres t s , you a re civica lly en ga ged a n d you r a ction is con s id ered a civic en ga gem en t . Th is protes t ca n b e d on e in differen t wa ys s u ch a s orga n izin g ra llies , collectin g s ign a tu res , m a kin g h u m a n ch a in s , writin g petition s , etc. You ca n a ls o h elp con t rol t ra ffic in fron t of a s ch ool, h elp ch ild ren to cros s th e roa ds , work in a tea m to clea n a p a rk or a s ea b ea ch . You ca n a ls o give s om e s ervices to eld erly people . Th es e a re a ll exa m ples of civic en ga gem en t a s wh a t you do directly a ffects th e com m u n ity.

Wh en civic en ga gem en t is a pa r t of a n a ca dem ic progra m m e, a n d th e lea rn ers en ga gem en t is a s s es s ed followin g a s ca le, th en it is ca lled s ervice lea rn in g. It in volves th e a p plica t ion of kn owledge a n d s kills lea rn ed in th e cla s s room a n d th en m a kin g a com plete pla n of a ction

i.e. prepa r in g a bu dget, s ta r t in g th e proces s of im plem en ta t ion , in volvin g people a n d a ctiva t in g opera t ion a l s t ra tegies . Wh en civic en ga gem en t is s pon ta n eou s bu t ir regu la r a n d n ot a pa r t of a n y a ca dem ic progra m m e, it is con s idered *volunteeris m* .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . To protest against any unjust decision |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

* **English First Paper : Questions**  **51**

### Sum m arize t he follo wing t e xt . [Unit —7 ; Le s s o n —4 (D)] 10

Th e a ct of th in kin g deeply a n d ca lm ly a b ou t s om eth in g in a s ta te of h eigh t en ed a wa ren es s is kn own a s m edita t ion . It is a n a pproa ch to t ra in u p th e m in d, s im ila r to th e wa y th a t fitn es s is a n a p proa ch to t ra in in g th e body. Volta ir e expla in s , "Medita t ion is th e dis s olu t ion of th ou gh t s in etern a l a wa ren es s or p u re con s ciou s n es s with ou t objectifica t ion , kn owin g with ou t th in kin g, m ergin g fin itu de in in fin ity." From th e a n cien t t im es , m edita t ion h a s b een a pa r t of s om e religiou s t ra dition s a s a wa y of a ch ievin g th e body's relea s e from worldly ca r es , a n d crea t in g in n er h a rm on y.

Medita t ion in ou r t im e is pra cticed by people to red u ce s t res s a n d ten s ion , a n d im prove focu s . Th ere a re t ra in ers wh o h elp begin n ers with s om e exercis es s u ch a s im proved brea th in g a n d progres s ive rela xa t ion . On e of th e m os t com m on a p proa ch es to m edita t ion is con cen t ra t ion .

To develop con cen t ra t ion on e n eed s to focu s on a s in gle poin t . Sin ce focu s in g th e m in d is ch a llen gin g, a begin n er m igh t m edita te for on ly a few m in u tes a n d th en work u p to lon ger du ra t ion s .

Medita t ion relea s es a n xiety a n d brin gs a s ta t e of ca lm n es s . It in crea s es th e th in kin g a bility of h u m a n bra in s o th a t people h a ve a better con t rol of th eir em otion s . Th os e wh o pra ctice m edita t ion ca n work t ir eles s ly for a lon ger period of t im e. Medita t ion h elps im prove blood circu la t ion in th e bra in a n d oth er pa r t s of th e b ody. Fin a lly, m edita t ion im proves crea t ivity, s elf-a wa ren es s a n d tolera n ce.

1. **Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ea rn | world | ch a in | a n d | s u rplu s | des cen d | a r is e |
| m erely | ra is e | from | dom in a te | r igh t fu l | free | fa ll |

Liberty d oes n ot (a ) —— u p on a people; a people m u s t (b) —— th em s elves to it . It is a fru it th a t m u s t b e (c) —— b efore it ca n be en joyed. Th a t freed om m ea n s freed om on ly from foreign (d) —— is a n ou tworn idea . It is n ot (e) —— th e govern m en t th a t s h ou ld be free, bu t people th em s elves s h ou ld be free. An d n o (f) —— h a s a n y rea l va lu e for th e com m on m en or wom en u n les s it a ls o m ea n s freed om from wa n t , freedom from dis ea s e a n d freed om

(g) —— ign ora n ce. Th is is th e m a in ta s k wh ich con fron t s u s if we a re to ta ke ou r (h ) —— pla ce in th e m od ern (i) ——. So, we m u s t go forwa rd a t a dou ble pa ce ben din g a ll ou r res ou rces (j) —— en ergies to th is grea t pu rp os e.

1. **Fill in t he gaps us ing s uitable words . 1** **1 0 =1 0** Spen din g m a y m a k e u s h a p py or u n h a p py depen din g on h ow a n d wh y we s pen d. Wh en we (a ) —— m on ey on th in gs th a t we n eed a n d (b) —— ou r lim it , it is good. Wh en it (c) —— a com p u ls ive beh a viou r , it m a kes life s t res s fu l. (d) —— s pen din g or s pen d in g beyon d on e's m ea n s h a s (e) —— ba d effects . For on e th in g, it m a y (f) —— to fin a n cia l ru in or debt a n d for (g) ——, it m a y crea te u n h a p pin es s with in fa m ilies . People (h ) —— overs pen d a re n ever s a t is fied with wh a t th ey (i) ——. Th ey a lwa ys ru s h for bra n ds , fa s h ion it em s , (j) —— cloth es , etc. Over a period of t im e, it becom es a n d a d diction wh ich m a y even tu a lly crea te ps ych ologica l problem s .

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) In fa ct, h e wa s on e of th e grea tes t lea ders of th e world wh o s t ru ggled a ga in s t a pa r th eid th rou gh ou t h is wh ole life.

(b) Th ey were a lien s in th eir own cou n t ry a n d were s u bjected to a ll s orts of in dign it ies . (c) Th e bla cks were t rea ted cru elly.

(d ) Th e grea t lea der vowed to p u t a n en d to th e in h u m a n pra ctice. (e) Th ey were d en ied of a ll b a s ic h u m a n r igh t s .

1. Even d ogs received a m u ch better t rea tm en t th a n th e bla ck s .
2. Even tu a lly, th e grea t lea der rea lized th e goa l of libera t in g h is own p eople. (h ) He wa s th rown b eh in d th e ba r .
3. Nels on Ma n d ela wa s th e grea tes t lea d er of Sou th Africa .
4. Bu t th e oppres s ive ru ler s cou ld n ot brea k th e s pirit.



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### Part II : Writing (4 0 Marks )

1. **The pie -c h art be lo w s h ows t he pe rc e nt age of a fam ily's h ous e h old in c om e dis t ribute d int o diffe re n t c ate go rie s . De s c ribe t he pie -c h art highlighting all t he ke y point s . 15**

5%

8%

12%

5%

20%

40%

10%

Food 40%

Clothes 10%

Education 20%

Power 5%

Transport 12%

Others 8%

Savings 5%

### The fo llowing is t he be gin ning of a s t ory. Com ple t e it in y our own words wit h a s uitable t it le . 15

Th e crows a re u gly to look a t . So, th ey a re u n h a ppy. Th ey wa n t to be bea u t ifu l. Bu t h ow! On ce a crow got a ch a n ce to be bea u t ifu l. On e da y, th e crow fou n d s om e bea u t ifu l fea th ers of a pea cock in a ju n gle .......................

### Suppo s e , y ou are Farh an/ Farhana, an HSC e xam in e e from Am e na-Baki Co lle ge . Your frie nd Robi is ve ry afraid of Englis h. No w, write a le t t e r to him de s c ribing ho w t o be c om pe t e n t in Englis h . 10

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| **20** | **Milit ary Colle giat e Sc hool, Khulna**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age . The n ans we r t he que s t io ns A & B. [Unit —1 ; Le s s on —2 (B)]**

"He is a t th e epicen ter of ou r t im e, ou r s in Sou th Africa , a n d you r s , wh erever you a re," Na din e Gordim er, th e Sou th Africa n writer a n d Nobel La u rea te, on ce rem a rk ed.

Th e yea r s Ma n dela s pen t beh in d b a r s m a d e h im th e world's m os t celebra ted p olit ica l pris on er a n d a lea der of m yth ic s ta tu re for m illion s of bla ck Sou th Africa n s a n d oth er op pres s ed people fa r beyon d h is cou n t ry's borders .

Ch a rged with ca pita l offen ces in th e 1 96 3 Rivon ia Tria l, h is s ta tem en t from th e dock wa s h is politica l tes t im on y.

"Du r in g m y lifet im e, I h a ve dedica ted m ys elf to th is s t ru ggle of th e Africa n people. I h a ve fou gh t a ga in s t wh it e dom in a t ion , a n d I h a ve fou gh t a ga in s t bla ck d om in a t ion .

I h a ve ch eris h ed th e id ea l of a dem ocra t ic a n d fr ee s ociety in wh ich a ll p ers on s live togeth er in h a rm on y a n d with equ a l op portu n it ies ," h e told th e cou r t .

"It is a n idea l I h op e to live for a n d to a ch ieve. Bu t if n eed s be, it is a n idea l for wh ich I a m prep a red to die."

Frien ds a dored Ma n d ela a n d fon dly ca lled h im 'Ma dib a ,' th e cla n n a m e by wh ich h e wa s kn own . People la u ded h is h u m a n ity, kin dn es s a n d dign ity.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . 1 5 =5 (a) Nadine 'Go rdim e r's ' re m ark has .

* + 1. belittled Ma n dela ii. u n ivers a lized Ma n d ela

iii. degra ded h im iv. defa m ed h im

### What doe s t he word 's t ruggle ' m e an in t he pas s age ?

* 1. a t tem pt ii. figh t iii. t ry iv. effort

### (c ) The e le m e nt s 'o f Mande la's ide al s o c ie t y' are .

i. dem ocra cy & fr a tern ity ii. h a rm on y & em pa th y

iii. equ a lit y, h a rm on y & dem ocra cy iv. fru ga lit y, bru ta lit y & equ a lit y

### What doe s t he word 'oppre s s e d' in t he pas s age re fe r t o?

* 1. h on ored ii. m oles ted iii. es teem ed iv. a la rm ed

### (e ) The word 'o ffe ns e ' m e ans .

1. a ccu s a t ion ii. a llega t ion iii. obedien ce iv. crim e

### English First Paper : Questions  53

* 1. **Ans we r t he follo win g que s t ion s . 3** **5 =1 5**

(a ) "He is a t th e epicen ter of ou r t im e, ou r s in Sou th Africa , a n d you r s , wh erever you r a re." Wh o s a id th is ? Do you a gree with th is s ta tem en t? Give rea s on of you r a n s w er.

1. Wh a t wa s Nels on Ma n d ela ch a rged with ? Wh en ? Wh a t wa s h is politica l tes t im on y?
2. "I h a ve fou gh t a ga in s t wh it e dom in a t ion , a n d I h a ve fou gh t a ga in s t bla ck dom in a t ion ." Wh a t does th e s ta tem en t m ea n ? Give you r a n s wer from th e poin t of view of Ma n de la .
3. Wh a t did Ma n d ela tell th e cou r t du r in g th e 19 6 3 Rivon ia Tria l?
4. Wh a t do you kn ow a bou t Ma diba ? How did fr ien d s a n d p eople t rea t Nels on Ma n d ela ?

### Ac c o rding to t he above pas s age , c o m ple t e t he table with t he give n inform at ion .

**.5** **1 0 =5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wh o/ What** | **Eve nt/ Ac t ivit y** | **Whe re** | **Whe n/ Ho w Lo ng** |
| Na din e  Gordim er | m en t ion ed Ma n d ela a s s om eon e a t  th e (i) .......... of th eir t im e | in Sou th Africa |  |
| Ma n dela 's t im e s pen t in (ii) ....... | m a d e h im th e m os t (iii) .........  politica l pris on er a n d a lea d er of m yth ic s ta tu re | in th e world |  |
| Ma n dela | wa s (iv) ......... with ca pita l offen s es |  | in 19 63 |
| Ma n dela | h a d (v) ......... h im s elf to th e s t ru ggle of freein g th e people livin g in | Sou th Africa | du r in g (vi) ........ |
| Ma n dela | ch eris h ed th a t a ll pers on s s h ou ld live  togeth er (vii) ........ a n d with equ a l op p ortu n it ies | in a dem ocra t ic a n d (viii) ......... |  |
| (ix) ......... | ca lled h im (x) ......... th e cla n n a m e by  wh ich h e wa s kn own |  |  |

### Re ad th e fo llowing t e xt an d m ake a s um m ary in about 7 0 9 0 wo rds . 10

A m os t im porta n t t ru th , wh ich we a re a pt to forget, is th a t a tea ch er ca n n ever t ru ly tea ch u n les s h e is s t ill lea rn in g h im s elf. A la m p ca n n ever ligh t a n oth er la m p u n les s it con t in u es to b u rn it s own fla m e. Th e tea ch er wh o h a s com e to th e en d of h is s u bject, wh o h a s n o livin g t ra ffic with h is kn owledge, bu t m erely rep ea t s h is les s on s to h is s tu den t s , ca n on ly loa d th eir m in ds ; h e ca n n ot qu icken th em . Tru th n ot on ly m u s t in form b u t a ls o in s pire. If th e in s pira t ion dies ou t , a n d th e in form a t ion on ly a ccu m u la tes , th en t ru th los es it s in fin ity. Th e grea ter pa r t of ou r lea rn in g in th e s ch ools h a s b een wa s ted b eca u s e, for m os t of ou r tea ch ers , th eir s u bjects a re like dea d s p ecim en s of on ce livin g th in gs , with wh ich th ey h a ve a lea rn ed a cqu a in ta n ce b u t n o com m u n ica t ion of life a n d love.

1. **Fill in t he blanks wit h an appro priate word fro m t he box give n be lo w. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| lit t le | preven t | rem ote | ca u s es | ir r iga te | beh in d |
| ea s y | recen t | r iver | grea t | verify | clos e |

Crops n eed wa ter. Fa rm er 's m u s t (a )  th eir fields if th ere is very (b)  ra in a t a n y t im e. Bu t ir r iga t ion is n ot (c)  if th ere is n o r iver (d)  to th e crop s . Ca n a ls ca n ca r ry (e)  wa ter to th e field. Som etim es m u ch wa ter (f)  flood. A da m m a y (g)  difficu lt ies of ir r iga t ion . A (h )  la ke ca n be b u ilt (i)  th e da m . Da m s a re n ot (j)  in ven t ion .

1. **Fill in t he blanks wit h an appro priate word. 1** **1 0 =1 0** Everyb ody h a s s om e (a )  a b ou t th e s t reet ch ild ren of Ba n gla des h . Th e rea l pictu re of th es e s t reet ch ild ren is very (b) . Th ey a re (c) . Th ey h a ve n o (d)  livin g or s leepin g pla ce. Th ey s leep on s t reets . Som etim es th ey (e)  a im les s ly on th e s t reet. Som e of th em p u s h p u s h -ca r t s for ea rn in g th eir (f) . Th ey a re a ls o fou n d (g)  on th e s t reets . Th ey m a y h a ve p a ren t . Bu t th eir p a ren t s do n ot ta ke (h )  ca re of th em . Th ey d o n ot get a n y (i)  to go to s ch ool. Th ey a re com pletely illit era te. Som etim es , th ey h a ve to bea r ph ys ica l (j) .



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**HSC English Test Papers** 

### Put t he follo win g part s of t he s t ory in t he c orre c t orde r t o re write t he who le s t ory. 10

(a ) He s h owed extra ordin a ry credit in every exa m in a t ion of th e s ch ool.

1. He h a s m a d e grea t con t r ibu t ion to th e s cien t ific res ea rch of Ba n gla des h .
2. Dr. Ku dra t -e-Kh u da wa s born on 8 th Ma y a t th e villa ge Ma ra gra in th e dis t r ict of Birbh u m in Wes t Ben ga l in 190 0 A. D.
3. In 19 2 5 gettin g s ta r m a rks h e p a s s ed M.Sc in Ch em is t ry from Ca lcu t ta Un ivers ity. (e) He died on 3 rd Novem ber in 19 77 .
4. His fa th er Ha zra t Sh a h Ab d u l Mu kit wa s a piou s m a n .
5. In 19 2 9 , h e pa s s ed D.Sc from Im p eria l College in En gla n d.

(h ) At th e a ge of s ix, h e wa s a d m it ted in a Fu rk a n ia m a dr a s a h a n d th en h e wa s a dm it ted to a n En glis h s ch ool.

1. He m a de a grea t pla n to give th e n ew s t ru ctu re of th e edu ca t ion s ys tem .
2. In 19 5 3 , h e wa s a p p oin ted Ch a irm a n of th e Secon da ry Ed u ca t ion Boa rd.

### Part II : Writing (4 0 Marks )

### De s c ribe t he table be lo w. 15

Th e followin g ta ble pres en t s ten (10 ) yea r s of s ta t is t ica l rep orts on th e in crea s in g n u m b er of s t reet ch ild s m ok ers in ou r cou n t ry. Plea s e des cribe it .

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20 1 4 | 20 1 5 | 20 1 6 | 20 1 7 | 20 1 8 | 20 1 9 | 20 2 0 | 20 2 1 | 20 2 2 | 20 2 3 |
| 9% | 11% | 13% | 16% | 19% | 21% | 23% | 26% | 29% | 31% |

1. **Re ad th e inc om ple t e part of t he s t ory. Com ple t e it ac c ordingly . Give a m oral to o. 15** Noor Ala m is a n old m a n a n d a r icks h a w pu ller wh o pu lls h is r icks h a w in th e Ka m la pu r Ra il Sta t ion a rea . On e da y, a la dy h ir ed h is r icks h a w to drop a t h om e from th e ra ilwa y s ta t ion . Noor Ala m rea ch ed th e la dy a t h er des t in a t ion . Droppin g h er, h e retu rn ed to th e ra ilwa y s ta t ion . He wa s t ir ed a n d wa n ted to h a ve a cu p of tea . Su dd en ly, h e n oticed a pu r s e on th e s ea t of h is r icks h a w.........................

### Write an e m ail t o yo ur frie nd de s c ribing t he 'Ekus he Boi Me la' in y our c ount ry . 10

|  |  |
| --- | --- |
| **21** | **Mongla Govt . Colle ge , Bage rhat**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

**Part 1 : Re ading (6 0 Marks )**

### Re ad th e pas s age be lo w an d ans we r t he que s t ion s A an d B. [Unit —6 ; Le s s on —2 (B-v+vi)]

Wh en a d oles cen t girls a re pu lled ou t of s ch ool, eith er for m a r r ia ge or for work, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a d oles cen t s girls a ls o cu r ta ils th eir econ om ic a n d n on -form a l ed u ca t ion a l op p ortu n it ies . Moreover, th ey la ck in form a t ion a bou t h ea lt h is s u es . Accordin g to a s tu dy, on ly a b ou t th ree in five a d oles cen t s h a ve been h ea rd of HIV. It is a ls o rep orted th a t m ore th a n 5 0 percen t of a d oles cen t girls a re u n d ern ou r is h ed a n d s u ffer from An a em ia . Adoles cen t fertility is a ls o h igh in Ba n gla d es h . Th e con t r ib u t ion of th e fertility ra te in crea s ed from 20 . 3 % in 1 99 3 to 24 . 4 % in 20 07 . Moreover, n eon a ta l m orta lit y is a n oth er con cern for you n ger m oth ers .

Wh ile th e s itu a t ion for a doles cen t b oys is s om ewh a t better, m a n y a re vu ln era ble a n d la ck th e power to m a ke decis ion s a b ou t th eir own lives . Ma n y boys wh o a re u n a ble to go to s ch ool, or a re u n em ployed, rem a in u n a wa re of s ocia l a n d h ea lth is s u es . Th ey a re a t con s idera ble r is k of bein g dra wn in to crim in a l a ctivities . Th ey a re a ls o m ore likely to get expos ed to dru gs a n d a lcoh ol.

1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5** **1 0 =5 (a) The word 'm obility' m e ans** **.**
   1. crea t ivity (ii) a bility (iii) a ctivity (iv) m ovem en t

### The phras e 'e xpos e d t o' m ay be s t be re plac e d by .

* 1. s h ockin g n ews (ii) to rem ove s om eth in g

(iii) m a ke pu blic (iv) experien ce s om eth in g h a rm fu l

### (c ) The word 'anae m ia' re fe rs to .

(i) blood s u ga r (ii) blood con ta m in a t ion

(iii) blood pres s u re (iv) s h orta ge of blood

### Adole s c e n t m ot he rs are m ore  to ne o nat al m o rtalit y.

* 1. a vers e (ii) prob a ble (iii) pron e (iv) vu ln era ble

### English First Paper : Questions  55

**(e ) Be ing away from e duc at io n le ads m an y adole s c e n t boy s t o** **.**

(i) m en ta l dis order (ii) crim in a l a ctivities

(iii) cu ltu ra l a ctivit ies (iv) s ocia l a ctivities

### The 'n e o natal' is c los e ly re late dly t o .

* 1. a dis ea s e (ii) a n a doles cen t (iii) a m oth er (iv) a n ewb orn ba by

### The word 'm ortality' re fe rs t o .

* 1. birth ra te (ii) dea th ra te (iii) growth ra te (iv) proba bility

### The word 'like ly' re fe rs to .

1. m os t (ii) prefera ble (iii) prob a ble (iv) fa vou ra ble

### The word 'c o nc e rn' in t he pas s age m e ans .

* 1. a n xiety (ii) feelin g (iii) in volvem en t (iv) pa s s ion

### The word 'fe rt ilit y' c ould be be s t re plac e d by .

* 1. s en s it ivity (ii) cla r ity (iii) re-produ ctivity (iv) a ctivity

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh y a re a doles cen t girls pu lled ou t of s ch ool?

1. Wh a t h a pp en s to a girl wh en s h e los es m obility?
2. Wh a t m a jor problem s d o boys fa ce d u r in g a d oles ce n ce? (d) Wh y a re a doles cen t girls th e wors t s u fferers ?

(e) Wh y s h ou ld a ll of u s s a y 'No' to dru gs ?

### Re ad t he follo win g t e xt an d m ake a flow c hart s h owing th e daily ac t ivit ie s of Am e rigo. (One is do ne for y ou) [Unit —8 ; Le s s o n —4 (B)] 1 5 =5

My n a m e is Am er igo. I a m 1 3 yea r s old a n d I live on th e s t reet, a lon e. My m oth er, wh o is s ep a ra ted from m y fa th er, does n 't wa n t m e. Sh e told m e to go a wa y ..... Now, s h e is m a r r ied to a n oth er m a n . My fa th er lives very fa r a wa y. I wa n t to go to h im , b u t h e won 't ta ke m e eith er. I begged h im to s en d m e s om e m on ey s o th a t I cou ld bu y a b u s t ick et. I a m s t ill wa it in g. He h a s n 't a n s wered.

Th e s t reets a re n ow m y h om e. Som etim es I fin d work. I u s ed to collect t ra s h a n d s ell it to a ven d or. I s top ped d oin g th a t a fter I h a d a s erou s in fection a n d a d octor told m e to s ta y from th e t ra s h du m p. On ce I work ed for a n ice crea m s h op own er a n d s old ice crea m on th e bea ch . Bu t I got n o m on ey in retu rn . Th e own er of th e s h op ga ve m e s om eth in g to ea t , a n d let m e s leep in h is h u t a t n igh t . Th e work wa s difficu lt a n d pa in fu l. Th e ice crea m box is qu it e h ea vy wh en it is fu ll. I h a d to wa lk for h ou r s , offerin g m y ice crea m to wh oever wa n ted to b u y. Th ere were da ys wh en I cou ld n ot even s ell on e ice crea m .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Ea rn s h is own livin g with grea t h a r ds h ip |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing t e xt . [Unit —5 ; Le s s o n —3 (C)] 10**

His n a m e wa s J erry...h e h a d b een a t th e orph a n a ge s in ce h e wa s fou r . I cou ld pictu re a t fou r , with th e s a m e gra ve gra y-b lu e eyes a n d th e s a m e-in depen den ce? No, th e word com es to m e is 'in tegrity'...it is bedd ed on cou ra ge, b u t it is m ore th a n bra ve. It is h on es t , b u t it is m ore th a n h on es ty. Th e a xe h a n dle brok e on e da y-J erry s a id th e woods h op a t th e orph a n a ge wou ld repa ir it . I brou gh t m on ey to p a y for th e job a n d h e refu s ed it . "I'll pa y for it ," h e s a id ." I broke it . I brou gh t th e a xe d own ca reles s ."

"Bu t n o on e h it s a ccu ra tely every t im e, "I told h im . "Th e fa u lt wa s in th e wood of th e h a n dle. I'll s ee th e m a n from wh om I bou gh t it ."

It wa s on ly th en th a t h e wou ld ta k e th e m on ey. He wa s s ta n din g ba ck of h is own ca reles s n es s . He wa s a free-will a gen t a n d h e ch oos e to d o ca refu l work, a n d if h e fa iled, h e took th e res p on s ib ilit y with ou t s u bterfu ge.

An d h e did for m e th e u n n eces s a ry th in g, th e gra ciou s th in g th a t we fin d don e on ly by th e grea t of h ea r t . Th in gs n o t ra in in g ca n tea ch , for th ey a re don e on th e in s ta n t , with n o predica ted experien ce. He fou n d a cu b byh ole b es id e th e fir epla ce th a t I h a d n ot n oticed. Th ere, of h is own a ccord , h e pu t kin dlin g a n d 'm ediu m ' wood, s o th a t I m igh t a lwa ys h a ve dry m a teria l rea dy in ca s e of s u d den wet wea th er. A s ton e wa s loos e in th e rou gh wa lk to th e ca bin . He du g a deeper h ole a n d s tea died it , a lth ou gh h e ca m e, h im s elf, by a s h ortcu t wa lk over th e ba n k.



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**HSC English Test Papers** 

### Re ad t he fo llowing t e xt an d fill in t he blanks wit h s uit able wo rd fro m th e box. Th e re are m o re words in t he box t han ne e de d. Make an y gram m at ic al c han ge if ne c e s s ary.

**.5** **1 0 =5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| pu rpos e | ba s e | foreign | im ply | in tern a t ion a l | s kill | t ra dition |
| it em | requ ir e | va r iety | com m u n ica t ive | com m u n ica t ion | fou r | s pea k s |

En glis h is ca lled a n (a )  la n gu a ge. In a lm os t a ll cou n t r ies , th ere a re people wh o ca n (b)

, En glis h . No oth er la n gu a ge th a n En glis h s erves th e (c)  of a com m on la n gu a ge th rou gh wh ich people ca n (d)  with on e a n oth er a cros s th e n a t ion a l border. We s h ou ld lea rn En glis h for a grea t (e)  of pu rpos es . En glis h is a s kill (f)  s u bject. We s h ou ld , th erefore, lea rn th e (g)  s kills of lis ten in g, s pea kin g, rea din g a n d writin g. Th e com m u n ica t ive a p proa ch to lea rn in g En glis h does n ot (h )  on e to kn ow or lea rn defin it ion s of gra m m a r (i) . Tra dition a l gra m m a r h a s lit t le or n o pla ce in lea rn in g En glis h th rou gh th e (j)  a p proa ch .

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** In recen t yea r s , th ere h a ve b een m a n y a la rm in g rep orts th a t 's world's clim a te is u n d ergoin g a s ign ifica n t ch a n ge. All th es e reports provide (a )  evid en ce (b)  world's tem pera tu res a re in crea s in g da y by da y. Th is in crea s es in glob a l (c)  is ca u s ed (d)  in crea s ed a m ou n t s of ca rbon dioxide (e)  th e ea r th . Mos t clim a tologis t s (f)  th a t green h ou s e effect is th e likely (g)  of th is globa l wa rm in g. It m a y h a rm h u m a n (h )  s eriou s ly. Th is cou ld ca ta s t roph ica lly (i)  m a n kin d 's (j)  to grow food.

### The follo wing s e nte nc e s are jum ble d. Re arra n ge t he m in pro pe r s e que nc e . 1 1 0 =1 0

* 1. Socra tes wen t ou t s ide.
  2. Th e p a s s ers -by in th e s t reet were m u ch a m u s ed a t th e in ciden t .
  3. On e d a y, th e wom a n b eca m e m ore fu r iou s th a n ever.
  4. Socra tes join ed th em in th eir la u gh ter.
  5. Sh e bega n to in s u lt th e grea t s ch ola r of Greece.
  6. He qu iet ly rem a rk ed, "I a m expectin g th is ." "I kn ow th a t a fter th u n der com es ra in ."
  7. Th e wife fou n d th a t h er h u s ba n d wa s n ot p a yin g th e lea s t h eed to h er word.
  8. He s a t on th e d oors tep of h is res iden ce lookin g ou t on th e pa th s t reet.
  9. Socra tes h a d a wife wh o u s ed to los e h er tem p er on th e s ligh tes t excu s e.
  10. Sh e wen t u p to h im with a bu cket fu ll of wa ter a n d p ou red m u ch wa ter on h im .

### Part II : Writing (4 0 Marks )

1. **The graph be low s h ows the rate of e arly m a rriage in Banglade s h in diffe re nt y e ars . De s c ribe t he graph at le as t 1 5 0 words . You s h ould als o highlight t he inform at io n and re port t he m ain fe ature s give n in th e graph. 15**

### Early Marriage in Banglade s h in Diffe re n t Ye ars

70

65

58

60

50

45

40

60

50

40

30

20

10

0

2005 2007 2009 2011 2013 2015

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On ce th ere wa s a h a re. Sh e wa s very prou d of h er s peed. On e d a y s h e wa s goin g ba ck to h er h ou s e. A tortois e wa s a ls o retu rn in g to h is h ou s e. Th e tortois e wa s goin g with ou t dis tu r bin g th e h a re. Su dd en ly, th e h a re s top ped th e tortois e a n d s a id , "You s low coa ch ! I feel pity for you r s p eed." ..................

### Write a le t t e r t o your frie nd about 'Th e Ne gative Im pac t of Fac e bo ok in Your Life '. 10

* **English First Paper : Questions**  **57**

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| **22** | **Sat khira Gove rnm e nt Colle ge , Sat khira**  **Te s t Exam inatio n** **2 0 2 4 ; En glis h: Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e fo llowing t e xt an d ans we r t he que s t ion s A an d B. [Unit —1 1 ; Le s s on —3 (B)]**

Ecotou r is m is broa dly defin ed a s low im p a ct t ra vel to en da n gered a n d often u n dis tu rbed loca t ion s . It is differen t from t ra dition a l tou r is m beca u s e it a llows th e t ra veller to becom e ed u ca ted a b ou t th e a rea s both in term s of th e p h ys ica l la n d s ca pe a n d cu ltu ra l ch a ra cteris t ics . It often provid es fu n ds for con s erva t ion a n d b en efits th e econ om ic d evelop m en t of pla ces th a t a re often im p overis h ed.

Th e is la n d of St. Ma r t in 's is th e on ly cora l is la n d in Ba n gla d es h loca ted in th e n orth -ea s tern pa r t of Ba y of Ben ga l. Th e rou gh ly fla t is la n d is on ly a b ove 3 .6 m eter a b ove th e s ea level. Th e en t ir e is la n d ca n be wa lked a bou t in 3 h ou r s . Th e Is la n d is kn own for it s u n iqu e n a tu ra l bea u ty with wh it e s a n dy bea ch es fr in ged with cocon u t p a lm s a n d a divers e m a r in e life.

Du e to th e expa n s ion of u n regu la ted tou r is m , th e Is la n d is fa cin g in crea s in g er os ion , con ta m in a t ion of s u r fa ce a n d grou n d wa ter, wildlife dis pla cem en t a n d los s of biodivers ity. Oth er th rea t s in clu de cu t t in g of s a n d du n e vegeta t ion for fu el-wood a n d h otel es ta blis h m en t ; degra da t ion of s a n d d u n e h a bita t ; th e h a rves t in g of tu r t le eggs ; in dis crim in a te exploita t ion of cora l res ou rces etc. To a ddres s th is , th e Govern m en t h a s d ecla red s om e a rea s of th e Is la n d a s Ecologica lly Critica lly Area (ECA), proh ib it in g u n a u th orized con s t ru ction s th ere.

Des pite th e p op u la r ity of ecotou r is m , th e a b ove -m en t ion ed exa m ples s u gges t , th ere a re s evera l criticis m s of ecotou r is m a s well. In crea s ed tou r is m to s en s it ive a rea s with ou t prop er pla n n in g a n d m a n a gem en t ca n a ctu a lly h a rm th e ecos ys tem a n d it s s pecies beca u s e th e in fra s t ru ctu r e n eed ed to s u s ta in tou r is m s u ch a s roa ds ca n con t r ibu te to en viron m en ta l degra da t ion .

Ecotou r is m is a ls o s a id by critics to h a ve a n ega t ive im p a ct on loca l com m u n it ies beca u s e th e a r r iva l of foreign vis itors a n d wea lth ca n s h ift politica l a n d econ om ic con dition of th e a rea . It ca n a ls o m a ke th e a rea d epen den t m ore on tou r is m th a n it s dom es t ic econ om ic pra ctices .

Wh ile ecotou r is m b ecom es p op u la r , we m u s t h owever, rem a in ca u t iou s a b ou t it s a dvers e effects a n d d o ou r bes t to protect th e en viron m en t a n d ecos ys tem .

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) Ec ot ouris m is .

* + 1. a m ovem en t a rou n d th e fores t with ou t dis tu rb in g wildlife.
    2. ju n gle s a fa r i
    3. a n en joym en t of wildlife
    4. a t ra vel to les s t ra velled la n d with a m in im a l im pa ct

### The n oun fo rm of t he word 'de fine ' is .

* 1. defin a ble (ii) defin it ion (iii) defin ed (iv) defin it e

### (c ) The word 'im pove ris he d' re fe rs to .

(i) poor (ii) im m ora l (iii) im pa ir ed (iv) im proved

### The phras e 'due to' c an be s ubs t itute d for .

* 1. in pla ce of (ii) on a ccou n t of (iii) in ca s e of (iv) in s tea d of

### (e ) What doe s 've ge t at ion' m e an .

(i) fores t (ii) green lea ves (iii) vegeta bles (iv) flora

### The word 'dune ' c an be re plac e d by .

* 1. r idge (ii) ca bin (iii) floor (iv) la n din g

### What doe s 'fringe ' m e an .

* 1. a rea (ii) loca t ion (iii) edge (iv) n a r row s pa ce

### What doe s 'e ro s io n' m e an .

1. pla in la n d (ii) la n ds lide (iii) corros ion (iv) low la n d

### The word 'ac tually' is a/ an .

* 1. n ou n (ii) verb (iii) a dverb (iv) a djective

### What doe s 'c o ns e rvatio n' m e an .

* 1. con s t ru ction (ii) pu r ifica t ion (iii) u p keep (iv) collection



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

**HSC English Test Papers** 

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How fa r ecotou r is m differen t from t ra dition a l tou r is m ?

(b) Do you th in k th a t loca l com m u n it ies a lwa ys get b en efit from ecotou r is m ? How? (c) Wh a t type of is la n d is St. Ma r t in 's ? Wh a t a re it s ch a ra cteris t ics ?

1. Wh a t a re prob a ble n ega t ive im p a cts of ecotou r is m ?
2. Wh a t a re you r s u gges t ion s for prom otin g ecotou r is m in th e tou r is t s p ot th a t is pres en t in you r own dis t r ict?

### Re ad t he follo wing t e xt an d m ake a flo w c hart s h owing t he ac t ivit ie s of c ybe r c rim inals and t he ir c on s e que n c e s . (One is do n e for y ou.) [Unit —6 ; Le s s o n —5 (E)]1 5 =5

In Ba n gla d es h , cyb erb u llyin g is n ot ju s t a n a ct to be s corn ed a t b u t is a n offen ce pu n is h a ble u n d er th e In form a t ion a n d Com m u n ica t ion Tech n ology (ICT) Act 20 0 6 . Th e Act, in ter a lia , provid es th a t a pers on wh o delibera tely p u blis h es , in a webs it e or in electron ic form , a n y m a teria l wh ich is fa ke a n d obs cen e or h a s th e effect of corru ptin g pers on s wh o a re lik ely to rea d, s ee or h ea r th e m a teria l or ca u s e to preju dice th e im a ge of a p ers on or m a y h ea r t religiou s belief or in s t iga te a ga in s t a n y pers on p u blis h in g th e m a teria l will be gu ilt y of a n y offen ce u n der th e Act. Th e p u n is h m en t for s u ch a n offen ce is im pris on m en t a n d or fin e.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Pu blis h in g fa ke or obs cen e m a teria l |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a s um m ary of t h e follo wing t e xt . [Unit —3 ; Le s s o n —3 (B)] 10**

...(T)h e Negro is s t ill n ot free... th e life of th e Negro is s t ill s a dly crip pled b y th e m a n a cles of s egrega t ion a n d th e ch a in s of dis crim in a t ion . ...(T)h e Negro lives on a lon ely is la n d of poverty in th e m ids t of a va s t ocea n of m a teria l pros perity. ...(T)h e Negro is s t ill la n gu is h in g in th e corn ers of Am erica n s ociety a n d fin ds h im s elf a n exile in h is own la n d. So, we h a ve com e h ere tod a y to dra m a t ize a s h a m efu l con dition ... I s a y to you toda y, m y fr ien ds , s o even th ou gh we fa ce th e difficu lt ies of toda y a n d tom orrow, I s t ill h a ve a drea m . It is a drea m d eeply rooted in th e Am erica n drea m .

### Re ad t he fo llowing t e xt and fill in t he blanks wit h s uit able wo rd fro m th e box. Th e re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ca price | fr ien ds | credit | wa n t | opin ion | reject |
| s cru t in y | s t reet | m on ey | n eglect | em ploym en t | leis u re |

Literally an d tru ly, on e can 't get on well in th e world with ou t (a ) . To be in (b)  of it , is to pa ss th rou gh life with lit t le (c)  or plea s u re; it is to be despis ed; it is n ot to be a sked ou t to din n er, or n oticed in th e (d) ; it is n ot to h a ve you r (e)  con s u lted or els e

1.  with con tem pt; it is to be (g)  by s tra n gers of n eglected by (h ) ; it is to forgo

(i)  freedom , ease of body an d m in d, to be depen den t on th e goodwill an d (j)  of oth ers.

1. **Fill in t he blanks wit h an appro priate w ord in e ac h gap. 1** **1 0 =1 0** Morn in g s h ows th e d a y. If th e m orn in g is du ll, it is th e (a )  of a d u ll d a y of ra in fa ll, a n d if it is brigh t , it (b)  th e brigh t s u n s h in e. Sim ila r ly, ch ildh ood s h ows th e (c)  of a m a n . If on e s h ows s ign s of in telligen ce a n d (d) , on e is s u re to ga in s u cces s b u t if on e s h ows (e)  of foolis h n es s a n d id len es s on e m a y n ot (f)  in life. Th a t 's wh y we s h ou ld be (g)  of it . Everyth in g is very preciou s a n d (h )  on th e ba s is of it s prelim in a ry perform a n ces . We s h ou ld ta ke ca re of a ch ild a t th e very (i)  s ta ge if it s h ows it s excellen t ca p a bility of d oin g a n yth in g. We (j)  to b e ca refu l of eva lu a t in g a n yth in g d on e by a n yb ody or oth erwis e it will get los t a t th e begin n in g.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o h e re n t orde r. 1 1 0 =1 0

(a ) He th u s m a n a ged to s la y th e a n im a l relyin g en t irely on h is own im m en s e s t ren gth . (b) Th en Hercu les a t tem pted a differen t ta ctic: h e decided to u s e h is h a n ds .

(c) Eu rysth eu s , th e Kin g of Mycen ae an d h is cou s in m ade h im u n dergo som e difficu lt tasks. (d) So, Eu rys th eu s ord ered Hercu les to s la y th e bea s t a n d brin g h im h is s kin .

1. Victoriou s , h e retu ren ed to Mycen a e ca r ryin g th e dea d lion on h is s h ou lder.
2. Th e va lley of Nem ea wa s bein g m en a ced by a terrible lion .
3. Hercu les wa s th e s on of J u piter a n d Alcm en a .

(h ) Th es e a re kn own in Greek m yth s a s th e 'Twelve La b ors of Hercu les '.

1. At first, Hercu les tried to figh t th e lion with h is clu b an d arrows bu t th is took h im n owh ere.
2. Th e fir s t in volved, a figh t with a lion .

### Part II : Writing (4 0 Marks )

* **English First Paper : Questions**  **59**

### The follo win g pie c hart s h o ws t he pe rc e n tage of diffe re nt t ype s of t rans portatio n us e d by 1 2 0 0 s tude nt s of SGC to c om e t o c olle ge and re turn ho m e . De s c ribe th e c hart in 1 5 0 words . 15

**Type s of Trans portatio n Us e d by 1 2 0 0 Stude n t s of SGC**

Va n , 10%

On Foot, 8%

Priva te Ca r , 2 %

Pu b lic Bu s ,

25%

Motorb i k e, 5 %

Bicycle, 50%

### Re ad th e be gin ning of t he follo win g s to ry and c om ple t e it in your own way. 15

Th ere wa s a p oor b oa tm a n in a villa ge. He wa s illetera te. He u s ed to row boa t from m orn in g t ill even in g on ly to m eet h is both en ds ........... ........

### Write a le t t e r t o your frie nd about a book y ou have late ly go ne t hrough. 10

|  |  |
| --- | --- |
| **23** | **Kus ht ia Govt . Mohila Colle ge , Kus ht ia**  **Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —2 ; Le s s on —1 (B)]**

Edu ca t ion gives u s kn owledge a n d a s et of a bilities to fu n ction m ea n in gfu lly in life, s u ch a s th e a bility to decide th in gs ra t ion a lly a n d m a k e th e r igh t ch oices . As we lea rn h ow to rea d, write a n d do th e ba s ic opera t ion s of a r ith m etic, we ga in a degree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills to com m u n ica te with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k in depen den t ly a n d m a ke ou r own opin ion s . As we kn ow m ore a b ou t th e world, we a p precia te th e good th in gs it offers u s bu t a ls o becom e critica l of th e devia t ion s from th e va lu es it im p a r t s a n d th e r is e of h a t red or con flict th a t follows .

Th e fir s t th in g edu ca t ion does is to give u s a n a wa re n es s a b ou t ou r s elves wh ich lea ds to th e developm en t of ou r pers on a lit y. As we begin s ch ool, we feel th e n eed to belon g to th e cla s s a n d m a k e fr ien ds . We th en expa n d ou r s en s e of belon gin g to in clu d e th e s ch ool a t la rge, ou r com m u n ity a n d fin a lly ou r cou n t r y. Ed u ca t ion th u s prep a res every ch ild to b ecom e a n a ctive m em ber of th e com m u n ity a n d work for it s welfa re.

Edu ca t ion , it is believed, relea s es ou r p oten t ia ls a n d ou r in n er s t ren gth s . It s h a rpen s ou r in tellect a n d develops ou r crea t ivity. As we a re ta u gh t to rea s on well a n d fin d s olu t ion s to th e problem s of life, we b ecom e produ ctive m em bers of s ociety. Edu ca t ion by defin it ion is progres s ive a n d libera l, tea ch in g u s to res p ect h u m a n divers ity a n d cu ltu ra l a n d religiou s differen ces . If a ll of u s pra ctis e t h es e va lu es in life, th e world becom es a m u ch h a ppier pla ce.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'rat ion ally' m e an s ——.

* + 1. foolis h ly (ii) du m bly (iii) u n in telligen t ly (iv) in telligen t ly

### What doe s t he word 'de viatio n' m e an?

* 1. a berra t ion (ii) con form ity (iii) regu la r ity (iv) in s ta bility

### (c ) Whic h of t he follo wing is n ot t rue about e duc at io n?

1. Edu ca t ion provides th e s kills n eed ed for d oin g m ea n in gfu l work.
2. Edu ca t ion m a kes u s con fid en t .
3. Edu ca t ion h elps u s to th in k in depen den t ly.
4. Edu ca t ion gives u s a lot of wea lth .

### The word 'e xpand' m e ans ——.

* 1. wa n e (ii) en la rge (iii) dim in is h (iv) decrea s e

### (e ) On e of t he m ain obje c t ive s of e duc at ion is to t e ac h us h o w to —— hum an dive rs ity and c ultural and re ligious diffe re n c e s .

(i) develop (ii) m a in ta in (iii) res pect (iv) h a te



**60**



**HSC English Test Papers** 

### The word 'fun c t ion' in t he pas s age is us e d as a/ an ——.

* 1. n ou n (ii) a djective (iii) verb (iv) a dverb

### The word 'art ic ulat e ' h as a c los e s t m e aning with ——.

* 1. expres s (ii) s u p pres s (iii) m u m ble (iv) refra in

### The word 'appre c iate ' m e ans ——.

1. deva lu e (ii) a dm ir e (iii) ign ore (iv) criticize

### The word 'im part' m e ans ——.

* 1. op pos e (ii) reject (iii) ren der (iv) dis a llow

### What doe s t he word 'c o nflic t ' m e an?

* 1. a greem en t (ii) dis p u te (iii) con cord (iv) a ccord

### Ans we r t he follo win g que s t ion s . 3 5 15

(a ) Wh a t a bilit ies d oes ed u ca t ion give u s ?

1. How ca n we ga in a degree of s elf-con fiden ce?
2. Wh a t is th e u s efu ln es s of a n a wa ren es s a bou t ou r s elves ? (d) How ca n we becom e produ ctive m em b ers of s ociety?

(e) Wh y is edu ca t ion ca lled progres s ive a n d lib era l?

### Re ad t he follo wing pas s age an d m ake a flo w c h art s h owing t he c rit ic is m s again s t e c o touris m . (Firs t o ne is don e fo r you.) [Unit —1 1 ; Le s s on —3 (B)] 1 5 =5

Des pite th e pop u la r ity of ecotou r is m th e a b ove -m en t ion ed exa m ples s u gges t , th ere a re s evera l cr it icis m s of ecotou r is m a s well. In crea s ed tou r is m to s en s it ive a rea s with ou t proper pla n n in g a n d m a n a gem en t ca n a ctu a lly h a rm th e ecos ys tem a n d it s s pecies beca u s e th e in fra s t ru ctu re n eed ed to s u s ta in tou r is m s u ch a s roa ds ca n con t r ib u te to en viron m en ta l d egra da t ion . Ecotou r is m is a ls o s a id by critics to h a ve a n ega t ive im pa ct on loca l com m u n it ies b eca u s e th e a r r iva l of foreign vis itors a n d wea lth ca n s h ift politica l a n d econ om ic con dition s of th e a rea . It ca n a ls o m a ke th e a rea depen den t m ore on tou r is m th a n it s dom es t ic econ om ic pra ctices . Wh ile ecotou r is m becom es p opu la r , we m u s t , h owever, rem a in ca u t iou s a b ou t it s a d vers e effects a n d d o ou r bes t to protect th e en viron m en t a n d ecos ys tem .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Dis tu rbin g th e ecos ys tem |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing t e xt . [Unit —5 ; Le s s o n —1 (B)] 10**

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu re a s ocia l a n im a l'. Wh a t h e m ea n t wa s th a t m a n , by in s t in ct, s eeks com p a n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls , h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to d o well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es . Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien d s a n d s om e a re m a de in s ch ool wh ere we form clos e b on d s with cla s s m a tes a n d tea ch ers . Rela t ion s h ips ca n a ls o be fos tered in work pla ce, wh ich m a y qu ickly ch a n ge from profes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o b etween h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot pa r t with . All th es e rela t ion s h ips keep u s clos e to ea ch oth er a n d provide u s a ll kin d s of s u p p ort, love a n d a ffection . A p ers on wh o h a s n o fa m ily feels th e p a in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply red ou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

### 4 Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| fu n da m en ta lly | a tm os ph ere | deplete | fa ll | a ccu m u la te | coa l |
| en da n ger | give | in u n d a te | prim a ry | even tu a l | grow |

Scien t is t s h a ve recen t ly reported th a t th e pola r ice ca p s a re m elt in g. Th is is du e to a r is e in (a ) —— tem pera tu res kn own a s th e 'Green h ou s e Effect'. Ca rb on d ioxide is (b) —— res p on s ib le for tem pera tu re r is e in a tm os ph ere. Th e ca rb on dioxide is (c) —— off wh en coa l a n d oil a re b u rn t . Th is ga s is (d) —— in th e a ir a n d th e ice ca p s in th e North a n d Sou th p oles a re m elt in g. Th is m a y (e) —— lea d to a r is e in th e s ea levels wh ich cou ld (f) —

— m a n y a rea s of th e glob e. Th e 'Green h ou s e Effect' is ju s t on e of th e m a n y (g) —— ch a n ges wh ich a re ta kin g pla ce in th e en viron m en t . Tropica l ra in fores t s , wh ich took fifty m illion yea r s (h ) —— a r e bein g (i) —— a t th e ra te of fou r teen a cres per m in u te. Th e tota l a rea of th e world's des er t s is in crea s in g every yea r . Ma n y s pecies of a n im a l a n d pla n t s a re

1. —— with th e th rea t of extin ction .

### English First Paper : Questions  61

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** In Brita in , roa d a n d t ra n s p ort ru les a re (a ) —— followed by th e drivers . Con s equ en t ly, it h a s th e bes t roa d (b) —— record in Eu rope. All t ra n s ports m u s t s t r ict ly (c) —— by th e ru les (d) —— by th e govern m en t . Coa ch es a n d m in ib u s es (e) —— ca r ry ch ild ren u n der 1 6 m u s t b e (f) —— with s ea tbelts . Th ere th e la w (g) —— a gen cies a re (h ) ——. So, th e bu s es a n d coa ch es h a ve becom e th e (i) —— form of roa d (j) ——.

### The following sentences are jum bled. Rearrange sentences in a proper sequence. 1 1 0 =1 0

(a ) Su d den ly, h e s top ped on e of th e gu es t s .

(b) Th e m a r r ia ge cerem on y wa s over a n d th e gu es t s were a ll goin g to th e fea s t s . (c) He s poke s o s t ra n gely th a t th e gu es t s tood s t ill a n d lis ten ed to th e s tory.

1. He s a w people wa lk in g p a s t h im .
2. Th e old m a n told h im a b ou t h is la s t jou rn ey on th e s ea .
3. Th e old s a ilor s a t on a s ton e ou t s ide th e ch u rch .
4. He h a d a s t ra n ge m a d look in h is eyes . (h ) "Th ere wa s a s h ip " th e old s a ilor bega n .
5. He a n d oth er s a ilors s a iled to th e s ou th u n t il th ey a r r ived in cold g ra y s ea .
6. Th e big wh it e s a ils of th eir s h ip s op en ed wide, a s th e s t ron g win d blew th em qu ickly th rou gh th e icy wa ters .

### Part II : Writing (4 0 Marks )

1. **The c h art be low s ho ws the s ourc e s of air pollutio n in a c it y. De s c ribe th e c hart in 1 5 0 words . You s hould highlight and s um m aris e t he inform at ion give n in t he c hart. 15**

Power pla n t

14% In du s try

Wa s te

dis pos a l 3 %

17%

Hea t in g or con dition in g

6%

Air Pollution in a city

Veh icle 60 %

### Re ad th e fo llowing out line s and de ve lop th e m in to a c o m ple t e s t ory. Give a s uit able t it le t o it . 15

On ce th ere lived a h a p py cob bler wh o pa s s ed h is da ys in workin g a n d s in gin g from m orn in g t ill n igh t . A r ich m a n of h is n eigh b ou r a s k ed h im on e da y "How m u ch a yea r d o you ea rn ?" th e cob bler la u gh ed a n d s a id ........

### Write a le t t e r t o your y oun ge r brot he r advis in g him t o avoid bad c om pan y. 10

|  |  |
| --- | --- |
| **24** | **Bhe ram ara Govt . Colle ge , Kus ht ia**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —7 ; Le s s on —4 (D)]**

Th e act of th in kin g deeply an d calmly abou t som eth in g in a state of h eigh ten ed awaren ess is kn own as m editation . It is an approach to train u p th e m in d, sim ilar to th e way th at fitn ess is an approach to train in g th e body. Voltaire explain s , "Meditation is th e dissolu tion of th ou gh ts in etern al awaren ess or pu re con sciou sn ess with ou t objectification , kn owin g with ou t th in kin g, m ergin g fin itu de in in fin ity." From th e an cien t tim es, m editation h as been a part of som e religiou s tradition s as a way of ach ievin g th e body's release from worldly cares, an d creatin g in n er h arm on y.

Meditation in ou r tim e is practiced by people to redu ce stress an d ten sion , an d im prove focu s. Th ere are train ers wh o h elp begin n ers with som e exercises su ch as im proved breath in g an d progressive relaxation . On e of th e m ost com m on approach es to m ed itation is con cen tration . To develop con cen tration on e n eeds to focu s on a sin gle poin t. Sin ce focu s in g th e m in d is ch allen gin g, a begin n er m igh t m editate for on ly a few m in u tes an d th en work u p to lon ger du ration s.

Medita t ion relea s es a n xiety a n d brin gs a s ta te of ca lm n es s . It in crea s es th e th in kin g a bility of h u m a n bra in s o th a t p eople h a ve a better con t rol of th eir em otion s . Th os e wh o pra ctice m edita t ion ca n work t ir eles s ly for a lon ger p eriod of t im e. Medita t ion h elps im prove blood circu la t ion in th e br a in a n d oth er pa r t s of th e b ody. Fin a lly, m edita t ion im proves crea t ivity, s elf-a wa ren es s a n d tolera n ce.



**62**



**HSC English Test Papers** 

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) Me dit at ion h as be e n a part of s o m e re ligious t raditio ns from ——.

* + 1. pos t m od ern era (ii) m edieva l t im es

(iii) m od ern a ge (iv) ea r lies t t im es

### The word be gin ne rs m e ntion e d in th e pas s age re fe rs ——.

* 1. in tern s (ii) a ppren t ices (iii) pra ctition ers (iv) s en ior

### (c ) Ho w c an a pe rs o n att ain c o ntrol ove r five s e ns e s ?

(i) pra cticin g rela xa t ion (ii) s elf-rea liza t ion

(iii) refra in in g from dru gs (iv) a voidin g b a d h a bits

### The word 'fin itude ' m e ntion e d in th e pas s age m e ans ——.

* 1. s ta te of m en ta l lim it s (ii) con dition of h a vin g in fin it en es s

(iii) s ta te of h a vin g lim it s or bou n d s (iv) s itu a t ion if on e is rela xed

### (e ) Ho w doe s im prove d blo od c irc ulatio n he lp a h um an be ing?

1. It develop s th e m in d
2. It h elps a ll th e orga n s of th e body fu n ction properly.
3. It preven t s pn eu m on ia .
4. It in crea s es th in kin g a bility.

### What is o ne of th e m os t c om m o n approac h e s to m e ditatio n?

* 1. t ra in u p a politica l th in ker (ii) t ra in u p th e body

(iii) t ra in u p th e m in d (iv) t ra in u p a religiou s d evotee

### What is t he t e xt about ?

* 1. con tem pla t ion (ii) n egotia t ion (iii) m en ta l exercis e (iv) h ypn otism

### Wh y do y ou ne e d t o foc us o n a s ingle point?

1. to fin is h m edita t ion ea r ly (ii) to do well a t you r workpla ce

(iii) to develop con cen t ra t ion (iv) to th in k deeply

### Whe n did pe ople be gin prac t ic ing m e ditatio n firs t?

* 1. in th e la s t cen tu ry (ii) recen t ly

(iii) in th e a n cien t pa s t (iv) in th e m iddle a ges

### Man y profe s s io nals prac t ic e m e ditatio n for ——.

* 1. redu cin g s t res s , ten s ion a n d im provin g focu s
  2. on ly redu cin g s t res s a n d ten s ion
  3. ch a n gin g ou r a t t itu d e a n d ou t look
  4. becom in g a pries t

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Defin e m edita t ion with exa m ple?

1. Wh a t a re th e wa ys to develop con cen t ra t ion ?
2. Wh a t a re th e rea s on s of pra cticin g m edita t ion ? (d) How to develop ou r m en t a l h ea lth ?

(e) How to im prove you r crea t ivity by m edita t ion ?

### Re ad t he follo win g t e xt an d m ake a flow c h art s h owing th e im portan c e of hum an righ t s . [Unit —8 ; Le s s o n —4 (B)] 1 5 =5

Th e s t reets a re n ow m y h om e. Som etim es I fin d work. I u s ed to collect t ra s h a n d s ell it to a ven dor. I s top ped doin g th a t a fter I h a d a s eriou s in fection a n d a doctor told m e to s ta y a wa y from th e t ra s h d u m p. On ce I worked for a n ice crea m s h op -own er a n d s old ice crea m on th e b ea ch . Bu t I got n o m on ey in retu rn . Th e own er of th e s h op ga ve m e s om eth in g to ea t , a n d let m e s leep in h is h u t a t n igh t . Th e work wa s difficu lt a n d pa in fu l. Th e ice crea m box is qu it e h ea vy wh en it is fu ll. I h a d to wa lk for h ou r s , offerin g m y ice crea m to wh oever wa n t ed to bu y. Th ere were da ys wh en I cou ld n ot even s ell on e ice crea m . In a wa y, I a m lu cky b eca u s e I a m a live. My fr ien ds wh o work s ortin g ru b bis h in du m p s often s u ffer from s eriou s dis ea s es . On e of th em wa s recen t ly killed a fter h e fell in to a h ole th a t open ed u p in th e p ile of t ra s h . Ma n y of u s work for 10 to 1 2 h ou r s , a n d get s o lit t le in retu rn th a t we ca n ‘t even b u y food. Sh oe -s h in in g is very pop u la r a m on g th e s t reet kid s . A few of m y fr ien ds a ls o work in fa ctories a n d works h op s . A b oy I kn ow los t on e of h is eyes a fter a piece of h ot gla s s flew in to h is eye a t th e gla s s fa ctory wh er e h e worked. Th e own er refu s ed to pa y for m edica l h elp a n d fir ed h im . For m e, like a ll oth er ch ild ren on th e s t reet, it is very h a rd . I a m a lwa ys h u n gry, a n d I d on ‘t kn ow wh ere I will s leep th e n ext n igh t . I wou ld like to live in m y own h om e a n d s leep th er e in pea ce. Th e n igh t s a re very cold in th e win ter. You ca n die of cold in th e s t reet.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . A h elples s s t reet ch ild |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

* **English First Paper : Questions**  **63**

### Sum m arize t he follo wing t e xt . [Unit —3 ; Le s s o n —1 (D)] 10

Drea m s h a ve fa s cin a ted ph ilos oph ers for th ou s a n ds of yea r s , b u t on ly recen t ly h a ve drea m s been s u bjected to em pirica l res ea rch a n d s cien t ific s tu dy. Ch a n ces a re th a t you 've often fou n d you r s elf p u zzlin g over th e con ten t of a drea m , or perh a ps you 've won d ered wh y you drea m a t a ll.

Firs t , let 's s ta r t by a n s werin g a b a s ic qu es t ion : Wh a t is a drea m ? A drea m ca n in clu de a n y of th e im a ges , th ou gh t s a n d em otion s th a t a re experien ced d u r in g s leep. Drea m s ca n be extra ordin a r ily vivid or very va gu e; filled with joyfu l em otion s or fr igh ten in g im a ges , focu s ed a n d u n d ers ta n d a b le or u n clea r a n d con fu s in g.

1. **Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| n eces s a ry | r is e | u s e | begin s | bu dget | a ll |
| follow | a n s wer | h a ve | th rou gh | n eces s a ry | ca refu lly |

Stu den t s s h ou ld be s t r a tegic a b ou t th eir exa m in a t ion . It is (a ) —— for a n exa m in ee to (b) —— s om e in s t ru ction . He s h ou ld go (c) —— th e wh ole qu es t ion before h im (d) —— to write. He m u s t m a ke a (e) —— of h is t im e s o th a t h e ca n (f) —— en ou gh t im e to a n s wer

(g) —— qu es t ion s . He m u s t write h is a n s wer (h ) ——. He s h ou ld be (i) —— a b ou t h is h a n dwritin g. He ca n (j) —— d ou ble s pa cin g if h is h a n dwritin g is t in y or very la rge.

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** Th e proper (a ) —— of s tu dy in volves regu la r a n d proper u n ders ta n din g. In ord er to (b) —— th e bes t ben efit from s tu dy, we s h ou ld rea d (c) —— a n d in telligen t ly. We s h ou ld n ot s tu dy (d) —— for th e p u rp os e of (e) —— exa m in a t ion s . We s h ou ld ta k e gen u in e (f) —— in ou r s tu dies s o th a t we ca n en joy wh a t we (g) ——. Th is will give u s kn owledge a n d wis d om a n d (h ) —— th e h orizon of ou r (i) ——. We s h ou ld , th erefore, s tu dy n ot for im m edia te ga in s b u t for (j) —— th e wea lth of ou r m in d.

### Re arran ge th e fo llowin g s e n t e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) He h a d n ot m u ch ed u ca t ion .

(b) He a s cen ded th e th ron e of Delh i a t th e a ge of 1 3 . (c) His fu ll n a m e wa s J a la lu ddin Moh a m m a d Ak ba r . (d) He wa s s killed in wa r fa re.

1. Ak ba r wa s born in 1 54 2 a t Am a rk oa t in Sin dh .
2. He won th e 2 n d Pa n ipa th Ba t t le in 15 5 6 .
3. His fa th er wa s Hu m a yu n .

(h ) It wa s th e grea tes t victory in h is life.

1. He ru led over 5 0 yea r s in In dia .
2. He wa s th e gra n d s on of Ba bu r .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The pie c hart be lo w s h ows t he t im e alloc at io n of a s tude nt's daily ac t ivit ie s . De s c ribe th e c h art in 1 5 0 wo rds . You s hould high light and s um m arize th e inform at io n in t he c hart. 15**

Sleep 30 %

Stu dy 20 %

Recrea t ion

12%

Pla y 5 %

College

h ou rs 25 %

Oth er 8 %

Stu d y

Recrea t ion Pla y

Oth er

### The fo llowing is t he be gin ning of a s t ory. Com ple t e it in y our own words . Give a

### s uitable t it le . 15

It wa s a brigh t s u n n y m orn in g. I wa s goin g to college with s om e of m y fr ien ds . We were in a h ila r iou s m ood a s we were pa r t icipa t in g An n u a l Sp orts a n d Cu ltu ra l Com p etition -20 2 4 . Ou r ph ys ica l tea ch er ........................

### Suppo s e , y ou are Kuddus and your younge r brot he r's nam e is J ayn al. Now, write a le t t e r t o y our younge r brot he r t e lling him abo ut im po rtanc e of c las s e s and e nc ouraging him t o att e nd c olle ge c las s e s ins t e ad of going to p rivate tuto rs . 10

**64**   **HSC English Test Papers** 

|  |  |
| --- | --- |
| **25** | **Laks hm ipur Govt . Colle ge , Laks hm ipur**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —1 1 ; Le s s on —3]**

Ecotou r is m is a boom in g bu s in es s th a t m a n y tou r opera tors cite a s bein g h elpfu l to n a tu re. Every yea r , m illion s of p eople des cen d on protected a n d pris t in e n a tu ra l a rea s to ob s erve ra re s pecies . However, a n ew rep ort ca s t s d ou bt on th e va lu e of th is form of tou r is m . In fa ct, it s u gges t s th a t ecotou r is m is m ore d a m a gin g th a n h elpfu l to n a tu re. Deta ils a re in a rep ort pu blis h ed in th e jou rn a l 'Tren ds in Ecology a n d Evolu t ion '. Res ea rch ers believe tou r is t s a re dis ru ptin g a n im a ls in th eir n a tu ra l h a bita t . Th ey poin ted to a recen t even t wh ere s ea tu r t les in Cos ta Rica h a d problem s la yin g th eir eggs b eca u s e of th e h ordes of tou r is t s wh o h a d con grega ted to wa tch th e tu r t les n es t in g h a bits . Th e report s a ys th a t ecotou r is m is m a kin g a n im a ls bolder a n d th a t th is cou ld en da n ger th e a n im a ls . A regu la r h u m a n pres en ce m igh t m a k e a n im a ls ta m er a n d les s ca u t iou s a bou t oth er a n im a ls a rou n d th em , a n d th is cou ld p u t th em a t r is k of bein g a t ta ck ed by th eir n a tu ra l th rea t s . "Th en th ey will s u ffer h igh er m orta lit y wh en th ey en cou n ter rea l preda tors ," th e rep ort s a ys . It a d ded: "Wh en a n im a ls in tera ct in 'ben ign ' wa ys with h u m a n s , th ey m a y let down th eir gu a rd." Th e rep ort s a id it wa s es s en t ia l. "to develop a m ore com preh en s ive u n ders ta n din g of h ow differen t s pecies in differen t s itu a t ion s res p on d to h u m a n vis ita t ion a n d u n der wh a t precis e con dition s h u m a n exp os u re m igh t pu t th em a t r is k."

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) What is t he c los e s t m e aning of t he word 'boo m ing'?

* + 1. decrea s in g (ii) wea n in g (iii) th r ivin g (iv) m odera te

### What is t he an to n ym of th e wo rd 'c o ngre gate d' in lin e 8 ?

* 1. ca m e togeth er (ii) dis s em in a ted (iii) ga th ered (iv) both i & ii

### (c ) Wh y do m illio ns of pe o ple de s c e nd o n pro t e c t e d and pris t ine natural are as ?

(i) m a kin g fu n (ii) collectin g res ou rces

(iii) wa tch in g peerles s s p ecies (iv) s pen din g t im e

### Ec ot ouris m is m os t ly re lat e d to .

* 1. t ra vellin g (ii) tou r

(iii) s igh t -s eein g (iv) eco-frien dly tou r is m

### (e ) A ne w re port s ay s t hat .

(i) ecotou r is m is les s h a rm fu l (ii) ecotou r is m is m ore d a u n t in g

(iii) ecotou r is m is m ore h elpfu l (iv) ecotou r is m is les s con s t ru ctin g

### What is t he re s ult of an im al's be nignit y t o hum an?

* 1. extin ction (ii) u n gu a rd edn es s (iii) a ler tn es s (iv) ca u t iou s n es s

### The phras e "pu t th e m at ris k" re fe rs to .

* 1. pu t th em s a fe (ii) keep th em jeopa rdize

(iii) m a ke th em protected (iv) n on e

### What is t he pas t partic iple form of Lay in line 7 ?

1. lie (ii) la in (iii) la id (iv) lied

### The word m ortality c an be re plac e d by .

* 1. dea th (ii) birth (iii) dep a r tu re (iv) etern ity

### What is t he m ain ide a of t he pas s age ?

* 1. prom otin g ecotou r is m (ii) im porta n ce of ecotou r is m

(iii) ben efits of ecotou r is m (iv) dem erits of ecotou r is m

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Accordin g to th e text, wh y is ecotou r is m a th rea t to n a tu re? (b) Wh a t did th e n ew rep ort s u gges t a b ou t ecotou r is m ?

1. Wh a t a re th e fin din gs of res ea rch ers ?
2. "Th en th ey will s u ffer h igh er m orta lit y wh en th ey en cou n ter rea l preda tors ." th e report s a ys .  Expla in in you r own word s .
3. Accordin g to th e report, wh a t a re th e con s equ en ces of a n im a ls becom in g m ore con fid en t?

### English First Paper : Questions  65

1. **Re ad t he pas s age and m ake a flow c hart o n wh at c on dition s Bangabandhu will join the RTC. [Unit —1 ; Le s s on —1 (B)] 1** **5 =5**

Th e As s em bly h a s b een ca lled in to s es s ion on th e 2 5 th of Ma rch . Bu t th e blood s pilled on ou r s t reets h a s n ot yet dried. Ab ou t th e 10 th of th is m on th . I h a ve told th em : Mu jibu r Ra h m a n won 't join Th e Rou n d Ta ble Con feren ce beca u s e th a t wou ld m ea n wa din g over th e blood th a t h a s been s h ed. Alth ou gh you h a ve ca lled th e As s em bly in to s es s ion , you 'll h a ve to lis ten to m y dem a n d s fir s t . You 'll h a ve to with dra w Ma r t ia l La w. You 'll h a ve to retu rn a ll a rm y pers on n el to th eir ba r ra cks . You 'll h a ve to in ves t iga te th e wa y ou r people h a ve been m u rd ered. An d you 'll h a ve to t ra n s fer p ower to th e Repres en ta t ives of th e people. It is on ly th en th a t I'll decide wh eth er we will ta k e ou r s ea t s in th e As s em bly or n ot. I don 't wa n t th e Prim e Min is ter 's office. We wa n t th e people of th is cou n t ry to h a ve th eir r igh t s . I wa n t to s ta te clea r ly th a t from th is da y Ba n gla des h 's cou r t s , Ma gis t ra cies , govern m en t Offices a n d ed u ca t ion a l in s t itu t ion s will be s h u t d own in d efin it ely. So th a t th e poor don 't h a ve to s u ffer , s o th a t m y p eople d on 't h a ve to go th rou gh h a rds h ips , a ll oth er th in gs will be exem pted from th e Gen era l Strike from tom orrow.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Lis ten in g to m y dem a n ds fir s t |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### Sum m arize t he follo wing t e xt . [Unit — 3 ; Le s s on — 3 (B)] 10

I h a ve a drea m toda y.

I h a ve a drea m th a t on e da y every va lley s h a ll b e exa lt ed. every h ill a n d m ou n ta in s h a ll b e m a d e low, th e rou gh pla ces will be m a de pla in , a n d th e crooked pla ces will be m a de s t ra igh t , a n d th e glory of th e Lord s h a ll be revea led, a n d a ll fles h s h a ll s ee it togeth er.

Th is is ou r h op e. Th is is th e fa ith th a t I go ba ck to th e Sou th with . With th is fa ith . we will be a ble to h ew ou t of th e m ou n ta in of d es pa ir a s ton e of h ope. With th is fa ith we will be a ble to t ra n s form th e ja n glin g dis cords of ou r n a t ion in to a bea u t ifu l s ym ph on y of broth erh ood. With th is fa ith we will be a ble t o work togeth er, to pra y togeth er, to s t ru ggle togeth er, to go to ja il togeth er, to s ta n d u p for freed om togeth er, kn owin g th a t we will be free on e da y. Th is will b e th e da y wh en a ll of God's ch ild ren will b e a ble to s in g with n ew m ea n in g: My cou n t ry, 'it s of th ee, s weet la n d of liberty, of th ee I s in g. La n d wh ere m y fa th ers died, la n d of th e pilgrim s ' pride, from every m ou n ta in s id e, let freedom r in g.

1. **Fill in t he blanks wit h the words from t he box. You m ay n e e d t o c hange t he form s of s om e of t he words .. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| bu s in es s | in tera ct | ju s t | deta ils | m a k e | exten s ively |
| be | a n a lys is | pa ra m ou n t | ba ckgrou n d | crowdfu n din g | form |

Socia l m edia (a )  a s ign ifica n t con t r ib u t ion on on lin e th a t con n ects a grou p of com m u n ity th a t (b)  a n d exch a n ge kn owledge. Som e (c)  u s ed s ocia l pla t form s s u ch a s Fa ceb ook. Wik ipedia , Twitter, Wh a t s App, Pin teres t , Lin ked In , In s ta gra m , a n d Red dit. Th es e n ot (d)  s ocia l n etworkin g pla t form s b u t a ls o were p eople ca n s h a re th eir (e)  with th e people a n d com m u n ity. Com p a n y own ers will a ls o s ell th eir good s via s ocia l m edia a n d ea rn (f) . Da ta a n a lytics ga th er a n d (g)  da ta from s ocia l n etworkin g pla t form s th a t a llow com pa n ies a n d (h )  to m a ke a s m a r t ch oice. Socia l m edia a ls o h a s a (i)  im p a ct on s tu d en t s a n d you th to con s ider h u m a n n a t u re a n d a dvers ely becom in g greedy a n d fa n a t ica l. Th u s , s ocia l m edia is (j)  u t ilized for th e con s t ru ction a n d a s well degra d a t ion of p eople from a ll cla s s es of life.

1. **Fill in t he gaps wit h s uitable words . 1** **1 0 =1 0** Na tu ra l dis a s ter (a )  th rou gh ou t th e world in recen t yea r s . Th e m a in rea s on b eh in d th is is green h ou s e effect or (b)  of th e a ir (c)  th e ea r th . Globa l wa rm in g in m elt in g th e (d)  ice of Pola r Region s a n d of th e p ea k s of (e)  m ou n ta in s . (f)  th e level of s ea wa ter h a s a la rm in gly in crea s ed. Cyclon es a n d t ida l b ores (g)  in u n d a t in g a n d des t royin g th e coa s ta l r egion s to a la rge exten t . Clim a tologis t s opin e th a t in th e (h )  18 5 yea r s 9 9 cyclon es h it th e coa s ta l (i)  a n d off s h ore is la n ds of ou r cou n t ry ca u s in g

(j)  los s of life a n d prop erties .



**66**



**HSC English Test Papers** 

### Re arran ge th e fo llowin g jum ble d s e nt e n c e s t o m ake a prope r s e que n c e . 1 1 0 =1 0

(a ) In 19 4 8 h e fou n ded th e Dh a ka Art In s t itu t ion in Dh a ka .

1. In 1 93 8 h e got fir s t cla s s in th e Art Sch ool a n d in th e s a m e yea r h e wa s a wa rded gold m ed a l in All In dia Art Exh ib it ion .
2. He h a d grea t th ir s t for dra win g pictu res .
3. J oyn u l Ab edin wa s b orn a t a villa ge in Kis h orega n j in 191 4 . (e) On 2 8 Ma y, 1 9 76 h e died in Dh a ka .
4. He drew a lot of pictu res of fa m in e of Secon d World Wa r a n d h is n a m e a n d fa m e sprea d a ll over th e world .
5. His fa th er Ta m ij Uddin wa s a p olice officer.

(h ) In 19 3 3 a t th e a ge of 19 h e wa s a d m it ted in to Kolka ta Govern m en t Art College.

1. He did n ot lik e h a rd a n d fa s t ru les of s ch ool a n d s o h e drew pictu re s ecretly.
2. For th is a t th e a ge of 15 h e wen t to Kolka ta to s ee Art Sch ool.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s h o ws t he lit e rac y rate of Ban glade s h in diffe re n t y e ars . No w, de s c ribe th e inform at io n available in th e graph in your own words : 15**

70

60

50

40

30

20

10

0

2005 2009 2012 2017 2020

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

It is s a id th a t a pers on is a s big a s h is drea m . In deed a drea m lyin g a t th e bottom of on e's h ea r t h a s th e power to s h a p e on e's life. Th a t 's h a p pen ed to a girl n a m ed An kita wh o los t h er pa ren t s a t a n ea r ly a ge. Still h a vin g drea m of a ch ievin g grea tn es s in life.........

### Im agine , y ou are Karan o r Kanika. Re c e nt ly you h ave paid a vis it to y our frie nd hous e . No w, write a le t t e r th anking him / h e r fo r h os pitality . 10

|  |  |
| --- | --- |
| **26** | **Kas ba Mohila De gre e Colle ge , Brahm anbaria**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e fo llowing pas s age and an s we r th e fo llo win g que s t io ns A and B.**

### [Unit —3 ; Le s s on —1 (D)]

Drea m s h a ve fa s cin a ted ph ilos oph ers for th ou s a n ds of yea r s , b u t on ly recen t ly h a ve drea m s been s u bjected to em pirica l res ea rch a n d s cien t ific s tu dy. Ch a n ces a re th a t you 've often fou n d you r s elf pu zzlin g over th e con ten t of a drea m , or perh a p s you 've won dere d wh y you drea m a t a ll.

Firs t , let 's s ta r t by a n s werin g a b a s ic qu es t ion : Wh a t is a drea m ? A drea m ca n in clu de a n y of th e im a ges , th ou gh t s a n d em otion s th a t a re experien ced d u r in g s leep. Drea m s ca n b e extra ordin a r ily vivid or very va gu e; filled with joyfu l em otion s or fr igh ten in g im a ges , focu s ed a n d u n ders ta n da ble or u n clea r a n d con fu s in g.

Wh y d o we drea m ? Wh a t p u rp os e d o drea m s s erve? Wh ile m a n y th eories h a ve been prop os ed, n o con s en s u s h a s em erged. Con s iderin g th e t im e we s p en d in a drea m in g s ta te, th e fa ct th a t res ea rch ers d o n ot yet u n d ers ta n d th e p u rp os e of drea m s m a y s eem b a fflin g. However, it is im p orta n t to con s id er th a t s cien ce is s t ill u n ra velin g th e exa ct p u rp os e a n d fu n ction of s leep it s elf. Som e res ea rch ers s u gges t th a t drea m s s erve n o rea l p u rpos e, wh ile oth ers believe th a t drea m in g is es s en t ia l to m en ta l, em otion a l a n d p h ys ica l well-bein g.

Next, let ‘s lea rn m ore a b ou t s om e of th e m os t prom in en t drea m th eories .

Con s is ten t with th e ps ych oa n a lytic pers pective, Sigm u n d Freu d ‘s th eory of drea m s s u gges t s th a t drea m s a re a repres en ta t ion of s u bcon s ciou s des ir es , th ou gh t s a n d m otiva t ion s . Accordin g to Freu d, people a re driven by a ggres s ive a n d s exu a l in s t in cts th a t a re repres s ed from con s ciou s a wa ren es s . Wh ile th es e th ou gh t s a re n ot con s ciou s ly ex pres s ed, th ey fin d th eir wa y in to ou r a wa ren es s via drea m s . In h is fa m ou s book *The Interpretation of Dream s (1899 ),* Freu d wrote th a t drea m s a re ‗..... dis gu is ed fu lfillm en t s of repres s ed wis h es .‘

* + **English First Paper : Questions**  **67**

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s 5 1 0 =5

1. **The in t e rpre tatio n of dre am s is a** **.**
   1. biologica l book (ii) th eoretica l b ook (iii) detective book (iv) goth ic b ook

### What doe s t he word dis guis e d m e an in t he pas s age ?

* 1. h idden (ii) rea l (iii) gen u in e (iv) fa ke

### (c ) What doe s t he word 'c o ns e ns us ' m e an?

(i) refu s a l (ii) dis cord (iii) a greem en t (iv) dis m is s a l

### In whic h is s ue re s e arc h e rs diffe r a lot?

* 1. dim en s ion of drea m (ii) pu rp os e a n d fu n ction of drea m

(iii) h a za rds of drea m (iv) es s en t ia ls of drea m

### (e ) Whe n are t he im age s , t hough t s an d e m o t io ns of a dre am e xpe rie nc e d?

(i) a fter s leep (ii) before s leep

(iii) du r in g wa kin g h ou r s (iv) du r in g s leep

### Sigm un d Fre ud was a .

* 1. ph ys icis t (ii) n eu rotic (iii) ps ych ologis t (iv) pla m is t

### We m ay oft e n find ours e lve s  durin g dre am .

* 1. perplexed (ii) s orry (iii) s a d (iv) s a dn es s

### The word 'c ognitive ' m e an s ?

1. m en ta l proces s of u n d ers ta n din g. (ii) proces s of m u s ic.

(iii) proces s of k eepin g good h ea lth . (iv) proces s of developin g th ou gh t s .

### The word 'fas c in ate d' in line 1 m e ans ?

* 1. in vited (ii) a t t ra cted (iii) ben efited (iv) a gita ted

### Em piric al re s e arc h o n dre am is .

* 1. recen t (ii) old (iii) pa s t (iv) cu r ren t

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t is th e th eory of Sigm u n d Freu d a bou t drea m ?

(b) How m u ch h a s s cien ce b een s u cces s fu l in expla in in g drea m s ? (c) Wh a t a re th e ben efits of drea m ?

1. Defin e drea m in you r own la n gu a ges .
2. Wh a t pu rp os e, a ccordin g to you , d o drea m s s erve?

### Re ad t he follo wing pas s age and m ake a flo w c hart s h owing th e c o nditio n of ado le s c e nts girls in Banglade s h . (One is do ne for you.) [Unit –6 ; Le s s on –2 (B–v)] 1 5 =5

Wh en a d oles cen t girls a r e p u lled ou t of s ch ool, eith er for m a r r ia ge or work, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a d oles cen t girls a ls o cu r ta ils th eir econ om ic a n d n on -form a l edu ca t ion a l op portu n it ies . Moreover, th ey la ck in form a t ion a bou t h ea lth is s u es . Accordin g to a s tu dy. On ly a b ou t th ree in five a d oles cen t s h a ve even h ea rd of HIV. It is a ls o reported th a t m ore th a n 5 0 p ercen t of a d oles cen t girls a re u n d ern ou r is h ed a n d s u ffer from a n a em ia . Adoles cen t fertility is a ls o h igh in Ba n gla des h . Th e con t r ib u t ion of th e a d oles cen t fertility ra te to th e tota l fertility ra te in crea s ed from 2 0 .3 % in 199 3 to 2 4 .4 % in 2 00 7 .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Pu llin g ou t of s ch ool |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Sum m arize t he follo wing po e m . [Unit –3 ; Le s s on –2 (B)] 10**

All people drea m , b u t n ot equ a lly.

Th os e wh o drea m by n igh t in th e du s ty reces s es of th eir m in d, Wa ke in th e m orn in g to fin d th a t it wa s va n ity.

Bu t th e drea m ers of th e da y a re d a n gerou s people, For th ey drea m th eir drea m s with op en eyes ,

An d m a k e th em com e t ru e.

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| wh o | h ea lth | ch oice | be | develop | en a ble |
| a ble | a bility | im p orta n ce | fa ce | wh ich | kn ow |

Edu cation is on e of th e ba s ic n eeds of h u m a n bein g. It is (a ) —— for th e (b) —— of m in d. Ma n y illit erate people do n ot h a ve an y (c) —— of h ealth . If th ey (d) —— edu cated, th ey cou ld live a (e) —— an d plan n ed life. Edu cation teach es u s h ow to live well. It (f) —— u s to m ake th e r igh t (g) —— in life. It en h a n ces ou r (h ) —— to perform ou r du t ies properly an d (i) —— ou r everyday problem s . In fact, it is edu cation (j) —— brin gs positive ch an ges in ou r life.



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

**HSC English Test Papers** 

1. **Fill in t he blanks wit h appropriat e wo rd in e ac h gap. 1** **1 0 =1 0** In recen t yea r s , th ere h a ve been m a n y a la rm in g reports th a t world s clim a te is u n dergoin g a s ign ifica n t ch a n ges . All th es e rep orts provide (a ) —— evid en ce (b) —— words tem pera tu res a re in crea s in g da y by da y. Th is in crea s e in glob a l (c) —— is ca u s ed (d) —— in crea s ed a m ou n t s of ca rbon dioxid e (e) —— th e ea r th . Mos t clim a tologis t s (f) —— th a t green h ou s e effect is th e likely (g) —— of th is globa l wa rm in g. It m a y h a rm h u m a n (h ) —— s eriou s ly. Th is cou ld ca ta s t roph ica lly (i) —— m a n kin d 's (j) —— to grow food.

### The follo wing s e nte nc e s are jum ble d. Re arran ge t he m in a prope r s e que nc e . 1 1 0 =1 0

1. Th en h e in vited a p plica t ion s .
2. Th e a pplica n t s were a s k ed to m eet th e Su lt a n on e by on e.
3. Lon g a go, th ere lived a Su lt a n in a cou n t ry.
4. Th en h e fou n d th e d es ir ed m a n .
5. He wa n ted to a p p oin t a n h on es t m a n a s h is ta x collector.
6. A n u m ber of p eople a p plied for th e job.
7. All th e a p plica n t s blu s h ed a n d refu s ed except on e.
8. So, h e a s k ed for th e wis e cou n s ellor's a dvice.
9. Wh en th ey a r r ived, th e Su lt a n a s ked th em to da n ce.
10. Th ey ca m e th rou gh a pa s s a ge wh ere gold coin s were kept.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s h ows th e s e llin g rate s of s e ve n t ype s of bo oks in Ehus h e y Boi Me la-2 0 2 3 . De s c ribe t h e graph highlighting t h e inform at ion give n in the bar c hart. 15**

5000

4700

2500

2000

1500

1000

500

400

4000

3000

2000

1000

0

Research Poetry Novel History Travel Comics Drama

### The fo llowing is t he be gin ning of a s t ory. Com ple t e it in y our own words . Give a s uitable t it le t o it . 15

Fardin was an edu cated you n g m an . After com pletin g h is MA, h e wen t to Dh aka in search of a job. He applied for variou s posts bu t h e did n ot get an y. Bein g fru s trated, h e retu rn ed..........

### Write a le t t e r t o your frie nd t e lling him about the be ne fit s of re adin g ne ws pape r. 10

|  |  |
| --- | --- |
| **27** | **Cox's Bazar Govt . Mohila Colle ge , Cox's Bazar**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

**Part I : Re adin g (6 0 Marks )**

### Re ad th e pas s age and ans we r t he que s t i on s A and B. [Unit —4 ; Le s s on —1 (B)]

Th ere a re in terestin g tra its in Ka m a l's ch a racter. He was th e eldest s on of a Prim e Min is ter a n d la ter of a Presiden t . Yet, h is life wa s very s im ple. He didn 't ta ke an y a dvan tage of h is fa th er's n am e an d office. As h e loved to s pen d t im e with h is fr ien ds a t Tu n gipara in h is ch ildh ood, h e loved to do th e s am e du r in g h is college an d u n iversity days. Watch in g good m ovies with th em in Ma dh u m ita , Naz, or Bala ka cin em a h a ll was a ls o s om eth in g th a t h e really liked.

Sh eikh Kam al kn ew th at th ere is n o sh ortcu t to su ccess. He groom ed h im self u p as a you n g m an wh o earn ed su ccess by din t of perseveran ce an d com m itm en t. Wh en th e Pakistan m ilita ry began its gen ocide in Ban gladesh h e join ed th e liberation war an d received m ilita ry train in g at Cam p Mu rtee, located at th e Him a layan footh ills in In dia. Th is ta ll you n g m an wh o carried h im self with dign ity an d possessed rem arkable traits of leadersh ip becam e th e ADC of Gen eral Atau l Gon i Osm an i, th e Com m an der in Ch ief of Ban gladesh Arm ed Forces du rin g th e Liberation War.

After in depen den ce, Sh eikh Ka m a l cou ld ea s ily rem a in in Ba n gla des h Arm y a n d pa s s a s ecu re life bu t h e preferred to en ga ge h im s elf in cou n t ry bu ild in g a n d orga n izin g th e you n g forces to th a t en d. J ou rn a lis t Syed Is h t ia q Reza , in on e of h is colu m n s "Ekjon Sh eikh Ka m a l" in Ba n gla Trib u n e. r igh t ly s a ys th a t th e u n iqu e qu a lit ies of | Sh eikh Ka m a l's ch a ra cter, es pecia lly h is wh ole-h ea r ted In volvem en t in s ports a n d cu lt u re, a re n ever s een in a n y s on or da u gh ter of a n y Pres iden t . Prim e Min is ter or h igh officia ls in Ba n gla des h .

Th is is u n fortu n a te th a t ju s t a fter 10 d a ys of h is 26 birth da y a n d on ly a fter a m on th of h is m a r r ia ge with Su lt a n a Ka m a l, a Dh a ka Un ivers ity Blu e in a th let ics , h is life wa s cu t s h ort by a grou p of cowa rdly killer s . Both h e a n d h is wife a lon g with Ba n ga ba n d h u . Ba n ga m a ta a n d m os t m em b ers of th eir fa m ily were a s s a s s in a ted.

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| * **English First Paper : Questions**  |  | **69** |
| **A. Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . (a) The word 'c o wardly' re fe rs to** **.** |  | **.5** **1 0 =5** |
| (i) bra ve (ii) fea r les s (iii) da s ta rdly | (iv) va lia n t |  |
| 1. **Whic h o ne of t he follo win gs is t rue ?**    1. Sh eikh Ka m a l wa s a ged a b ove forty.    2. Sh eikh Ka m a l wa s th e Ch ief of Arm y.    3. Sh eikh Ka m a l wa s a very h a n ds om e m a n .    4. Sh eikh Ka m a l progres s ed by din t of h a rd work a n d qu a lit y.   **(c ) The word 'c om m itm e n t ' m e ans** **.** |  |  |

* 1. occu r ren ce (ii) viola t ion (iii) dedica t ion (iv) in differen ce

### The word 'as s as s inat e ' re fe rs t o .

* 1. m u rder by s u dd en a t ta ck (ii) s la y

(iii) kill (iv) n on e of th es e

### (e ) She ikh Kam al re c e ive d m ilit ary t rainin g from .

(i) th e Him a la ya s (ii) Ca m p Mu r tee (iii) Mu jibn a ga r (iv) Meh erpu r

### Ho w did She ikh Kam al e arn s uc c e s s ?

* 1. by m ea n s of s h ortcu t
  2. by din t of en th u s ia s m
  3. by vir tu e of pers evera n ce a n d com m itm en t
  4. by m ea n s of lu xu ry

### What t ype of life did She ikh Kam al le ad?

* 1. ordin a ry (ii) extra ordin a ry (iii) gorgeou s (iv) gra n d

### What doe s t he word 't raits ' in th e t e xt m e an?

1. a s tyle (ii) a dis t in gu is h in g qu a lity

(iii) types (iv) s im ila r ity

### Modhum ita is t he n am e of a .

* 1. r iver (ii) a u ditoriu m (iii) cin em a h a ll (iv) ca feteria

### 'Ge n oc ide ' s tands for .

* 1. th e m a s s ive killin g of a grou p of people (ii) th e a ct of killin g peop le

(iii) to crea te a wa r (iv) to dom in a te p eople

### B. Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t were th e u n iqu e qu a lit ies of Sh eikh Ka m a l?

(b) Wh a t t ra it s of you th s pirit do you fin d in Sh eikh Ka m a l's ch a ra cter? (c) Wh a t type of life did Sh eikh Ka m a l lea d?

(d) Wh a t wa s Sh eikh Ka m a l's role in th e Libera t ion Wa r of Ba n gla des h ? (e) Wh y didn 't h e ta k e a n y a dva n ta ge of bein g a pres iden t 's s on ?

### Re ad t he fo llowing t e xt and m ake a flow c h art s h o win g t he ic onic im age of Ne ls on Man de la (No. 1 has be e n do ne for y ou.) [Unit —1 ; Le s s on —2 (B)] 1 5 =5

Nels on Ma n dela pla yed a prom in en t role on th e world s ta ge a s a n a d voca te of h u m a n dign ity in th e fa ce of ch a llen ges ra n gin g from p olit ica l repres s ion to AIDS. He form a lly left pu blic life in J u n e 20 0 4 before h is 86 th birth d a y. Bu t h e rem a in ed on e of th e world's m os t revered p u blic figu res , com bin in g celebrity s pa rkle with a n u n wa ver in g m es s a ge of freedom , res pect a n d h u m a n r igh t s . Th e yea r s Ma n dela s pen t beh in d ba r s m a de h im th e world's m os t celebra ted p olit ica l pris on er a n d a lea der of m yth ic s ta tu re for m illion s of bla ck Sou th Africa n s a n d oth er oppres s ed people fa r b eyon d h is cou n t ry's borders . Ch a rged with ca pita l offen ces in th e 1 96 3 Rivon ia Tria l, h is s ta tem en t from th e d ock wa s h is p olit ica l tes t im on y. " Du r in g m y lifet im e I h a ve fou gh t a ga in s t wh it e dom in a t ion a n d I h a ve fou gh t a ga in s t bla ck dom in a t ion . I h a ve ch eris h ed th e id ea l of a d em ocra t ic s ociety in wh ich a ll pers on s live togeth er in h a rm on y a n d with equ a l op portu n it ies ," h e told th e cou r t . Frien ds a d ored Ma n dela . An d People la u d ed h is h u m a n ity, kin dn es s a n d dign ity.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . An a d voca te of h u m a n dign ity |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |



**70**



**HSC English Test Papers** 

1. **Sum m arize t he follo wing t e xt . [Unit — 6 ; Le s s on — 2] 10**

Wh en a d oles cen t girls a r e p u lled ou t of s ch ool, eith er for m a r r ia ge or work, th ey often los e th eir m obility, th eir fr ien ds a n d s ocia l s ta tu s . Th e la ck of m obility a m on g a d oles cen t girls a ls o cu r ta ils th eir econ om ic a n d n on form a l ed u ca t ion a l op p ortu n it ies . Moreover, th ey la ck in form a t ion a b ou t h ea lth is s u es . Accordin g to a s tu dy, on ly a b ou t th ree in five a d oles cen t s h a ve even h ea rd of HIV. It is a ls o reported th a t m ore th a n 5 0 p ercen t of a d oles cen t girls a re u n dern ou r is h ed a n d s u ffer from a n em ia . Ad oles cen t fertility ra te in crea s ed from 20 . 3 % in 19 93 to 2 4 .4 % in 2 0 07 . Moreover, n eon a ta l m orta lit y is a n oth er con cern for you n ger m oth ers . Wh ile th e s itu a t ion for a d oles cen t b oys is s om ewh a t better, m a n y a re vu ln era ble a n d la ck th e power to m a ke decis ion s a b ou t th eir own lives . Ma n y boys wh o a re u n a ble to go to s ch ool, or a re u n em ployed, rem a in u n a wa re of s ocia l or h ea lth is s u es . Th ey a re a t con s idera ble r is k of b ein g dra wn in to crim in a l a ctivities . Th ey are likely to get exp os ed to dru gs a n d a lcoh ol ca u s in g ir repa ra ble da m a ge to th eir h ea lth a n d life.

### Re ad t he follo win g t e xt and fill in t he blanks wit h s uit able words fro m th e box. The re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary . .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| pos s ib le | religion | pos it ive | dis cou ra ge | wa s te | a llow |
| t ie | yet | circu la r | s a fe | recru it | th ou gh |

To en cou ra ge fem a le ed u ca t ion , th e govern m en t h a s ta ken s om e (a )  s teps s u ch a s givin g s t ipen ds to girl s tu den t s , (b)  m ore fem a le tea ch ers , etc. (c)  girls ca n n ot receive th e fu ll ben efit of edu ca t ion m a in ly beca u s e of th e followin g rea s on s . (d)  m is in terpreta t ion a n d s ocia l s t ru ctu res (e)  girls from goin g to s ch ools . Even in u rba n s ch ools girls a re n ot (f)  by m a n y pa ren t s to live in h os tels for th eir d a u gh ters ' (g) **.** Ea r ly m a r r ia ge a n d ch ildbirth m a ke wom en (h )  to h om e with n o (i)  of goin g ba ck to s ch ool. An y exp en ditu re for s en din g girls to s ch ool is con s id ered a (j)  by m a n y pa ren t s wh erea s it is rega rded a s a n in ves tm en t in ca s e of b oys .

1. **Fill in t he blanks wit h appropriat e wo rds in e ac h gap. 1** **1 0 =1 0** Th e proces s of globa liza t ion obviou s ly requ ir es a com m on la n gu a ge for in tern a t ion a l com m u n ica t ion . For m a n y differen t rea s on s , En glis h h a s (a )  th e (b)  of bein g th a t la n gu a ge. As a res u lt , it h a s (c)  n a t ion a l borders to rea ch p eople wh o s pea k oth er la n gu a ges . It is n o lon ger th e (d)  pos s es s ion of Britis h or Am erica n or oth er n a t ive s pea k ers , bu t a la n gu a ge th a t (e)  to th e world's people. In fa ct, bilin gu a l a n d m u lt ilin gu a l u s ers of En glis h for (f)  it s m on olin gu a l n a t ive s p ea kers . Th is ph en om en on h a s led to a (g)  va r iety of En glis h , m ore a n d m ore va r ieties h a ve (h )  wh ich a re s t ron gly in flu en ced by th e p u n ctu a t ion , gra m m a r a n d id iom s of th e (i)  m oth er ton gu es . World En glis h h a s n ow (j)  a wa y from th e con t rol of it s n a t ive s pea k ers .

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) He s h owed extra ordin a ry credit in every exa m in a t ion of th e s ch ool.

1. He h a s m a d e grea t con t r ibu t ion to th e s cien t ific res ea rch of Ba n gla des h .
2. Dr. Ku drat-e Kh u da was born on 8 th May a t villa ge Mara gra in th e district of Birbh u m in Wes t Ben ga l in 1 90 0 AD.
3. In 19 2 5 gettin g s ta r m a rks , h e pa s s ed M Sc in Ch em is t ry from Kolk a ta Va r s ity. (e) He died on 3 rd Novem ber in 197 7 .
4. His fa th er Ha zra t Sh a h Ab d u l Mu kit wa s a piou s m a n .
5. In 19 2 9 , h e pa s s ed D Sc from Im p eria l College in En gla n d.

(h ) At th e a ge of s ix, h e wa s a dm it ted in to a Fu rk a n ia Ma dra s a a n d th en h e wa s a dm it ted in to a n En glis h Sch ool.

1. He m a de a grea t pla n to give th e n ew s t ru ctu re of edu ca t ion s ys tem .
2. In 19 5 3 , h e wa s a p p oin ted Ch a irm a n of Secon da ry Edu ca t ion Boa rd.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

* **English First Paper : Questions**  **71**

### The graph be low s h o ws the num be r of "Th e Inte rn e t Us e rs in t own and village from the ye ar 2 0 1 4 to 2 0 1 8 ". De s c ribe th e graph in at le as t 8 0 wo rds . You s h ould highlight and s um m arize th e inform at io n give n in t he graph. 15

160



115

122

132

130

140

81

67

15

19

21

140

120

100

80

60

40

20

0

2014 2015 2016 2017 2018

* Of In tern et u s ers in town
* Of In tern et u s ers in villa ge

**N. B.** Nu m b ers in d ica te m illion p eop le

### Re ad t he be gin nin g of the fo llowing s to ry an d c om ple t e it in y our own wa y . Give a t it le t o t he s t ory. 15

Th ere wa s a n a u gh ty cowboy wh o gra zed h is cows bes ide a fores t . He u s ed to m a k e fu n with people cryin g Tiger! Tiger!........

### Suppo s e , you are Ge e t . Write a le t t e r t o y our younge r brot he r t e lling him h ow t o im prove s kill in En glis h. 10

|  |  |
| --- | --- |
| **28** | **Sunam ganj Gove rnm e nt Colle ge , Sunam ganj**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A and B. [Unit —3 ; Le s s on —1 (D)]**

|  |  |  |
| --- | --- | --- |
| Dream s h ave fa s cin a ted ph ilos oph ers for th ou s a n ds of years, bu t on ly recen t ly h ave drea m s been s u bjected to em pirical res earch an d scien t ific s tu dy. Ch an ces a re th a t you 've often fou n d you rs elf pu zzlin g over th e con ten t of a drea m , or perh a ps you 've won dered wh y you dream a t a l l. Firs t , let 's s ta r t by a n s werin g a ba s ic qu es t ion : Wh a t is a drea m ? A drea m ca n in clu de a n y of th e im a ges , th ou gh t s a n d em otion s th a t a re experien ced du r in g s leep. Drea m s ca n be extra ordin a r ily vivid or very va gu e; filled with joyfu l em otion s or fr igh ten in g im a ges ; focu s ed a n d u n ders ta n da ble or u n clea r a n d con fu s in g.  Wh y do we dream ? Wh a t pu rpose do dream s serve? Wh ile m an y th eories h ave been proposed abou t th e reason an d fu n ction of dream s , n o con sen su s h as em erged. Con s iderin g th e t im e, we spen d in a drea m in g s tate, th e fact th at research ers do n ot yet u n derstan d th e pu rpose of dream s m ay seem bafflin g. However, it is im portan t to con s ider th at scien ce is s till u n ravelin g th e exact pu rpose an d fu n ction of s leep its elf. Som e research ers su ggest th at dream s serve n o real pu rpose, wh ile oth ers believe th at dream in g is essen tia l to m en ta l, em otion a l an d ph ysical well-bein g. | | |
| **A. Ch o os e t he c o rre c t an s we r fro m t he alte rnative s .** |  | **1** **5 =5** |
| 1. **Fas c in ate d m e ans ——.**    1. bem u s ed (ii) a n gry (iii) s ocia l | (iv) ta ll |  |
| **(b) What c ould be t he c los e s t m e aning for 'puzzling'?** |  |  |
| (i) con fu s in g (ii) occu r ren ce (iii) love | (iv) em otion |  |
| **(c ) Dre am c an be ——.** |  |  |
| (i) vivid (ii) va gu e (iii) both | (iv) n on e |  |
| 1. **The y s y n on ym word of 'baffling' is ——.**    1. a rgu m en t (ii) figh t (iii) con fu s in g | (iv) bu ffa lo |  |
| **(e ) The ant on ym word 'e s s e ntial re fe rs t o ——.** |  |  |
| (i) regres s ive (ii) n eces s a ry (iii) u n im p orta n t  **B. Ans we r t he follo win g que s t ion s .** | (iv) repu ls ive | **3** **5 =1 5** |

(a ) Wh a t is drea m ?

1. Wh y do p eople drea m ?
2. Wh a t is th e fa s cin a t in g s ide of drea m ? (d) How do s cien t is t s expla in drea m ?

(e) Explain th e s tatem en t "you 've often fou n d you rself pu zzlin g over th e con ten t of a dream ".



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

**HSC English Test Papers** 

1. **Write a flo w c h art s h o win g s om e im port an t e ve nt s of Nis hat Majum de r (One is do ne for you.) [Unit—4 ; Le s s o n —4 (B)] 1** **5 =5**

Nis h a t Ma zu m d er, a Ba n gla des h i wom a n in h er ea r ly forties , is a s ports icon . Sh e com es of a m od es t ba ckgrou n d; h er fa th er is a bu s in es s m a n a n d h er m oth er is a h ou s ewife. Sh e is th e s econ d of fou r s ib lin gs . Sh e is n ot very ta ll or well bu ilt , or d oes n ot h a ve a ch a rm in g prin ces s look; bu t th is a pp a ren t ly ordin a ry girl h a s th ree th in gs th a t s h e ca n be prou d of. Th es e a re : s h e h a s extra ordin a r ily s u p portive p a ren t s wh o a ccepted h er drea m s a s rea l; h er fa th er wa s a freedom figh ter in th e Libera t ion Wa r of Ba n gla d es h in 19 7 1 , a n d s h e s ca led th e h igh es t p ea k in th e world a s th e fir s t Ba n gla d es h i girl in 2 01 2 . Nis h a t 's life pres en t s a n in s pira t ion a l s tory th a t th e you th in Ba n gla des h n eed s to k n ow. Nis h a t wa s born on 5 J a n u a ry 19 8 1 in a villa ge ca lled Teori, wh ich is s itu a t ed in Ra m ga n j u pa zila in La ks h m ip u r Dis t r ict . Sh e com pleted h er s ch oolin g from Bottom ley Hom e Girls ' High Sch ool in 19 97 , a n d pa s s ed HSC from Sh a h id An wa r Girls ' College in 19 9 9 . Sh e ea rn ed h er ba ch elor's a n d m a s ter 's d egrees in Accou n t in g from Dh a ka City College, a n d cu r ren t ly works for Dh a ka WASA a s a n a ccou n ta n t . Sh e is a ls o in teres ted in differen t la n gu a ges a n d cu ltu res of th e world, a n d h a s en rolled for h er MA in J a pa n Stu dies a t Dh a ka Un ivers ity.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Born in 1 98 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

### Sum m arize t h e follo wing t e xt . 10

Un ivers it ies s h ou ld n ever be m a de in to m ech a n ica l orga n is a t ion s for collectin g a n d dis t r ib u t in g kn owledge. Th rou gh th em th e people s h ou ld offer th eir in tellectu a l h os pita lit y, th eir wea lth of m in d to oth ers , a n d ea rn th eir prou d r igh t in retu rn to receive gifts from th e res t of th e world. Bu t in th e wh ole len gth a n d brea dth of In d ia th ere is n ot a s in gle u n ivers ity es ta blis h ed in th e m odern t im e wh ere a foreign or a n In dia n s tu d en t ca n properly b e a cqu a in ted with th e bes t prod u cts of th e In dia n m in d. For th a t we h a ve to cros s th e s ea , a n d kn ock a t th e doors of Fra n ce a n d Germ a n y. Ed u ca t ion a l in s t itu t ion s in ou r cou n t ry a re In dia 's a lm s -b owl of kn owledge; th ey lower ou r in tellectu a l s elf-res pect; th ey en cou ra ge u s to m a k e a foolis h dis pla y of decora t ion s com p os ed of b orrowed fea th ers .

1. **Co m ple t e t he s e nte nc e s with m odifiable wo rds give n in th e box. .5** **1 0 =5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| wh o | h ea lth | ch oice | be | develop | en a ble |
| a ble | a bility | im p orta n ce | fa ce | wh ich | kn ow |

Edu ca t ion is on e of th e ba s ic n eeds of a h u m a n bein g. It is (a ) —— for th e (b) —— of m in d. Ma n y illit era te people d o n ot h a ve a n y (c) —— of h ea lth . If th ey (d) —— ed u ca ted, th ey cou ld live a (e) —— a n d pla n n ed life. Ed u ca t ion t ea ch es u s h ow to live well. It (f) —— u s to m a k e th e r igh t (g) —— in life. It en h a n ces ou r (h ) —— to perform ou r d u t ies properly a n d

* 1. —— ou r everyda y problem s . In fa ct, it is edu ca t ion (j) —— brin gs p os it ive ch a n ges in ou r life.

1. **Fill in t he gaps us ing s uitable words . 1** **1 0 =1 0** Sin cerity is th e bes t wa y of a ch ievin g s u cces s . On e ca n go a lon g wa y if on e does a n yth in g with s in cerity. People wh o a re s in cere in th eir work a re (a ) —— of m a kin g a n yth in g s u cces s . Th e grea t m en a re a ls o s in cere beca u s e th ey (b) —— th a t s in cerity is th e (c) —— to s u cces s . Th os e wh o a re n ot (d) —— ca n n ever (e) —— a lon g wa y in th e world. Th e p oor people a re n ot a lwa ys s in cere b eca u s e th ey d o n ot kn ow th e (f) —— of s in cerity. If th ey kn ew it , th ey wou ld

(g) —— a good u s e of it . Sin cerity m ea n s n ot on ly to do work (h ) —— bu t a ls o with du t ifu ln es s , h on es ty, m od es ty a n d good beh a vior. If a ll of u s (i) —— s in cere, ou r cou n t ry will (j) —— be pros p erou s .

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

* 1. As a res u lt , h e s tu died u n der a grea t th in ker Pla to.
  2. He a ls o wrote b ook s on Biology, Litera tu re, Econ om ics a n d Com p a ra t ive Politics .
  3. Pla to ta u gh t Aris totle a ccordin g to h is own wa y.
  4. Aris totle wa s born in Greece.
  5. His fa th er wa n ted h im to be a ph ys icia n b u t h e n ever ch eris h ed to b e s o.
  6. La ter on , Aris totle took th e pen to write on topics s u it a ble for h u m a n civiliza t ion .
  7. He is ca lled th e fa th er of Biology b eca u s e of h is crea t ivity.
  8. 'Politics ' is on e of h is fa m ou s b ook s wh ich exp os es fu lles t d evelopm en t of h is wis dom .
  9. He wa s th e s on of a Roya l ph ys icia n .
  10. He wa n ted to be a free th in ker.

**Self Practice**

### Part II : Writing (4 0 Marks )

* **English First Paper : Questions**  **73**

### The fo llowing c hart be low s h ows th e pe rc e n tage of t rave lle rs in Banglade s h t rave lling in diffe re n t t rans portat ion s pe r day. De s c ribe the pie c hart in at le as t 8 0 wo rd s. 15

Wa ter

10%

Air 5 %

a in

5%

Tr

1 La n d

70%

### The follo wing is t he be gin nin g of t he s t ory. Com ple t e it in y our o wn wo rds . 15

Th ere on ce lived a poor fa rm er. He h a d a goos e. It u s ed to la y a golden egg every d a y. He s old th e gold en eggs in th e m a rket. He wa s ver y greedy....................

### Suppo s e , y ou are Sham im . Rifat is your y o unge r brot he r. Write a le t t e r to y our younge r bro th e r advis ing him t o t ake part in gam e s and s ports re gularly. 10

|  |  |
| --- | --- |
| **29** | **Moulvibazar Govt . Wom e n's Colle ge , Moulvibazar**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad th e pas s age and ans we r t he que s t ion s A & B. [Unit —5 ; Le s s on —1 (B)]**

Th e fa m ou s Greek ph ilos oph er Aris totle s a id , 'Ma n is by n a tu re a s ocia l a n im a l.' Wh a t h e m ea n t wa s th a t m a n , b y in s t in ct, s eeks com pa n y of oth ers a n d es ta blis h es rela t ion s h ips , m u ch like m os t a n im a ls of th e wild, for com pa n ion s h ip a n d for ph ys ica l a n d em otion a l s u pp ort. Un like th e a n im a ls , h owever, m a n 's rela t ion s h ips give m ea n in g to h is exis ten ce a n d in s pires h im to do well in edu ca t ion , in work pla ce or in a profes s ion th a t h e pu r s u es .

Rela t ion s h ips a re of differen t kin d s . Som e a re fa m ilia l a n d in t im a te, form ed by blood a n d by m a r r ia ge; s om e a re s ocia l lik e th e on es we h a ve with fr ien d s a n d s om e a re m a de in s ch ool wh ere we form clos e b on ds with cla s s m a tes a n d tea ch ers .

Rela t ion s h ips ca n a ls o b e fos tered in workpla ce, wh ich m a y qu ickly ch a n ge from profes s ion a l to s ocia l. Th ere a re rela t ion s h ips a ls o between h u m a n b ein gs a n d a n im a ls , between ch ild ren a n d th eir toys th a t th ey ca n n ot p a r t with .

All th es e rela t ion s h ip s k eep u s clos e to ea ch oth er a n d provid e u s a ll kin ds of s u p p ort, love a n d a ffection . A pers on wh o h a s n o fa m ily feels th e pa in of lon elin es s a n d is ola t ion . Th ere is n o on e to la u gh or cry with h im / h er. Wh en we s h a re ou r joy with s om eon e, it s im ply redou bles , a n d wh en we s u ffer a los s a n d s om eon e s h a res ou r s orrow, it les s en s . Rela t ion s h ips a re th u s n eed ed for ou r em otion a l h ea lth .

To b u ild rela t ion s h ips , we n eed to h a ve t ru s t a n d res pect for ea ch oth er, a n d love wh ere th is is n eed ed. We ca n n ot be s elfis h a n d p os s es s ive if we wa n t to es ta blis h a n effective rela t ion s h ip . Bu t qu it e often we s ee people qu a r rellin g a n d figh t in g with ea ch oth er wh ich on ly brin gs m is ery a n d los s to a ll.

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) The word 'is olation' m e ans ——.

* + 1. con n ection (ii) con fin em en t (iii) s epa ra t ion (iv) bon d

### What doe s a m an purs ue ?

* 1. wea lth (ii) kn owledge (iii) h ea lth (iv) rela t ion s h ip

### (c ) Wh o fo rm re lat ion s hip wit h t o ys ?

(i) boys (ii) girls (iii) ch ild ren (iv) m en

### Em otio nal h e alth is ne e de d in ——.

* 1. a bs t ra ction (ii) t r ivia lit y (iii) h u m a n life (iv) a n im a lit y

### (e ) The word 'fo s t e r' re fe rs to ——.

(i) ch eer (ii) s epa ra te (iii) n ou r is h (iv) im ply

### With out prope r re lat io ns hips , t he re is , inde e d, ——.

* 1. a cris is of exis ten ce (ii) a r is k of ru in

(iii) a problem of h elples s n es s (iv) a ll of th e a bove

### What ke e ps us c los e t o e ac h ot he r ——.

* 1. s ociety (ii) fa m ily (iii) livelih ood (iv) rela t ion s h ip

### The wild anim als als o n e e d ——.

1. food (ii) h ou s e (iii) com pa n y (iv) occu pa t ion

### Me n e s tablis h e s re lat io ns hips for phy s ic al and e m otion al ——.

* 1. h ea lth (ii) cris is (iii) brea k down (iv) plea s u re

### Man's re lat io ns hip is re late d t o his ——.

* 1. en m ity (ii) a n t ipa th y (iii) en t ity (iv) h u m a n ity



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

**HSC English Test Papers** 

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How does rela t ion s h ip h elp a m a n ? (b) Wh a t types of rela t ion s h ip a re th ere?

1. Wh a t pa in d oes th e p ers on feel wh o h a s n o fa m ily?
2. How is m a n 's rela t ion s h ip differen t from th os e of oth er a n im a ls ? (e) Wh a t is th e role of s ch ool in m a n 's rela t ion s h ip?

### Re ad th e fo llowing t e xt and m ake a flo w c h art s h owing t he func t io ns of e duc at io n.

**[Unit—6 ; Le s s on —1 (B– iii & iv)] 1** **5 =5**

Th e t im e of a d oles cen ce is a period of prepa ra t ion for a d u lth ood d u r in g wh ich on e experien ces s evera l k ey develop m en t s . Bes ides ph ys ica l a n d s exu a l m a tu ra t ion , th es e experien ces in clu d e m ovem en t towa rd s ocia l a n d econ om ic in d ep en d en ce, developm en t of iden t ity, th e a cqu is it ion of s kills n eeded to ca r ry ou t a d u lt rela t ion s h ips a n d roles a n d th e ca p a city for a bs t ra ct rea s on in g. Wh ile a doles cen ce is a t im e of t rem en dou s growth a n d poten t ia l, it is a ls o a t im e of con s idera ble r is ks d u r in g wh ich s ocia l con texts exert powerfu l in flu en ces . Ma n y a d oles cen t s fa ce pres s u re to u s e a lcoh ol, ciga rettes , or oth er dru gs a n d to in it ia te s exu a l rela t ion s h ip s p u t t in g th em s elves a t h igh r is k for in ten t ion a l a n d u n in ten t ion a l in ju r ies , u n in ten ded pregn a n cies , a n d s exu a lly t ra n s m it ted in fection s (STIs ), in clu din g th e h u m a n im m u n odeficien cy viru s (HIV). Ma n y a ls o exp erien ce a wide ra n ge of a dju s tm en t a n d m en ta l h ea lth problem s .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Ph ys ica l a n d s exu a l m a tu ra t ion |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a s um m ary of t h e follo wing po e m . [Unit —6 : Le s s on —3 (B)] 10**

I love to r is e in a s u m m er m orn , Wh en th e birds s in g on every t ree;

Th e dis ta n t h u n t s m a n win ds h is h orn , An d th e s kyla rk s in gs with m e :

O wh a t s weet com p a n y!

Bu t to go to s ch ool in a s u m m er m orn ,— O it drives a ll joy a wa y!

Un der a cru el eye ou tworn , Th e lit t le on es s pen d th e da y In s igh in g a n d dis m a y.

### Re ad t he fo llowing t e xt an d fill in t he gaps with s uitable words fro m th e box. Th e re are m o re words t han n e e de d. Make any gram m at ic al c h an ge if ne c e s s ary. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| victoriou s | ch a m pion | reca pitu la te | ta ke | birth | a t ta ck |
| in depen den ce | s u r ren d er | op pres s ion | h is torica l | divis ion | s ign ifica n t |

Th e m os t (a ) —— even t for Ba n gla d es h is h er (b ) —— a s a n (c) —— n a t ion on Ma rch 26 , 19 7 1 . It is a red let ter d a y in th e (d) —— of Ba n gla des h . After th e (e) —— of s u bcon t in en t , we got Pa kis ta n . Bu t th e Pa kis ta n is bega n to (f) —— ou r people. At fir s t , th ey (g) —— ou r la n gu a ge. We s h a ll n ever forget th e La n gu a ge m ovem en t of 1 9 52 . Th e la n gu a ge m ovem en t led to th e Ma s s Ups u rge of 19 69 . As a res u lt , th e wa r of Libera t ion (h ) —— pla ce in 19 7 1 . After n in e m on th s s t ru ggle, th e Pa kis ta n is were com pelled to (i) —— a n d we won (j) ——.

1. **Fill in t he blanks wit h appropriat e wo rds in e ac h gap. 1** **1 0 =1 0** Stu den t life is a very im porta n t (a ) —— of h u m a n life. It is a life of m a kin g on es elf. It is th e form a t ive period of life. Th e (b) —— of a h u m a n bein g is la id d u r in g th e s tu d en t life. Wh a t a m a n tu rn s to b e wh en h e grows u p is th e (c) —— of th e qu a lit ies in cu lca ted du r in g th e s tu d en t life. In s tu den t life, we s h ou ld t ry to (d) —— good h a bits . We s h ou ld lea rn (e) —— m a n n ers . We s h ou ld be kin d, con s id era te a n d p olite. A s tu den t life is th e ca re free p eriod of life. We a re h a ppy a n d free from (f) —— in s tu den t life. It is a life of freedom . Bu t a good s tu d en t is very a wa re of th e t im e. He m a kes th e (g) —— u s e of it . Th e t im e u t ilized (h ) —— du r in g th is p eriod h elps h im to be s u cces s fu l in life wh en h e grows u p. So we s h ou ld t ry to bu ild ou r fu tu re. We s h ou ld t ry to bu ild ou r (i) ——. On ly th en we h a ve a good (j) —— a n d good n a t ion .

### English First Paper : Questions  75

1. **The follo wing s e nte nc e s are jum ble d. Re arran ge t he m i n a prope r s e que nc e . 1** **1 0 =1 0**
2. Th ey were a lien s in th eir own cou n t ry a n d s u bjected to a ll s orts of in dign it ies .
3. Th e bla cks were t rea ted cru elly.
4. Th e grea t lea der vowed to p u t a n en d to in h u m a n pra ctice.
5. Th ey were d en ied a ll ba s ic h u m a n r igh t s .
6. Even d ogs receive a m u ch better t rea tm en t th a n th e bla cks .
7. Even tu a lly, th e grea t lea der rea lized th e goa l of libera t in g h is own p eople.
8. He wa s th rown b eh in d th e pris on ba r .
9. Nels on Ma n d ela wa s th e grea tes t lea d er of Sou th Africa .
10. Bu t th e oppres s ive ru ler s cou ld n ot brea k h is s pirits .
11. In fa ct, h e wa s on e of th e grea tes t lea ders of th e world wh o s t ru ggled a ga in s t a pa r th eid th rou gh ou t h is life.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

### Part II : Writing (4 0 Marks )

1. **The graph be lo w s ho ws t he gradual rate of int e rn e t us e rs in Ban glade s h. De s c ribe t he graph in at le as t 8 0 wo rds . You s h ould highlight t he inform at io n an d re po rt t he m ain fe ature s give n in t he graph . 15**

7

5.56

6.14

5

2.43

3

1.5

0.31

6

5

4

3

2

1

0

2000 2002 2003 2005 2007 2009 2012

### Re ad t he be gin nin g of the fo llowing s to ry an d c om ple t e it in y our own way . Give a t it le t o t he s t ory. 15

On ce u pon a t im e a crow wa s very th ir s ty. It flew from pla ce to pla ce in s ea rch of wa ter b u t u n fortu n a tely it did n ot fin d a n y wa ter. All of a s u dd en , it s a w ..............

### Suppo s e , y ou are J ui. No w, write a le t t e r t o your y ounge r bro th e r about be n e fit s of re ading n e ws pape r daily. 10

|  |  |
| --- | --- |
| **30** | **Banglade s h Colle ge Te ac he rs As s oc iat ion, Baris hal**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Re ad the followin g pas s age and ans we r the que s t io ns A and B. [Un it —6 ; Les so n—1 -B(i+ii+iii)]**

Ch ild ren m u s t p a s s th rou gh s evera l s ta ges in th eir lives to b ecom e a du lt s . For m os t p eople, th ere a re fou r or five s u ch s ta ges of growth wh ere th ey lea rn certa in th in gs : in fa n c y (b ir th to a ge 2 ), ea r ly ch ildh ood (3 to 8 yea r s ), la ter ch ild h ood (9 to 1 2 yea r s ) a n d a d oles cen ce (1 3 to 1 8 yea r s ). Pers on s 18 a n d over a re con s idered a d u lt s in ou r s ociety. Of cou r s e, th ere a re s om e wh o will t ry to a ct old er th a n th eir yea r s . Bu t , for t h e m os t pa r t , m os t in dividu a ls h a ve to go th rou gh th es e s ta ges ir res pective of th eir econ om ic or s ocia l s ta tu s .

World Hea lth Orga n is a t ion (WHO) iden t ifies a doles cen ce a s th e period in h u m a n growth a n d developm en t th a t occu r s a fter ch ildh ood a n d before a du lth ood. Th is ph a s e repres en t s on e of th e critica l t ra n s it ion s in on e‘s lifes pa n a n d is ch a ra cteris ed by fa s t pa ced growth a n d ch a n ge wh ich a re s econ d on ly to th os e a t in fa n cy. Biologica l proces s es drive m a n y a s pects of th is growth a n d developm en t with th e on s et of pu b erty m a rkin g th e pa s s a ge from ch ildh ood to a d oles cen ce. Th e biologica l determ in a n t s of a d oles cen ce a re fa ir ly u n ivers a l; h owever, th e du ra t ion a n d defin in g ch a ra cteris t ics of th is period m a y va ry a cros s t im e, cu ltu res , a n d s ocio - econ om ic s it u a t ion s . Th is p eriod h a s s een m a n y ch a n ges over th e pa s t cen tu ry —— p u berty for exa m ple, com es ea r lier th a n b efore, people m a r ry la te, a n d th eir s exu a l a t t itu des a n d beh a viou r s a re differen t from th eir gra n dp a ren t s , or even pa ren t s . Am on g th e fa ctors res p on s ib le for th e ch a n ge a re ed u ca t ion , u rba n iza t ion a n d s prea d of globa l com m u n ica t ion .

Th e t im e of a doles cen ce is a period of prepa ra t ion for a du lth ood d u r in g wh ich on e exp erien ces s evera l k ey d evelopm en t s . Bes id es ph ys ica l a n d s exu a l m a tu ra t ion , th es e exp erie n ces in clu d e m ovem en t towa rd s ocia l a n d econ om ic in d ep en d en ce, developm en t of iden t ity, th e a cqu is it ion of s kills n eeded to ca r ry ou t a d u lt rela t ion s h ips a n d roles a n d th e ca pa city for a bs t ra ct rea s on in g. Wh ile a d oles cen ce is a t im e of t rem en dou s growth a n d p oten t ia l, it is a ls o a t im e of con s idera ble r is ks d u r in g wh ich s ocia l con texts exert powerfu l in flu en ces .



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

**HSC English Test Papers** 

### Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . .5 1 0 =5 (a) To be c om e adults c hildre n h ave ——.

* + 1. to get proper edu ca t ion (ii) to h a ve good in telligen ce

(iii) to be s ocia l (iv) to pa s s s evera l s ta ges of life

### What c ould be t he c los e s t m e aning for 't rans it ion'?

* 1. t ra n s la t ion (ii) occu r ren ce (iii) s ta ge (iv) ch a n ge-over

### (c ) The word 'individuals ' c ould be re plac e d by ——.

(i) in divid u a lit y (ii) in divid u a lize (iii) in dep en d en t (iv) pers on s

### The word 'c rit ic al' m e ans ——.

* 1. ea s y (ii) n oticea ble (iii) com plex (iv) com m on

### (e ) The word 'on s e t ' re fe rs to ——.

(i) con clu s ion (ii) res u lt (iii) com m en cem en t (iv) term in a t ion

### Adole s c e n c e is ——.

* 1. a s ta ge of life (ii) la s t s ta ge for becom in g a n a du lt

(iii) a groom in g p eriod of life (iv) la s t s ta ge of life

### The word 'ide n t ify' m e ans ——.

* 1. m is ta ke (ii) overlook (iii) gen era lize (iv) a s certa in

### On e e xpe rie n c e s e c o no m ic inde pe nde nc e ——.

1. wh en on e ea rn s (ii) wh en on e in h erits a va s t property

(iii) wh en on e a t ta in s a d u lth ood (iv) wh en on e gets m a r r ied

### WHO s t an ds for ——.

* 1. World Hu m a n s Orga n iza t ion (ii) World Hu m a n ity Orga n iza t ion

(iii) World Hea lth Orga n iza t ion (iv) World High er Orga n iza t ion

### 'Soc ial inde pe nde nc e ' re fe rs to ——.

* 1. m a r r ia ge (ii) decis ion s in rela t ion to s ocia liza t ion

(iii) r igh t to fa m ily (iv) a d u lt rela t ion s h ips

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) Wh a t th in gs occu r d u r in g a doles cen ce?

(b ) Wh ich s ign ifica n t developm en t s do th e a doles cen t s exp erien ce? (c) Wh y is a doles cen ce th e t im e for prep a ra t ion ?

1. How is a d oles cen ce a period of con s idera ble r is ks ?
2. Wh y does th e du ra t ion of a doles cen ce differ in differen t pla ces ?
3. **Re ad t he pas s age an d c om ple t e t he table be low wit h t he give n info rm at io n. [Unit—5 ; Le s s on —3 (C)] 1** **5 =5**

Th e orph a n a ge is h igh in th e Ca rolin a Mou n ta in s . I wa s th ere in th e a u tu m n . I wa n ted qu iet , is ola t ion , to d o s om e t rou bles om e writin g. I wa n ted m ou n ta in a ir to blow ou t th e m a la r ia from too lon g a t im e in th e s u btropics . I wa s h om es ick too, for th e fla m in g of m a ples in October, a n d for corn s h ocks a n d p u m p kin s a n d bla ck -wa ln u t t rees I fou n d

th em a ll livin g in a ca bin th a t belon ged to th e orph a n a ge, h a lf a m ile beyon d th e orph a n a ge fa rm . Wh en I took th e ca bin , I a s k ed for a b oy or m a n to com e a n d ch op wood for th e fir epla ce....

I look ed u p from m y typ ewriter on e la te a ftern oon , a lit t le s ta r t led. A boy s tood a t th e door a n d m y p oin ter dog, m y com pa n ion , wa s a t h is s id e a n d h a d n ot b a rked to wa rn m e. Th e boy wa s proba bly twelve yea r s old, bu t u n ders ized. He wore overa lls a n d a torn s h ir t , a n d wa s ba refooted.

He s a id , "I ca n ch op s om e wood toda y."

|  |  |  |  |
| --- | --- | --- | --- |
| **What/ Who** | **Eve nt/ Oc c urre n c e** | **Wh y/ Whe n** | **Whe re** |
| Th e a u th ores s | s ta yed |  | (i) ................. |
| Sh e | wa s h om es ick too | for th e flam in g of m aples  (ii) ................. |  |
| Ta kin g a ca bin , s h e | a s k ed for s om eon e (iii) ................. | (iv) ................. |  |
| (v) ................. | h a d n ot b a rked | to wa rn h er |  |

### English First Paper : Questions  77

1. **Sum m arize t he follo wing t e xt . [Unit—8 ; Le s s on —4 (B)] 10**

My n a m e is Am erigo. I a m 1 3 yea r s old a n d I live on th e s t reet, a lon e. My m oth er, wh o is s ep a ra ted from m y fa th er, does n ‘t wa n t m e. Sh e told m e to go a wa y ..... Now s h e is m a r r ied to a n oth er m a n . My fa th er lives very fa r a wa y. I wa n t to go to h im , bu t h e won 't ta ke m e eith er. I b egged h im to s en d m e s om e m on ey s o th a t I cou ld b u y a bu s t ick et. I a m s t ill wa it in g. He h a s n 't a n s wered.

Th e s t reets a re n ow m y h om e. Som etim es I fin d work. I u s ed to collect t ra s h a n d s ell it to a ven d or . I s topp ed doin g th a t a fter I h a d a s eriou s in fection a n d a doctor told m e to s ta y a wa y from th e t ra s h d u m p. On ce I worked for a n ice crea m s h op -own er a n d s old ice crea m on th e bea ch . Bu t I got n o m on ey in r etu rn . Th e own er of th e s h op ga ve m e s om eth in g to ea t , a n d let m e s leep in h is h u t a t n igh t . Th e work wa s difficu lt a n d pa in fu l. Th e ice crea m b ox is qu it e h ea vy wh en it is fu ll. I h a d to wa lk for h ou r s , offerin g m y ice crea m to wh oever wa n t ed to b u y. Th ere were da ys wh en I cou ld n ot even s ell on e ice crea m .

In a wa y, I a m lu cky b eca u s e I a m a live. My fr ien ds wh o work s ortin g ru b bis h in d u m ps often s u ffer from s eriou s dis ea s es . On e of th em wa s recen t ly killed a fter h e fell in to a h ole th a t open ed u p in th e pile of t ra s h . Ma n y of u s work for 10 to 1 2 h ou r s , a n d get s o lit t le in retu rn th a t we ca n ‘t even bu y food.

### Fill in t he gaps wit h s uitable words fro m t he box. The re are m ore wo rds in t he box than y ou ne e d. (Make any gram m at ic al c h an ge if ne c e s s ary). .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| rea dy | fles h | m en t ion | s a m e | prou d | in ferior |
| cla s s | blu e | depen ds | birth | works | ra t ion a l |

Ma n 's dign ity d ep en d s u pon h is work s . Ma n is a (a ) —— bein g on ea r th . He is to (b) —— for oth ers . He s h ou ld n ot be (c) —— if h e is of (d ) —— blood. He s h ou ld be (e) —— to h elp a n y

1. —— of m a n . Th e m a n wh om h e is h elpin g m a y be (g) —— to h im by (h ) ——. Bu t a fter a ll, h e is a m a n . He h a s th e (i) —— blood a n d fles h a s th e a bove (j) —— m a n .
2. **Fill in t he blanks wit h an appro priate word in e ac h gap. 1** **1 0 =1 0** Civility m ea n s polite (a ) —— or m odes ty. It a ls o (b) —— cou r teou s m a n n er. It is a grea t vir tu e (c) —— a m a n . To be well-beh a ved, or good -n a tu red we (d) —— s pen d m on ey or wea lth . We h a ve to (e) —— willin gn es s to a t ta in civility. We h a ve to (f) —— s om e code of con du ct a n d (g) —— th e n orm s of etiqu ette of th e s ociety. It (h ) —— from s ociety to s ociety. However, on e h a s to (i) —— good m a n n er in on e's ch a ra cter form a n ea r ly a ge. No expen ditu re (j) —— con s ciou s n es s is requ ir ed.

### Re arran ge th e fo llowin g s e nt e n c e s t o m ake a c o he re n t orde r. 1 1 0 =1 0

(a ) Th ey ca m e th rou gh a pa s s a ge wh ere gold coin s were kept. (b) Wh en th ey a ll a r r ived, th e Su lt a n a s ked th em to da n ce.

1. So, h e a s k ed for th e wis e cou n s ellor's a dvice.
2. All th e a p plica n t s blu s h ed a n d refu s ed except on e. (e) A n u m ber of p eople a p plied for th e job.
3. He wa n t ed to a p p oin t a n h on es t m a n a s h is ta x collector.
4. Th en h e fou n d th e d es ir ed m a n .

(h ) Lon g a go, th ere lived a Su lt a n in a cou n t ry.

1. Th e a pplica n t s were a s k ed to m eet th e Su lt a n on e by on e.
2. Th en h e in vited a p plica t ion s .

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |



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

**HSC English Test Papers** 

### Part II : Writing (4 0 Marks )

1. **The graph be low s h ows "Th e num be r of pe o ple living be low t he pove rty lin e fro m 1 9 9 5 to 2 0 1 0 ". De s c ribe th e graph in 1 5 0 words . You s h ould highlight and s um m arize t he inform at io n give n in t he graph . 15**

### The num be r of pe ople living be low t he pove rt y lin e (%)

50

44

35

32.5

28.5

40

30

20

10

0

1995 2004 2008 2010

### The follo wing is t he be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

Moriu m wa s a s ch oolgirl wh os e p a ren t s were la n dles s . Th ey were u n a ble to bea r h er ed u ca t ion a l exp en s es . Bu t Moriu m wa s determ in ed .............

### Write a le t t e r t o y our m ot he r t e lling h e r about y our pre paratio n fo r th e HSC e xam inatio n. 10

|  |  |
| --- | --- |
| **31** | **Bhola Govt . Colle ge , Bhola**  **Te s t Exam inatio n –2 0 2 4 ; En glis h : Pape r I** |

### Part I : Re adin g (6 0 Marks )

1. **Read the passage below and answer the questions no A and B.**

**[Unit —6 ; Le s s on —1 -B(i+ii+iii+iv)]** Ch ild ren m u s t p a s s th rou gh s evera l s ta ges in th eir lives to b ecom e a du lt s . For m os t p eople, th ere a re fou r or five s u ch s ta ges of growth wh ere th ey lea rn certa in th in gs : in fa n cy (b ir th to a ge 2 ), ea r ly ch ildh ood (3 to 8 yea r s ), la ter ch ild h ood (9 to 1 2 yea r s ) a n d a d oles cen ce (1 3 to 1 8 yea r s ). Pers on s 18 a n d over a re con s idered a d u lt s in ou r s ociety. Of cou r s e, th ere a re s om e wh o will t ry to a ct old er th a n th eir yea r s . Bu t , for th e m os t pa r t , m os t in dividu a ls h a ve to go th rou gh th es e s ta ges ir res pective of th eir econ om ic or s ocia l s ta tu s .

World Hea lth Orga n is a t ion (WHO) iden t ifies a doles cen ce a s th e period in h u m a n growth a n d developm en t th a t occu r s a fter ch ildh ood a n d before a du lth ood. Th is ph a s e repres en t s on e of th e critica l t ra n s it ion s in on e‘s lifes pa n a n d is ch a ra cteris ed by fa s t pa ced growth a n d ch a n ge wh ich a re s econ d on ly to th os e a t in fa n cy. Biologica l proces s es drive m a n y a s pects of th is growth a n d developm en t with th e on s et of pu b erty m a rkin g th e pa s s a ge from ch ildh ood to a d oles cen ce. Th e biologica l determ in a n t s of a d oles cen ce a re fa ir ly u n ivers a l; h owever, th e du ra t ion a n d defin in g ch a ra cteris t ics of th is period m a y va ry a cros s t im e, cu ltu res , a n d s ocio - econ om ic s it u a t ion s . Th is p eriod h a s s een m a n y ch a n ges over th e pa s t cen tu ry —— p u berty for exa m ple, com es ea r lier th a n b efore, people m a r ry la te, a n d th eir s exu a l a t t itu des a n d beh a viou r s a re differen t from th eir gra n dp a ren t s , or even pa ren t s . Am on g th e fa cto r s res p on s ib le for th e ch a n ge a re ed u ca t ion , u rba n iza t ion a n d s prea d of globa l com m u n ica t ion .

Th e t im e of a doles cen ce is a period of prepa ra t ion for a du lth ood d u r in g wh ich on e exp erien ces s evera l k ey d evelopm en t s . Bes id es ph ys ica l a n d s exu a l m a tu ra t ion , th es e exp erien ces in clu d e m ovem en t towa rds s ocia l a n d econ om ic in depen den ce, develop m en t of iden t ity, th e a cqu is it ion of s kills n eeded to ca r ry ou t a du lt rela t ion s h ips a n d roles a n d th e ca p a city for a bs t ra ct rea s on in g. Wh ile a d oles cen ce is a t im e of t rem en do u s growth a n d p oten t ia l, it is a ls o a t im e of con s idera ble r is ks du r in g wh ich s ocia l con texts exert powerfu l in flu en ces .

Ma n y a d oles cen t s fa ce p res s u re to u s e a lcoh ol, ciga rettes or oth er dru gs a n d to in it ia te s exu a l rela t ion s h ips p u t t in g th em s elves a t h igh r is k for in ten t ion a l a n d u n in ten t ion a l in ju r ies , u n in ten d ed pregn a n cies a n d s exu a lly t ra n s m it ted in fection s (STIs ), in clu din g th e Hu m a n Im m u n odeficien cy Viru s (HIV). Ma n y a ls o exp erien ce a wide ra n ge of a dju s tm en t a n d m en ta l h ea lth problem s . Beh a viou r pa t tern s th a t a re es ta blis h ed d u r in g th is p eriod s u ch a s th e u s e or a voida n ce of dru gs a n d ta kin g or a bs ta in in g fr om s exu a l r is k ca n h a ve lon g -la s t in g n ega t ive a n d p os it ive effects on fu tu re h ea lth a n d well-b ein g. As a res u lt , a d u lt h a ve u n iqu e op p ortu n it ies to in flu en ce a d oles cen t s .

### English First Paper : Questions  79

1. **Ch o os e t he c o rre c t an s we r fro m t he alte rnative s . 1** **5 =5 (a) For its fast change and growth, Adolescence can be com pared to the period of ——.**
   1. ea r ly ch ildh ood (ii) in fa n cy (iii) a du lth ood (iv) old a ge

### Whic h pe riod is follo we d by adole s c e n c e ?

* 1. in fa n cy (ii) ea r ly ch ildh ood (iii) la ter ch ildh ood (iv) a d u lth ood

### (c ) What c ould be t he c los e s t m e aning for 't rans it ion' in t he pas s age ?

(i) s ta gn a t ion (ii) ch a n geover (iii) obs ta cle (iv) ba r

### What c ould be t he c los e s t m e anin g for 'in it iat e ' in t he pas s age ?

* 1. in du ce (ii) con clu d e (iii) a dva n ce (iv) res u lt

### (e ) Whic h of t he follo wing is in c o rre c t?

1. Ad u lth ood is a period of t rem en d ou s ch a n ge.
2. Ad oles cen ce is m a rk ed by ra pid ch a n ge.
3. Th e ch a n ges ta ke pla ce d u r in g a d oles cen ce a re com plex.
4. Urba n iza t ion is a ls o r es p on s ib le for ch a n ges in beh a viou r pa t tern .

### Ans we r t he follo win g que s t ion s . 3 5 =1 5

(a ) How m a n y s ta ges of growth a re th ere from ch ildh ood to a du lth ood? Wh a t a re th os e s ta ges ?

1. Wh ich period is m a rk ed a s th e fa s tes t period rega rdin g growth ? Wh ich period is followed by a d oles cen ce?
2. Wh ich period is ca lled th e t ra n s it ion period? Wh y? (d) How does WHO d efin e a doles cen ce?

(e) Wh a t a re th e fa ctors res pon s ib le for ch a n ges in th e period of a doles ce n ce?

### Re ad t he follo wing t e xt an d m ake s h ort n ote s in e ac h of th e boxe s in t he flo w c hart s h owing t he diffe re nt type s / diffe re n t as pe c t s of dre am s (No : 1 h as be e n don e for you) [Unit —3 ; Le s s o n —1 (D)] 1 5 =5

Drea m s h a ve fa s cin a ted ph ilos oph ers for th ou s a n ds of yea r s , b u t on ly recen t ly h a ve drea m s been s u bjected to em pirica l res ea rch a n d s cien t ific s tu dy. Ch a n ces a re th a t you 've often fou n d you r s elf p u zzlin g over th e con ten t of a drea m , or p erh a p s you 've won d ered wh y you drea m a t a ll.

Firs t , let 's s ta r t by a n s werin g a b a s ic qu es t ion : Wh a t is a drea m ? A drea m ca n in clu d e a n y of th e im a ges , th ou gh t s a n d em otion s th a t a re experien ced du r in g s leep. Drea m s ca n be extra ordin a r ily vivid or very va gu e; filled with joyfu l em otion s or fr igh ten in g im a ges , focu s ed a n d u n d ers ta n d a ble or u n clea r a n d con fu s in g.

Wh y do we drea m ? Wh a t pu rpos e do drea m s s erve? Wh ile m a n y th eories h a ve been propos ed a bou t th e rea s on a n d fu n ction of drea m s , n o con s en s u s h a s em erged. Con s id erin g th e t im e we s p en d in a drea m in g s t a te, th e fa ct th a t res ea rch ers do n ot yet u n d ers ta n d th e p u rp os e of drea m s m a y s eem b a fflin g. However, it is im porta n t to con s id er th a t s cien ce is s t ill u n ra velin g th e exa ct p u rp os e a n d fu n ction of s leep it s elf. Som e res ea rch ers s u gges t th a t drea m s s erve n o rea l p u rpos e, wh ile oth ers believe th a t drea m in g is es s en t ia l to m en ta l, em otion a l a n d ph ys ica l well-b ein g.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 . Extra -ordin a r ily Vivid |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |

1. **Write a s um m ary of t h e follo wing pas s age . [Unit —8 ; Le s s o n —4 (B)] 10**

My n a m e is Am erigo. I a m 13 yea r s old a n d I live on th e s t reet, a lon e. My m oth er, wh o is s ep a ra ted from m y fa th er, does n ‘t wa n t m e. Sh e told m e to go a wa y ..... Now s h e is m a r r ied to a n oth er m a n . My fa th er lives very fa r a wa y. I wa n t to go to h im , bu t h e won 't ta ke m e eith er. I begged h im to s en d m e s om e m on ey s o th a t I cou ld b u y a b u s t icket. I a m s t ill wa it in g. He h a s n 't a n s wered.

Th e s t reets a re n ow m y h om e. Som etim es I fin d work. I u s ed to collect t ra s h a n d s ell it to a ven d or. I s top ped d oin g th a t a fter I h a d a s eriou s in fection a n d a d octor told m e to s ta y a wa y from th e t ra s h du m p. On ce I worked for a n ice crea m s h op own er a n d s old ice crea m on th e bea ch . Bu t I got n o m on ey in retu rn . Th e own er of th e s h op ga ve m e s om eth in g to ea t , a n d let m e s leep in h is h u t a t n igh t . Th e work wa s difficu lt a n d p a in fu l. Th e ice crea m b ox is qu it e h ea vy wh en it is fu ll. I h a d to wa lk for h ou r s , offerin g m y ice crea m to wh oever wa n ted to b u y. Th ere were da ys wh en I cou ld n ot even s ell on e ice crea m .



**80**



**HSC English Test Papers** 

### Re ad th e follo wing t e xt and fill in th e gaps with s uitable wo rd s fro m t he box. Make an y c hange if ne c e s s ary. Th e re are m ore wo rds in t he box th an y ou n e e d. .5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| pos s ib le | s ky | h ea ven s | explore | lea d | ta s k |
| drea m | in s pire | res is ta n t | fa n ta s t ic | m is s ion | con s pira cy |

For th ou s a n d s of yea r s , h u m a n b ein gs h a d look ed to th e (a ) —— a n d drea m ed of wa lk in g on th e m oon . In 1 9 69 , a s p a r t of th e Ap ollo 1 1 (b) ——, Neil Arm s t ron g beca m e th e fir s t pers on to a ccom plis h th a t (c) ——, followed on ly m in u tes la ter by Bu zz Aldren . Th eir a ccom plis h m en t ga ve people a rou n d th e world th e h op e of fu tu re s pa ce (d) ——. In fa ct, it wa s a fea t th a t wa s s o (e) —— th a t th ere a re s t ill (f) —— th eoris t s wh o in s is t it cou ld n ot be (g) ——. Pu t t in g a m a n on th e m oon is perh a p s m a n 's m os t (h ) —— a ccom plis h m en t ; it op en ed th e d oor to fu tu re s pa ce t ra vel a n d (i) —— to a n u m b er of s pin -off in ven t ion s in clu din g fla m e (j) —— textiles u s ed by fir efigh ters , in vis ib le bra ces , im proved s a tellite dis h es , a n d b etter m edica l im a gin e.

1. **Fill in t he blanks wit h s uitable wo rds . 1** **1 0 =1 0** Ea r th qu a ke is a (a ) —— n a tu ra l dis a s ter. An d Ba n gla des h (b) —— in th e ea r th qu a ke zon e. Du r in g th e recen t yea r s it occu r red a (c) —— of t im es in ou r cou n t ry. If a (d) —— ea r th qu a ke occu r s in Dh a ka . (e) —— will h a p p en in u n th in k a ble. So exp erts a re p a yin g m ore (f) —— to th e is s u e of ea r th qu a kes in r ecen t t im es . People s h ou ld b e m a de (g) —— of da n gers of ea r th qu a ke. Th ey s h ou ld b e given (h ) —— to be followed du r in g th e ea r th qu a ke. For Dh a ka city, a n ea r th qu a ke (i) —— bu ild in g code s h ou ld be develop ed. It cou ld (j) —— th e los s es .
2. **The fo llowing s e nte nc e s are jum ble d. Re writ e the s e n t e nc e s in pro pe r orde r and in a c o ntinuous paragraph t o m ake a s to ry . 1** **1 0 =1 0** (a ) Th e b a ckgrou n d of th e ph otogra ph wa s very ch a rm in g.

(b) A pa ir of h a n ds wa s fou n d to rea ch u p from th e oth er s ide of th e wa ll. (c) Beh in d th e wa ll th ere wa s th e va s t s ky.

(d) Bu t th ere wa s a m ys teriou s th in g in th e s ettin g. (e) All th es e m a de th e b oy extrem ely cu r iou s .

1. On ce a lit t le b oy fou n d a ph otogra ph b etween th e pa ges of a pictu re book.
2. So, h e ru s h ed to h is gra n dm oth er to kn ow deta ils of th e ph otogra ph . (h ) Th e ph otogra ph wa s very old a n d fa ded.
3. Bes ides , th ere were flowers a n d creepers growin g n ea r th e girl.
4. In it a girl wa s s ta n din g a ga in s t a wa ll.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Practice** |  |  |  |  |  |  |  |  |  |  |

**Part II : Writing (4 0 Marks )**

### The follo wing is t h e be gin nin g of a s t ory. Com ple t e it in y our o wn wo rds . 15

On e da y a h a re wa s bra ggin g to a ll h is fr ien d s a bou t h ow fa s t h e cou ld ru n . "I a m s wifter th a n a n y a n im a l in th is fores t ," h e s a id . At th a t t im e, a tortois e wa s wa lk in g a t a very s low pa ce a s u s u a l d own th e fores t . Wh en th e h a re ca u gh t s igh t of th e tortois e, .........

### Write a le t t e r t o your frie nd about what y ou in t e n d t o do in s um m e r vac at io n. 10

### Lo ok at th e c hart. It s ho ws h ow Anika s pe nds he r t im e daily . No w, analy ze th e c hart foc us ing th e m ain as pe c t s (at le as t in 8 0 words ). 15

### Anika's Daily Ac t ivit ie s

Others, 15%

Sleep, 20%

Study, 30%

Play, 5% School,

TV, 5% 25%

### English Second Paper : Questions  81

# ENGLISH SECOND PAPER

## Noubahini Colle ge , Dhaka

**01**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II

**Part A : Gram m ar (6 0 Marks )**

### Co m ple t e t he t e xt with s uitable pre po s it ion s 5 1 0 =5

A good s tock (a ) —— words is n eces s a ry (b) —— a n yb ody wh o wa n t s to u s e a la n gu a ge. Voca b u la ry is a n es s en t ia l com pon en t (c) —— s u cces s fu l com m u n ica t ion . It is a n in tegra l pa r t (d) —— rea din g s k ill. Wh ile gra m m a r is im p orta n t , a la ck (e) —— voca b u la ry m a y res u lt (f) —— com plete fa ilu re to con vey a m es s a ge. Voca b u la ry in clu d es con ceptu a l kn owledge (g) —— word s th a t go well (h ) —— a n ordin a ry diction a ry m ea n in g. Stu den t s ' voca b u la ry kn owledge is a b u ild in g proces s th a t occu r s (i) —— t im e a s th ey ten d to m a k e con n ection s (j) —— oth er words .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| n o s oon er | h a ve to | a s th ou gh | a s s oon a s | wa s b orn |
| u s ed to | u n les s | wou ld ra th er | les t | h a d b etter |

(a ) You a re goin g to a n ew p la ce. Ta ke a m a p with you —— you s h ou ld get los t . (b) I —— s ta r t m y revis ion of les s on s th a n s it id le. I a m ru n n in g ou t of t im e.

1. Illit era cy is a grea t problem of ou r cou n t ry. We ca n n ot d evelop ou r cou n t ry —— illit era cy is era dica ted.
2. Th ere is a big pla ygrou n d in ou r college. I —— pla y in th a t grou n d wh en I wa s in college.
3. —— h a d I fin is h ed wa terin g th e pla n t s in m y ga rden th a n it s ta r ted ra in in g. Wou ld th a t it ra in ed a bit ea r lier !
4. It is very h ot in s ide th e room . I —— go to open s p a ce.
5. Dr. Mu h a m m a d Sh a h idu lla h wa s a lin gu is t . He —— in 18 85 A.D.

(h ) —— th e m a n en tered th e s ta t ion , th e t ra in left . He ra n a s fa s t a s h e cou ld get in to th e t ra in bu t in va in .

1. I don 't wa n t to be la te in th e m eetin g. I —— s ta r t a s ea r ly a s p os s ib le.
2. He rejected a ll ou r prop os a ls . He a cted —— h e h a d been ou r bos s .

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Ou r cou n t ry is b es et with m a n y problem s . We s h ou ld com e forwa rd with a view to —

—.

1. It is h igh t im e ——. It is detrim en ta l to h ea lth .
2. Sh e h a s got GPA 4 .5 0 . If —— m ore s eriou s ly, s h e wou ld h a ve got GPA-s in th e exa m . (d) I h a ve los t m y ph on e. Wou ld you m in d —— s o th a t I ca n ta lk to m y m oth er?
3. It is n ot good ——. A m a n is kn own by th e com p a n y h e keeps .
4. No s oon er h a d we rea ch ed th ere th a n ——. Un les s we wen t th ere ea r lier , we wou ld m is s th e begin n in g of th e progra m m e.
5. I received t h e m es s a ge . Rea lly I wa s gla d to receive you r m es s a ge. (h ) A proverb goes th a t ——. We m u s t t ry to lea d a n h on es t life.
6. Ha d I p os s es s ed va s t property, ——.
7. Life s h ou ld n ot b e con s id ered ——. It is fu ll of s orrows a n d s u ffer in gs .

### Re ad t he follo wing t e xt an d fill in t he gaps wit h t he c o rre c t fo rm of ve rbs as pe r s ubje c t and c on t e xt 5 1 4 =7

Th ere a re m a n y people wh o (a ) —— (n ot ta k e) p h ys ica l exercis e. Th ey ca n h a rdly (b) —— (r ea lize) th a t th ey th em s elves (c) —— (ru in ) th eir h ea lth . Th ey (d) —— (fa ll) victim to m a n y dis ea s es . Life (e) —— (becom e) du ll to th em . Th ey (f) —— (r em a in ) a lwa ys ill tem pered. We

(g) —— (b u ild ) good h ea lth a n d s ou n d m in d th rou gh ph ys ica l exercis e. Ph ys ica l exercis e (h ) —— (m a ke) ou r b ody a ctive a n d th e m u s cles s t ron g. It a ls o (i) —— (im prove) ou r power of diges t ion a n d blood circu la t ion . It (j) —— (give) s t ren gth to ou r bra in . It (k) —— (r edu ce) th e r is k of (l) —— (d evelop) s evera l dis ea s es . It (m ) —— (h a ve) im m edia te a n d lon g-term h ea lth ben efits . Mos t im porta n t ly, regu la r exercis e (n ) —— (im prove) ou r qu a lit y of life.



**82**



**HSC English Test Papers** 

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Follow m y exa m ple," s h e s a id a s we s h ook h a n d, a n d n ever ea t m ore th a n on e th in g for lu n ch eon "I'll do better th a n th a t ," I retorted. "I'll ea t n oth in g for din n er ton igh t ." "Hu m oris t !" s h e cried ga ily, ju m pin g in to a ca b. "You 'r e qu it e a h u m oris t !"

### Re ad th e fo llowing t e xt an d us e m odifie rs in t he blank s pac e s as dire c t e d 5 1 0 =5

A ba la n ced diet is a good m ixtu re of (a ) —— (pre-m odify th e n ou n ) food. It is es s en t ia l for u s (b) —— (pos t -m odify th e a djective with a n in fin it ive) a h ea lth y life. Th ere a re m a n y ben efits of ea t in g a (c) —— (pre-m odify th e n ou n ) diet beca u s e a ba la n ced diet preven t s (d)

—— (pre-m odify th e n ou n ) dis ea s es . As a res u lt , we do n ot get s ick (e) —— (pos t -m odify th e verb). We s h ou ld s elect (f) —— (pre-m odify th e n ou n ) diet a ccordin g to ou r n eeds . We s h ou ld n ot ea t th e (g) —— (pre-m odify th e n ou n ) foods for th e wh ole week. (h ) —— (pre- m odify th e verb with a p res en t pa r t iciple ph ra s e) diet we ca n k eep fit . Bu t it is n ot ea s y (i)

—— (pos t -m odify th e a djective with a n in fin it ive) a ba la n ced diet. Here a (j) —— (pre- m odify th e n ou n ) n u t r it ion is t ca n h elp u s .

### Fill in t he blanks wit h s uitable linking words / s e n t e nc e c on ne c t ors 5 1 4 =7

"Ea r ly to bed (a ) —— ea r ly to r is e, m a kes a m a n h ea lth y, wea lth y a n d wis e"-is a wis e s a yin g (b) —— a n ea r ly r is er ca n en joy s evera l ben efits . (c) ——, a n ea r ly r is er h a s th e op p ortu n ity to offer h is p ra yers in d u e t im e. (d) —— h e ca n wa lk in th e m orn in g. (e) ——, it is very ben eficia l for (f) —— ou r ph ys ica l a n d m en ta l h ea lth , (g) ——, a n ea r ly r is er ca n en joy (h ) —— h e fres h a ir of th e m orn in g (i) —— a ls o th e b ea u ty of n a tu re, (j) —— a n ea r ly r is er ca n a ls o get en ou gh t im e to s tu dy. (k) ——, h e gets en ou gh t im e to a ccom plis h a ll h is ta s ks prop erly. (l) ——, a la te r is er ca n n ot m a k e th e b es t u s e of t im e. (m ) —— if h e ca n ch a n ge th is ba d h a bit, h e ca n be a s u cces s fu l pers on . (n ) —— everyon e s h ou ld develop th e h a bit of gettin g u p ea r ly in th e m orn in g.

### Re ad th e follo wing pas s age and t he n write t h e ant on ym or s yn o ny m of t he words as dire c t e d be lo w 5 1 4 =7

Bea u ty is ea s y to a p precia te bu t difficu lt to defin e. As we look a rou n d, we dis cover bea u ty in plea s u ra ble objects a n d s igh t s -in n a tu re, in th e la u gh ter of ch ild ren , in th e kin dn es s of s tra n gers . Bu t a s ked to defin e, we ru n in to difficu lt ies . Does bea u ty h a ve a n in depen den t objective Iden t ity? It is u n ivers a l, or is it depen den t on ou r s en s e percept ion s ? Does it be in th e eye of th e b eh older ? We a s k ou r s elves . A fu r th er difficu lty a r is es wh en bea u ty m a n ifes ts it s elf n ot on ly by it s pres en ce, b u t by it s a b s en ce a s well, a s wh en we a re repu ls ed by u glin es s a n d des ir e bea u ty. Bu t th en u glin es s h a s a s m u ch a pla ce in ou r lives a s b ea u ty, or m a y be m ore a s wh en th ere is wid es prea d h u n ger a n d in ju s t ice in a s ociety. Ph ilos oph ers h a ve told u s th a t bea u ty is a n im porta n t pa r t of life, bu t is n 't u glin es s a pa r t of life too?

(a ) bea u ty (a n ton ym ); (b) a pprecia te (a n ton ym ); (c) dis cover (s yn on ym ); (d) plea s u re (s yn on ym ); (e) la u gh ter (a n ton ym ); (f) s t ra n gers (a n ton ym ); (g) difficu lt ies (s yn on ym ); (h ) in depen den t (a n ton ym ); (i) u n ivers a l (s yn on ym ); (j) perception s (s yn on ym ); (k) beh older (a n ton ym ); (l) m a n ifes t s (a n ton ym ); (m ) rep u ls ed (s yn on ym ); (n ) in ju s t ice (a n ton ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Moth er : Ha ve you ta ken you r brea kfa s t Ra fi. Ra fi : No m oth er

Moth er : Oh you 'r e rea lly a n n oyin g. Wh ey don t you ju s t ta ke it ?

Ra fi : I d on 't wa n t to ea t Roti with vegeta bles m oth er I wa n t fr ied ch ick en with oys ter s a u ce a n d ch icken s a u s a ge.

Moth er : Ha vin g ju n k food is n ot good for you r h ea lth . Ha ve you s een you r s elf in th e m ir ror. You re b ein g fa t ty.

Ra fi : Rea lly I th in k I h a ve to s top ea t in g fa s t food. Well Ive ju s t decided to s top ea t in g th em bu t from tom orrow on wa rd n ow ca n I h a ve th em , plea s e.

### Part B : Com pos it io n (4 0 Marks )

1. **On be half of the s tude nt s of your c las s , write an applic at ion t o t he prin c ipal for s e t t ing up a Co m put e r Club wit h In t e rne t fac i lit ie s . 10**

### Write a paragraph on 'Me t ro Rail'. Us e about 2 0 0 words . 15

1. **Write a paragraph of c aus e and e ffe c t s on 'Pric e Hike ". 15** 
   * **English Second Paper : Questions**  **83**

## Gazipur Cant onm e nt Colle ge , Gazipu r

**02**

### Te s t Exam inatio n - 20 24 ; En glis h: Pape r II Part A : Gram m ar (6 0 Marks )

1. **Fill in t he gaps wit h appro priate pre po s it ion 5** **1 0 =5**

Dowry is a cu r s e wh ich lea d s ou r s ociety (a ) —— da rkn es s . Owin g (b) —— fu lfill th e greed of s om e p eople m a n y wom en fa ll (c) —— a victim to d owry. In s pite (d) —— h a vin g s t r ict la w we a re n ot a ble (e) —— con t rol it . In fa ct, (f) —— s t r ict la w a wa ren es s (g) —— m a s s people is es s en t ia lly requ ir ed (h ) —— th is cu s tom . (i) —— a ddition s ocia l ou t look (j) —— girls s h ou ld b e ch a n ged pos it ively in th is con text.

1. **Com ple te th e fo llowing s e nte n c e s with wo rds / phras e s provide d in th e box be low 5** **10 =5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wou ld ra th er | let a lon e | wa s b orn | a s s oon a s | a s if |
| h a d b etter | wh a t does .... look like | wh a t 's like | th ere | h a s to |

(a ) —— a re m a n y tea ga rd en in Sylh et. Sylh et prod u ces 8 0 % of exp orted tea .

1. My fa th er —— work for extra t im e in th e office. He ea rn s a rou n d 5 ,00 0 tk. a s overtim e.
2. Son : Fa th er, —— a n Electric Ell ——?

Fa h ter : Sorry, I've n o id ea .

1. —— pa s s in g n igh t a t h os pita l bed? I h a d n ot been h os pita lized before. (e) He ca n n ot b u y food, —— a h ou s e.
2. I —— go a wa y th a n s ta y h ere. Sta yin g h ere h a s n ow becom e very b orin g.
3. I s h a ll go to Dh a k a —— pos s ib le. My elder broth er s ta yin g a t Dh a ka h a s fa llen s ick. (h ) Th is lit t le boy beh a ves —— h e were a n a d u lt .
4. Scien t is t J a ga dis h C Bos e —— in Mym en s in gh .
5. My fa th er ca n n ot m a in ta in th e fa m ily with th e m on ey h e gets a s s a la ry. So, I —— look for a pa r t -t im e job to relea s e s om e pres s u re.

### Co m ple t e t he follo win g s e nte nc e s wit h ph ras e or c laus e . 1 10 =10

(a ) Sin ce Ba n gla d es h is a n a gricu ltu ra l cou n t ry, h er ——. (b ) Th e b a t s m a n wou ld h a ve been ou t if ——.

(c) Micro credit in stitu tion s provide loan to th e poorer com m u n ity of th e society so th at ——. (d ) Govern m en t provides COVID va ccin e free of cos t les t ——.

1. Den gu e is s u ch a d a n gerou s dis ea s e wh ich ——.
2. He wa s a pa r t of th a t con s pira cy bu t h e preten ded a s if ——.
3. More th a n 5 0 yea r s pa s s ed s in ce ——. Still we a r e h igh ly in s pired with th a t h is torica l s peech .

(h ) On ce th e Pa d m a Bridge wa s a drea m b u t n ow it ——.

1. Th ere goes a proverb th a t ——. So, we s h ou ld rea d good b ook s to en r ich ou r kn owledge.
2. Ha d I been a b u t terfly, ——.

### Fill in t he gaps wit h right form s of ve rb 5 1 4 =7

Reza (a ) —— (t a k e) pa r t in th e a dm is s ion tes t (b) —— (a r ra n ge) by BUET a u th ority in 20 1 4 a n d h e (c) —— (s elect) for a dm is s ion in Mech a n ica l En gin eerin g d ept. before h e took a dm is s ion a n d fortu n a tely h e (d) —— (a llot) a s ea t in a h a ll. Before h e (e) —— (lea ve) h is h ou s e, h e (f) —— (a d vis e) by h is p a ren t s a n d elders (g) —— (n ot ta ke) pa r t in s tu den t politics . Now Reza is rea din g in th e fin a l yea r bu t h e (h ) —— (n ot forget) th a t a dvice. He (i)

—— (kn ow) it very well th a t n ot on ly h is fa m ily bu t a ls o wh ole n a t ion look forwa rd to (j) —

— (get) s u cces s n ews of s tu d en t s . So, h e ca n n ot (k) —— (s poil) h im s elf b y (l) —— (d o) a n y u n wis e th in g. If a ll s tu d en t s (m ) —— (becom e) con s ciou s lik e Reza , we (n ) —— (get) r id of th e cu r s e of violen t s tu d en t politics .

### Fill in t he gaps wit h m odifie rs as dire c t e d 5 1 0 =5

Air (a ) —— (u s e p a s t pa r t iciple ph ra s e to p os t -m odify th e n ou n ) is on e of th e m os t (b) —— (pre-m odify th e n ou n ) elem en t s of n a tu re. It is (c) —— (pre-m odify th e verb) n eeded for a ll (d) —— (pre-m odify th e n ou n with pres en t pa r t iciple) th in gs . Bu t we p ollu te a ir (e) —— (u s e prepos it ion a l ph ra s e to p os t -m odify th e n ou n ). Air is (f) —— (pre-m odify th e verb ) pollu ted by s m oke wh ich is crea ted by bu rn in g t ra s h a n d (g) —— (u s e n ou n a djective to pre-m odify th e n ou n ) fu el. However, (h ) —— (u s e p a s t pa r t iciple to pre-m odify th e n ou n ) a ir is h a rm fu l for (i) —— (pre-m odify th e n ou n with determ in er) h ea lth . So, we s h ou ld ta k e n eces s a ry s tep s (j) —— (u s e in fin it ive ph ra s e to p os t -m odify th e verb).



**84**



**HSC English Test Papers** 

### Us e appropriate c on ne c tors t o fill in t he gaps . 7

Th ere goes a proverb —— (a) as you sow so you will reap. Everybody kn ows it —— (b) few people work accordin gly. —— (c) you believe th is proverb, you can n ot waste tim e in vein . —— (d) u t iliza t ion of tim e is th e best in vestm en t —— (e) can brin g better fru it for you . —— (f) believer of th is proverb can n ot do an y m isdeed —— (g) s in —— (h ) h e/ sh e kn ows —— (i) su ch work will certain ly brin g su fferin gs for h im / h er. —— (j) we sh ou ld be aware of ou r works —— (k) th in kin g. A good work —— (l) m ay n ot be popu lar, can brin g good an d effective resu lt —— (m ) it is don e h on estly an d effectively. —— (n ) we a lways give em ph asis on good work.

### Ch an ge th e fo llowing s pe e c h. 7

Fu a d s a id to th e d octor, "Good m orn in g, s ir ." "Good m orn in g m y b oy. How do you feel toda y."

"Better th a n yes terda y. Wh en will you relea s e m e from th e h os pita l?" "Tom orrow, I expect."

"Th a n k you , s ir ."

### Write s yn o ny m or an to ny m as dire c t e d fro m t he follo win g pas s age 5 1 4 =7

Edu ca t ion m ea n s th e ch a n ge (s ) th e b eh a vior (s ) of h u m a n n a tu re. So, we receive (a ) ed u ca t ion in order to a da pt (s ) ou r s elves to th e n ew a n d ch a n gin g s itu a t ion (s ). Th e pu rpos e of ed u ca t ion is to en ergies (s ) ou r m in d s o th a t we ca n en a ble th em to dra w con clu s ion (a ), m a ke ju d gm en t a n d decis ion (a ). It is given n ot m erely in s ch ools , colleges a n d u n ivers it ies . Abra h a m Lin coln s pen t les s (a ) th a n a yea r a t a s ch ool. Yet h e wa s th e a u th or (s ) of th e grea t Gettys b u rg Sp eech . Na tu re is th e bes t m a s t er. Th e s ch ool of experien ce is th e m os t effect ive (a ) s ch ool. Obs erva t ion (a ) ra th er th a n b ooks , exp erien ce (a ) ra th er th a n m en a re th e bes t edu ca tor (a ).

### Us e punc tuation m ark wh e re n e c e s s ary . 7

On ce I a s k ed a lit t le girl wh a t is you r m oth ers n a m e s h e replied I kn ow th e n a m e of m y m oth er b u t I won t tell you th a t . I s a id , wh a t a clever girl you a re I d on ' t tell m y m oth er 's n a m e to a n ybody wh om I do n ot kn ow, s h e s p ok e with a n a ir of con fiden ce.

### Part - B : (Writing 4 0 Marks )

1. **Write an applic at ion t o th e Prin c ipal of your c olle ge re que s t in g him to allo t you a s e at in c olle ge h os t e l. 1 0**

### Write a paragraph in about 1 5 0 words an s we ring th e fo llowing que s t ion s . 15

(a ) Do you like you r college lib ra ry? (b) How m a n y b ook s a re th ere?

1. Wh a t kin ds of books a re fou n d th ere?
2. Is th ere a n y s p ecia l corn er in th e m em ory of Sh a ikh Ra s s el in you r college lib ra ry?
3. **Write a paragraph in about 1 5 0 words o n 'Un e m ploy m e nt Proble m in Banglade s h'. 15**

## Govt . De be ndra Colle ge , Manikganj

**03**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II

**Part A : Gram m ar (6 0 Marks )**

### Co m ple t e t he t e xt with s uit able pre po s it ion s 5 1 0 =5

Th e orph a n a ge is h igh (a ) —— th e Ca rolin a m ou n ta in s . Th e writer wa s th ere (b) —— th e a u tu m n . Sh e preferred pea cefu l en viron m en t to pen s om e t rou bles om e writin g. Sh e wa n ted th e m ou n ta in a ir to blow (c) —— th e m a la r ia from too lon g a t im e (d) —— th e s u btropics . Sh e wa s h om es ick (e) —— th e fla m in g (f) —— m a ples (g) —— October a n d for m a n y oth er th in gs . Sh e fou n d th em a ll livin g (h ) —— a ca bin b elon gin g (i) —— th e orph a n a ge, h a lf a m ile (j) —— orph a n a ge fa rm .

1. **Com ple te th e fo llowing s e nte n c e s with s uitable phras e s / words give n in th e box 5** **1 0 =5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wh a t 's like | th ere | h a ve to/ h a ve to | let a lon e | h a d b etter |
| wh a t does ... look lik e | wa s b orn | a s s oon a s | it | wou ld ra th er |

(a ) Th es e kids a re fu n -lovin g. Th ey —— pla y th a n s tu dy.

(b) Sh e is an ir respon s ible pers on . You can 't tru s t h er with you r dog, —— with you r ch ild. (c) A : —— you r n ew office ——?

B : I love it . Th e en viron m en t is very pea cefu l.

1. Th e s h ow res u m ed —— th e p ower s u p ply wa s res tored. It wa s a grea t relief for th e s pecta tors .
2. I h a ve to m eet m y a u n t in 15 m in u tes . I —— go n ow or I will be la te.
3. Th e wea th er is very h ot a n d h u m id . —— is expected th a t it will ra in th is even in g.
4. —— goes a proverb th at u n ity is s tren gth . So, we m u s t be u n ited till we reach ou r goal. (h ) In En gla n d, s ch ool ch ild ren wea r u n iform s . Wh a t a bou t Ba n gla d es h ?
5. Sh a kes p ea re —— a n d ra is ed in Stra t ford -u p on -Avon , En gla n d.
6. Son : Da d, —— a n Arctic fox ——?

Fa th er : I've n o id ea . Bu t you ca n a lwa ys Google th e term a n d fin d ou t .

### English Second Paper : Questions  85

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) Th ere wa s a lit t le ra in yes terda y. If it h a d ra in ed h ea vily, ——

1. Th ou gh ju n k food s look a p petizin g, ——. We s h ou ld a void th em .
2. Opportu n ity does n ot a lways com e. You wou ld h a ve s u cceeded in life provided th a t —— (d) Th e old m a n is very wea k. He wa lks very s lowly les t ——
3. Th e a m ou n t of wa s te is growin g ra pidly a ll over th e world a n d p ollu t in g th e en viron m en t . It is h igh t im e ——
4. I wis h I ——. I wou ld exp res s m y feelin gs in m y p oem s .
5. En glis h is a n in tern a t ion a l la n gu a ge. We n eed to lea rn it a s —— (h ) Kira n got a foreign s ch ola r s h ip . Sh e wa s s o h a p p y th a t ——
6. It wa s m y fir s t lectu re. I wa s too n ervou s ——
7. Ma n n ers defin e a m a n . We a lwa ys a pprecia te a pers on ——

### Re ad th e t e xt an d fill in t he gaps wit h t he c o rre c t fo rm s of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

If a ll th e ch ild ren (a ) —— (go) to s ch ool, th e cou n t ry (b) —— (get) r id of th e cu r s e of illit era cy. To b oos t u p ed u ca t ion , th e govt. (c) —— (s pen d) m ore m on ey. Su b s id ies m u s t (d)

—— (give) in th e ed u ca t ion s ector. Tea ch ers (e) —— (n eed) to (f) —— (t ra in ) for good tea ch in g. Th e poor s tu d en t s ca n (g) —— (brin g) u n der "Food" progra m m e Ed u ca t ion . We (h ) —— (t a ke) ca re th a t n o in s t itu t ion (i) —— (clos e) down d u e to p olit ica l cla s h es . All con cern ed (j) —— (b e) con s ciou s a bou t it . If we ca n n ot (k) —— (keep) p a ce with th e pres en t world. We (l) —— (la g) b eh in d. For th is we h a ve to (m ) —— (en s u re) ed u ca t ion for a ll a n d s et a brigh t pros pect for (n ) —— (im plem en t ) a ll n eces s a ry s tep s .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"I ca n ch op s om e wood tod a y," s a id J erry "Bu t I h a ve a b oy com in g from th e orph a n a ge." "I a m th e boy." "You ? Bu t you a re s m a ll." "Size d on 't m a t ter, ch op pin g wood," s a id J erry. "Som e of th e big b oys don 't ch op wood. I've been ch oppin g wood for a lon g t im e," s a id J erry to th e writer.

### Re ad t he follo win g t e xt and us e m odifie rs in t he blank s pac e s as dire c t e d wit h in t he brac ke t s 5 1 0 =5

Th e pu rpos e of ed u ca t ion is to brin g a b ou t (a ) —— (u s e a n a djective to pre-m odify th e n ou n ) ch a n ges in (b) —— (u s e a pos s es s ive to pre-m odify th e n ou n ) b eh a viou r . It a ls o brin gs ch a n ges in ou r lives a n d s ociety (c) —— (u s e a rela t ive cla u s e to pos t -m odify th e n ou n ). If it fa ils to do s o, it ca n 't be ca lled ed u ca t ion . Edu ca t ion is n ot on ly receivin g certifica tes a n d gettin g gra des . It is (d) —— (u s e a n in ten s ifier to pre-m odify th e a djective) m ore th a n th a t , we ca n a p ply ou r (e) —— (u s e a pa s t pa r t iciple to pre-m odify th e n ou n ) kn owledge in ou r en ga gem en t with th e world th a t lies (f) —— (u s e a n a dverb to p os t - m odify th e verb). We ca n do th a t in (g) —— (u s e a n a djective to pre-m odify th e n ou n ) wa ys . On e wa y is civic en ga gem en t wh ich is (h ) —— (u s e a n a dverb to pre-m odify th e verb 'a p precia ted ') a p precia ted a ll over th e world. Civic en ga gem en t m ea n s workin g to m a ke differen ce in civic life (i) —— (u s e a prep os it ion a l ph ra s e to p os t -m odify th e n ou n 'life'). A pers on (j) —— (u s e a pa s t pa r t iciple to pos t -m od ify th e n ou n ) civica lly is con cern ed a bou t civic is s u es like in ju s t ice, dis crim in a t ion a n d oth er form s of s ocia l ills .

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

Tim e, by it s very n a tu re, is fleetin g. (a ) ——, t im e on ce gon e is gon e forever. (b) —— th e s in cere p eople rea lize th e va lu e of t im e. (c) —— n ot everyon e is a wa re of th e va lu e of t im e. (d) ——, it is s een th a t m a n y of u s wa s te t im e. (e) ——, we rea lize th e s ign ifica n ce of los t t im e wh en it is too la te. (f) ——, we s u ffer in life. (g) ——, a ll of u s s h ou ld m a ke th e b es t u s e of t im e. (h ) —— proper t im e m a n a gem en t is th e key to s u cces s in s tu d en t life. (i) —— we fin d th a t a n idea l s tu d en t is th e on e wh o m a kes th e b es t u s e of t im e. (j) ——, a la zy s tu d en t fa ils to m a ke th e gra de a s h e kills t im e. (k) ——, th e tea ch ers a d vis e th eir s tu den t s n ot to wa s te t im e. (l) ——, th ey wa rn th e s tu d en t s a ga in s t th eir a ddiction to s ocia l n etworkin g s it es a n d ga m in g. (m ) ——, s tu d en t s s h ou ld follow th e a d vice of th eir tea ch ers . (n ) ——, th ey will s u ffer in th e lon g ru n .



**86**



**HSC English Test Papers** 

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w. .5 1 4 =7

He is opt im is t ic of h is s u cces s . He works h a rd a n d a bides by h is t ea ch ers ' gu id elin es . He u n d ers ta n d s th a t it is im p orta n t to be diligen t . He d oes n ot rely on a n y on e a n d believes th a t h on es ty a n d h a rd work ca n h elp on e rea ch th e pea k of s u cces s . He h a rbou rs th e fa ith th a t a la boriou s m a n is s u re to s h in e.

(a ) optim is t ic (a n ton ym ) (b) s u cces s (a n ton ym ) (c) h a rd (s yn on ym ) (d) gu id elin es (s yn on ym ) (e) u n ders ta n d (s yn on ym ) (f) im p orta n t (a n ton ym ) (g) diligen t (s yn on ym ) (h ) rely (s yn on ym )

* 1. h on es ty (a n ton ym ) (j) h elp (a n ton ym ) (k) pea k (s yn on ym ) (l) h a rbou r (s yn on ym ) (m ) la b oriou s (a n ton ym ) (n ) s h in e (s yn on ym )

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5 1 4 =7 Ra ja : Wh a t a re you d oin g Ra n a

Ra n a : I a m rea din g a let ter Ra ja : Letter? From wh om

Ra n a : It 's from m y pen fr ien d. Sh e is a n Au s t ra lia n . Her n a m es Lu cy. Ra ja : How old is s h e?

Ra n a : Sixteen Th e s a m e a s u s . Sh e lives in Sydn ey. Ra ja : Sydn ey wh a t 's th a t

Ra n a : It s a city in th e s ou th -ea s t of Au s t ra lia . Ra ja : How do you kn ow a b ou t it

Ra n a : Lu cy h a s s en t m e a pictu re of it Ra ja : Ca n you s h ow m e th e pictu re

Ra n a : Yes , h ere it is . You s ee, it look s very n ice, d oes n 't it

**Part B : Com pos it io n (4 0 Marks )**

### Suppo s e y ou are Shafayat. You wan t t o ge t adm it t e d int o an Englis h Lan guage Cours e run by t he Britis h Coun c il. Write an e -m ail to t he m anage r fo r de tail. 10

### Write a paragraph on "Im po rtanc e of Moral Value s " in 2 0 0 Wo rds . 15

### Write a paragraph on "Glo bal Warm ing" in 2 0 0 words . 15

## Gh at ail Cant onm e nt Public Sc hool & Colle ge , Tangail

**04**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Ou r cou n t ry is b es et (a ) —— m a n y problem s . Dowry is on e (b) —— th em . Ma n y p a ren t s of ou r cou n t ry a re com p elled (c) —— give dowry wh en th ey m a r ry (d) —— th eir da u gh ters . In fa ct, it preva ils (e) —— every cla s s of ou r s ociety. Ma n y in n ocen t girls fa ll victim s (f) —— a ll form s (g) —— a b u s es (h ) —— ca s e th eir pa ren t s fa il to s a t is fy th e bridegroom s ' fa m ily. On ly s prea d of fem a le ed u ca t ion ca n h elp a girl to s ta n d (i) —— h er own feet a n d figh t (j) —

* + th is cu r s e.

### Co m ple t e t he s e nte nc e s with s uit able ph ras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| let a lon e | u n t il | it | wou ld you m in d | wou ld ra th er |
| wh a t is it like | h a d b etter | th ere | wa s b orn | wh a t .... look lik e |

(a ) —— d oes th e ea r th ——? It is n ot com pletely rou n d.

1. I —— wa lk th a n get on th e bu s . Th is t im e th e b u s is very crowd ed.
2. Dr. Mu h a m m a d Sh a h idu lla h wa s a grea t la n gu is t . He —— in 18 8 5 A.D. (d) —— wa s a b oy a t th e door. He wa n ted to ta lk to m e.
3. —— ea t in g s ea fis h ? I th in k you will en joy it .
4. Toda y is a ra in in g d a y. You —— n ot go to office toda y.
5. Sh e ca n n ot b u y a cell ph on e —— a com p u ter.

(h ) Pu n ctu a lly is th e h a bit of doin g exa ctly th in gs in t im e. —— is , of cou r s e, a good h a bit.

1. I've n ever t ra velled by a ir , —— in th e s ky?
2. Th e p oor will con t in u e to s u ffer —— th ey a re illit era te.

### English Second Paper : Questions  87

1. **Co m ple t e t he follo win g s e nte nc e s us in g s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) Em i ca lled m e two t im es . I h a d better ——

1. Sh e proceeded a s th ou gh ——. It wa s a m a t ter of won der.
2. I h a ve n ot d ecided th e m en u yet, let a lon e ——. How s t ra n ge! (d) Th is is th e h ou s e th a t ——. It is very n ice.
3. I n eed to lea rn type writin g. If I h a d a type writer, ——.
4. Ha d I p os s es s ed a va s t p roperty, ——. To do s o is m y m is s ion .
5. Pa r is is th e city wh ere ——. It is th e ca pita l of Fra n ce.

(h ) Are you t ryin g for a job? You h a ve n ot s o m u ch in telligen ce th a t ——.

1. I don 't kn ow th e wa y to th e pos t office. Wou ld you m in d ——?
2. You a re very h ea lth y. Th e work is s o t ir es om e th a t ——.

### Re ad t he fo llowing t e xt and fill in t he gaps with th e c o rre c t fo rm of ve rbs as pe r s ubje c t and c on t e xt 5 1 4 =7

Air (a ) —— (be) a n im portan t elem en t of th e en viron m en t . Bu t it is con s ta n t ly bein g (b) —— (pollu te) in m an y ways. Gen era lly, we (c) —— (m ade) fire (d) —— (cook) food an d do m an y works. Th is fire em it s s m oke wh ich (e) —— (con ta m in a te) a ir . Veh icles (f) —— (pollu te) a ir to a great exten t by (g) —— (bu rn ) fu el sh ou ld be (h ) —— (ch eck). Air pollu t ion a ls o (i) —— (h a ppen ) wh en coal an d oil (j) —— (bu rn ). So, m ills an d fa ctories sh ou ld ch eck (k) —— (em it ) sm oke. Mills an d factories can be (l) —— (h old) respon s ible for th is pollu t ion . It is h igh t im e we (m ) —— (ch eck) a ir pollu t ion . Oth erwise we (n ) —— (su ffer) a lot.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you fin is h ed th e b ook th a t I ga ve you la s t n igh t?" Ka m a l s a id to m e, "Yes , I h a ve." I replied, "Wh a t a n in teres t in g book it is ! I wis h I wou ld b orrow th e b ook ea r lier ." I s a id , "Will you retu rn th e b ook to m e tom orrow?" h e a s k ed .

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

I m et a s a in t (a ) —— (p os t m odify th e verb). My fr ien d, Ma h im (b) —— (p os t m odify th e n ou n with a n a p pos it ive) wa n ted to m eet h im . Th e s a in t h a d (c) —— (pre-m odify th e n ou n ) kn owledge in religion . He s p ea ks (d) —— (pos t m odify th e verb). He s a ys (e) —— (u s e a dem on s t ra t ive to pre-m odify th e n ou n ) Alla h h a s crea ted u s for pra yers . (f) —— (u s e a n in fin it ive ph ra s e to p os t m odify th e verb), p eople s ta r ted to look on e a fter a n oth er. He wa s

(g) —— (u s e a n in ten s ifier to pre-m odify th e a djective) s a ga ciou s pers on . He cou ld con t rol th e (h ) —— (pre-m odify th e n ou n ) people. My fr ien d beca m e a s ton is h ed (i) —— (u s e a pa r t iciple to pre-m odify th e verb) h is lectu re. Ma y Alla h bles s m y (j) —— (u s e a n a djective to pre-m odify th e n ou n ) s a in t .

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

We wan t su ccess (a) —— prosperity in life. (b) —— we do n ot kn ow (c) —— are n eeded for ach ievin g th ese. (d) —— we wan t to m ake ou r life gloriou s , we (e) —— follow som e ru les. (f) —

—, we h ave to be in du s triou s . (g) ——, with ou t h ard work, su ccess in life is im possible. (h ) —— we sh ou ld be s in cere in ou r activities. Som e people th in k (i) —— good lu ck is th e root of a ll ach ievem en ts in life. (j) —— n oth in g is farth er from th e tru th th an it. (k) —— every su ccess in life depen ds totally on ou r activities. (l) —— we spen d tim e in idlen ess, we m u s t su ffer. (m ) —

* + we sh ou ld be h on est in life (n ) —— th is virtu e h elps u s greatly to gain ou r goal.

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w 5 1 4 =7

We s h ou ld n ever ca ll a s tu den t wea k er. Tea ch ers s h ou ld n ever dis cou ra ge a n y s tu den t fru s t ra t in g h is / h er in teres t , a bility a n d drea m . Every tea ch er s h ou ld t ry h is / h er bes t to fin d ou t th e wa ys of s u cces s for th e s tu d en t s a n d gu id e th em to a ch ieve it .

(a ) n ever (a n ton ym ); (b ) wea ker (a n ton ym ); (c) dis cou ra ge (a n ton ym ); (d) fru s t ra t in g (s yn on ym ); (e) in teres t (s yn on ym ); (f) a bility (a n ton ym ); (g) drea m (s yn on ym ); (h ) bes t (a n ton ym ); (i) fin d (s yn on ym ); (j) wa ys (s yn on ym ); (k) s u cces s (a n ton ym ); (l) s t u d en t s (s yn on ym ); (m ) gu ide (s yn on ym ); (n ) a ch ieve (a n ton ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Th e of s a ilor s a id I a m s a ved b eca u s e I h a ve s h own t ru e love for a ll livin g th in gs s om etim es I feel I m u s t tea ch th e les s on th a t I lea rn t "wh a t is th e les s on ," th e gu es t s a id Th e old s a ilor s a id He Pra yeth b es t wh o loveth b es t a ll th in gs both grea t a n d s m a ll.

### Part B : Com pos it io n (4 0 Marks )

1. **Suppo s e , y ou are Sujo n and s tudyin g at Prim e Co lle ge in Chat to gram . Now, o n be half of the s tude nt s of yo ur c olle ge , write an applic at ion t o t he Prin c ipal t o s t art an Englis h Language Club. 10**

### Write a paragraph o n 'Ho w To Be c o m e A Go od Stude n t ' wit hin 2 0 0 words (Lis t ing Me t ho d). 15

1. **Write a paragraph o n 'Cit y Life Vs Count ry Life ' within 2 0 0 wo rds (c om paris o n and Co nt ras t Me t ho d). 15**



**88**



**HSC English Test Papers** 

## Madhupur Shahid Sm rit y Highe r Se c ondary Sc hool, Tangail

**05**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Flowers a re th e excellen t gift of n a tu re. Th ey h a ve exis ted (a ) —— th e ea r th (b) —— preh is toric t im e. Sin ce th en th ey h a ve been t rea ted (c) —— th e s ym b ol of bea u ty. It is a n u n d en ia ble fa ct th a t flowers a re u s ed (d) —— va r iou s s ph eres (e) —— ou r life. It is u s ed m os t ly (f) —— decora t ion . People (g) —— a ll wa lks of life u s e flowers u s u a lly (h ) —— n a t ion a l occa s ion a n d (i) —— weddin g. Everyon e prefers flowers (j) —— expres s in g th eir love a n d d evotion .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a s if | wa s b orn | a s s oon a s | it | wh a t does ....look lik e |
| th ere | h a ve to | let a lon e | wou ld ra th er | h a d b etter |

(a ) Ma n n ers m a k e a m a n . Stu den t s —— pra ctice good m a n n ers in everyda y life.

1. Mos t s tu den t s in ou r cou n t ry a re wea k in En glis h . Th ey —— follow th e a dvice of th eir tea ch ers for im provem en t .
2. He t r ies to s h ow off h is kn owledge in En glis h . He s pea k s En glis h —— h e were a n En glis h m a n .
3. Cox's Ba za r is a pop u la r tou r is t h u b. —— a re m a n y n ice h otels th ere for tou r is t s .
4. Th e oth er da y I m et a n old r ick s h a w p u ller . He told m e th a t h e —— p u ll a r icks h a w th a n beg.
5. A poor m a n s t ru ggles h a rd to s u rvive in ou r cou n t ry. He ca n h a rdly ea rn Tk. 2 00 a da y, —— Tk. 2 00 0 .
6. In Dh a ka city, t ra ffic ja m is very com m on . —— m a y occu r a n ywh ere a n ytim e.

(h ) Sm okin g is on e of th e m a jor ca u s es of h ea r t a t ta ck a n d ca n cer. —— a s m oker s top s s m okin g, h e ca n a void th e r is k of a n y da n ger.

1. Ha ve you ever h ea rd th e n a m e of Willia m Sh a kes pea re? He —— on 2 3 rd April, 1 56 4 in En gla n d. He wa s on e of th e grea tes t dra m a t is t s of th e world.
2. Son : Da d, —— a n a lien ——?

Fa th er : Well. Alien s a r e b elieved to com e from a n oth er pla n et by UFOs . Film s a n d s cien ce fict ion tell u s a b ou t th em . Th ey a re rea lly a wes om e.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Go to th e b a n k with th e ch equ e les t ——.

1. Ma m u n s a t b es ide th e win dow s o th a t ——.
2. Os ca r is a very wea k s tu den t b u t h e n ever rea lizes it . He beh a ves a s if ——. (d) Th ou gh h e is a wea lth y m a n , ——.
3. My ch ildh ood wa s fu ll of joys a n d h a p pin es s . Wou ld th a t ——.
4. Abir feels s leepy beca u s e la s t n igh t ——.
5. Nin e yea r s pa s s ed s in ce ——.

(h ) Th e p oem is too difficu lt for th e s tu den t s ——.

1. If th e boy h a d been a bit con s ciou s ——.
2. His m oth er ca lled h im wh ile ——.

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt . .5 1 4 =7

On e n igh t th e en t ir e villa ge wa s s leepin g. Ba ya zid Bos ta m i wa s bu s y with s tu dy. His m oth er (a ) —— (s leep ). Su d den ly, s h e woke u p a n d (b) —— (feel) th ir s ty. (c) —— (ca ll) h er s on , s h e told h im to give h er a gla s s of wa ter a n d (d) —— (fa ll) a s leep a ga in . Wh en Ba ya zid wen t to th e pitch er, h e (e) (fin d) —— it em pty. So, wen t ou t with th e pitch er in s ea rch of wa ter. After a wh ile h e (f) —— (com e) ba ck with wa ter fou n d h is m oth er (g) —— (s leep). Th en h e wa it ed (h ) —— (s ta n d) by h er bed with a gla s s of wa ter. He did n ot m a ke a n y s ou n d les t s h e (i) —— (wa ke) u p. Su d den ly h is m oth er wok e u p a n d s a w h im with th e gla s s of wa ter. At on ce s h e (j) —— (u n ders ta n d) wh a t th e m a t ter wa s . Sh e u t terly (k) —— (m ove) with th e beh a vior of h er s on a n d (l) —— (bu r s t ) ou t in t ea r s . Sh e (m ) —— (b les s ) Ba ya zid form th e core of h ea r t a n d la ter on , Ba ya zid (n ) —— (em erge) a s a grea t s a in t .

### English Second Paper : Questions  89

1. **Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7**

"Wh y a re you p u t t in g th e foods in you r p ocket, Sir? Wh y don 't you ea t?" a s k ed th e n oblem a n ." I'm d oin g th e r igh t th in gs . My dres s d es erves th es e r ich dis h es ." replied Sh eikh Sa a di. "I a m s orry. I don 't u n ders ta n d wh a t you m ea n to s a y." s a id th e n oblem a n . "I ca m e h ere yes terd a y bu t you r m en did n ot s h ow a n y res pect to m e. I a m th e s a m e m a n , on ly m y dres s h a s been ch a n ged," s a id Sh eikh Sa a di.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Ba n gla des h is a (a ) (pre-m odify th e n ou n ) cou n t ry. Th ou gh it is a s m a ll cou n t ry, it h a s a (b) —— (pre-m odify th e n ou n ) pop u la t ion . Peop le (c) —— (pre-m odify th e verb with a n d a dverb) depen d on a gricu ltu re. Th ey grow differen t kin ds of crop s (d) —— (pos t -m odify) th e verb with a n a dverbia l ph ra s e). We ea rn (e) —— (pre-m odify th e n ou n with a n ou n a djective) cu r ren cies by exportin g s om e of th es e crops . We a re a ls o r ich in (f) —— (pre- m odify th e n ou n with a n a djective) res ou rces . Now, we a re a ble (g) —— (p os t -m odify th e a djective with a n in fin it ive) n a tu ra l ga s from u n dergrou n d. Ou r in du s t r ies a re a ls o r is in g (h ) —— (p os t -m odify th e verb with a n a dverb). We exp ort (i) ——, (pre-m odify th e n ou n with a n ou n a djective) prod u cts to th e d eveloped cou n t r ies . In th is rega rd, we h a ve a lr ea dy ea rn ed a (j) —— (pre-m odify th e n ou n ) rep u ta t ion .

1. **Us e appropriate s e n te n c e c onn e c to rs i n th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

Un em ploym en t is a grea t cu r s e. (a ) —— a ll th e cou n t r ies of th e world s u ffer from th e cu r s e. (b) —— n owh ere in th e world, th is problem is s o a cu te a s in ou r cou n t ry. (c) —— th ere a re m a n y rea s on s beh in d it . (d) ——, ou r cou n t ry is in du s t r ia lly b a ckwa r d. (e) —— ou r t ra dition a l ed u ca t ion s ys tem is n ot s ervice -orien ted. (f) ——, ou r s tu d en t s a n d you th s h a ve fa ls e s en s e of dign ity. (g) ——, th ey ru n a fter job s on ly. (h ) ——, u n em ploym en t problem s h ou ld be rem oved a t a n y cos t (i) —— ou r ed u ca t ion s ys tem s h ou ld be ch a n ged.

(j) —— we s h ou ld pu t em ph a s is on tech n ica l ed u ca t ion . (k) —— we s h ou ld m otiva te ou r s tu d en t s to ta ke voca t ion a l t ra in in g (l) —— voca t ion a l t ra in in g ca n m a ke s tu den t s s killed. (m ) ——, m ore m ills a n d fa ctories s h ou ld be es ta blis h ed. (n ) ——, we h a ve to t ry to ch a n ge th e a t t itu des of ou r s tu d en t s .

### Re ad t he pas s age an d t he n write t he an to n ym or s y n on ym s of the words as dire c t e d be lo w 5 1 4 =7

Th ere a re m a n y people wh o h a ve a con s erva t ive ou t look. Qu it e ea rly in life th ey lea rn to believe th a t everyth in g in th is world wa s predeterm in ed a n d a ll th a t h a pp en to th em wa s orda in ed by God. For th is b elief, th e p oor gen era lly a ccept th eir p overty a n d a ll th eir s orrows a n d s u fferin gs with ou t t ryin g m u ch to overcom e th em . Th ey a ls o h a ve th e s a m e s ort of a tt itu de towa rds illn es s a n d dis ea s e.

(a ) people (s yn on ym ); (b) con s erva t ive (a n ton ym ); (c) ea r ly (a n ton ym ); (d) believe (s yn on ym ); (e) world (s yn on ym ); (f) a ll (a n ton ym ); (g) p overty (a n ton ym ); (h ) s u ffer in gs (s yn on ym ); (i) m u ch (a n ton ym ); (j) overcom e (s yn on ym ); (k) s a m e (a n ton ym ); (l) a t t itu de (s yn on ym ); (m ) illn es s (s yn on ym ); (n ) dis ea s e (a n ton ym ).

### The re are e rro rs in th e us e of punc tuatio n m arks in th e fo llowing t e xt . Re write t he t e xt c o rre c t ing th e e rrors 5 1 4 =7

Stu den t : Ma y I com e in s ir ? Prin cip a l : Yes com e in

Stu den t : Good m orn in g Sir.

Prin cip a l : Good m orn in g h ow ca n I h elp you

Stu den t : Sir we wou ld like to a r ra n ge a s tu dy tou r

Prin cip a l : It 's a grea t idea ill a pprecia te it Su bm it a n a pplica t ion . Stu den t : Ok Sir We will do s o

Prin cip a l : Ok s ee you

### Part B : Com pos it io n (4 0 Marks )

1. **Write an applic at ion t o th e Prin c ipal of y our c olle ge to s e t up a c om m o n ro om in your c olle ge . 10**

### Write a de s c riptive paragraph o n Dutie s of a Stude nt. 15

1. **Write a paragraph describing causes , effects and solutions of Gender Discrim ination. 15**



**90**



**HSC English Test Papers** 

## Lut for Rahm an Mat in Mohila De gre e Colle ge , Tangail

**06**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Fill in t he blanks wit h artic le s . Us e c ros s (****) m ark whe re an artic le is n ot n e c e s s ary .**

### .5 1 0 =5

Du r in g h olid a ys ' wh en m y m oth er wen t to s leep (a ) —— n oon , we wen t to th e ra ilwa y lin e. Th ere, a lon g with oth er ch ild ren , I wa tch ed h ow th e t ra in s pa s s ed (b) —— in n u m era ble u n kn own fa cts . My fa th er got a n a p p oin tm en t (c) —— a town s ch ool a n d h e m oved (d) —— th e town im m edia tely with a ll th e m em bers of th e fa m ily. I wa s a dm it ted (e) —— m y fa th er 's s ch ool. I felt th a t m y s ch ool fellows h a d n o feelin g (f) —— on e a n oth er a s we h a d in th e villa ge. However, I h a ve gra du a lly a dju s ted m ys elf (g) —— town life. I a m h a p py with m y n ew fr ien ds b u t m y h ea r t a ch es (h ) —— th e h a p py ch ildh ood da ys . Ch ildh ood is free (i)

—— worries a n d h a s in fin it e ca pa city (j) —— en joym en t .

### Com plete the following sentences with suitable phrases/ words given in the box. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| th ere | wh a t if | wa s b orn | h a d b etter | a s lon g a s |
| let a lon e | h a ve to | a s if | it | a s s oon a s |

(a ) —— is rea lly u n fortu n a te for a boy lik e h im to fa il in th e exa m . (b) He ca n n ot s core a goa l, —— a h a t -t r ick.

1. His m oth er bein g s ick, h e n eed s to go h om e —— pos s ib le.
2. Th e m a n a ger s a ys a lon e. It s eem s —— oth er h a d n oth in g to s a y. (e) No on e is h a ppy with h er res u lt ; s h e —— u n ders t a n d it .
3. —— you los e you r pen ?
4. —— lived a very clever fox in a ju n gle.

(h ) Th e p oor will con t in u e to s u ffer —— th ey a re illit era te.

1. Za h ir Ra ih a n —— on 19 Au gu s t 1 9 35 in Fen i.
2. We —— ed u ca te a ll a n d work h a rd to develop ou r cou n t ry.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) You ca n n ot bu y a ca r u n les s ——. It cos t s a lot . (b) You a re n ow s ick. Ca ll m e in Ca s e ——.

1. He is s o s h ort th a t ——.
2. Sin ce th ere a re n o m ore qu es t ion s to dis cu s s ——. (e) I worked h a rd a lth ou gh ——.
3. Ha rdly h a d we s ta r ted to ea t wh en ——.
4. We were u n a ble to go by t ra in beca u s e of ——. (h ) I will give h im th e m es s a ge a s s oon a s ——.
5. Wh en I wa s a ch ild ——.
6. Th ere a re m a n y h elples s people. I wis h ——.

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t an d c o nte xt . .5 1 4 =7

Ba n gla des h (a ) —— (be) a n in d ep en d en t cou n t ry. It (b) —— (com e) in to bein g in 19 7 1 . It (c)

—— (com e) a u tom a t ica lly. In 1 9 47 , Pa kis ta n (d) —— (becom e) in depen d en t a s Ea s t a n d Wes t Pa kis ta n Ba n gla des h (e) —— (b e) th en kn own a s Ea s t Pa kis ta n . From th e very (f) —— (bega n ), Wes t Pa kis ta n t r ied exploit u s . Th ey (g) —— (t ry) to deprive u s of ou r m oth er la n gu a ge. In 1 95 2 , we (h ) —— (es ta blis h ) ou r r igh t th rou gh th e La n gu a ge Movem en t . La ter, th e election of 19 5 4 , th e Edu ca t ion Movem en t of 19 62 , Ma s s Movem en t of 19 6 9 a n d th e election of 1 9 70 (i) —— (be) ou r gloriou s a ch ievem en t s we (j) —— (t a ke) pride in . We a re prou d of, (k) —— (a ch ieve) th e m os t expected in depen den ce a n d (l) —— (in h erit) a gloriou s h is tory for th e s u prem e s a crifice of m illion s of people. It is h igh t im e we (m ) —— (eva lu a te) th eir s a crifice a n d (n ) —— (p) —— h om a ge to th os e people.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

Th e n a tu re lover s a id to th e fellow, "Wh a t a t in y bird it is ! Do you kn ow th e n a m e of bird?" "No, I don 't kn ow" s a id th e fellow. Th en th e n a tu re lover s a id , "Try to collect th e n a m e." "Th a n k you , s ir " replied th e fellow.

### English Second Paper : Questions  91

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5** **1 0 =5**

Sa b bir is (a ) —— (u s e determ in er to pre-m odify th e n ou n ph ra s e) idea l s tu den t . He prep a res (b) —— (u s e p os s es s ive to pre-m odify th e n ou n ) les s on s in colla b ora t ion with h is tea ch ers . He d oes (c) —— (p os t -m odify th e verb) in every exa m in a t ion a s h e d oes n ot wa s te t im e. He kn ows t im e on ce los t is los t forever. So, h e u t ilizes every m om en t . Du r in g h is free t im e h e goes to h is n a t ive villa ge. He tea ch es (d) —— (pre-m odify th e n ou n ) people. He wa n t s (e) —— (u s e a n in fin it ive ph ra s e to p os t -m odify th e verb) illit era cy from h is villa ge. (f)

—— (u s e pres en t pa r t iciple to pre-m odify th e verb) illit era cy from h is villa ge, h e wa n t s to brin g a bou t m a s s ive developm en t th ere. He is (g) —— (u s e a n in ten s ifier to pre-m odify th e a djective) devoted to God. He s a ys pra yer (h ) —— (u s e qu a n t ifier to pre-m odify th e n ou n ) t im es a da y. He n ever tells a lie. He res pects h is pa ren t s very m u ch . Oth er s u p eriors a re a ls o res pected by h im . His fa th er (i) —— (p os t -m odify th e n ou n ph ra s e with a n a p p os it ive) s u pp orts h im cordia lly. His m oth er, a n idea l h ou s ewife, (j) —— (pre-m odify th e verb) s u pp orts h im very m u ch . Su ch a s tu d en t like Sa bbir is ra rely fou n d n owa da ys .

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

Wa ter is a vita l elem en t of th e en viron m en t (a ) —— th is elem en t is p ollu t ed in m a n y wa ys . (b) ——, fa rm ers u s e ch em ica l fertilizers a n d in s ecticides in th eir field. (c) —— ra in a n d flood wa s h a wa y th es e ch em ica ls , th ey get m ixed with wa ter in r ivers , ca n a ls a n d pon ds (d)

—— p ollu te it . (e) ——, m ills a n d fa ctories th row th eir pois on ou s ch em ica ls a n d wa s te produ ct in to wa ter. (f) ——, wa ter veh icles a ls o pollu te wa ter by d u m pin g food wa s te a n d h u m a n wa s te in to it , (g) ——. In s a n it a ry la t r in es a n d u n s a fe d ra in s a ls o con t r ib u te to wa ter p ollu t ion . Wa ter is ca lled life. (h ) ——, we ca n n ot a llow th is p ollu t ion to con t in u e, we h a ve to ra is e a n a wa ren es s a b ou t it . (i) —— people a re a wa re a b ou t p ollu t ion , it m igh t be pos s ib le to preven t it , We kn ow (j) —— tota l preven t ion is im p os s ib le (k) —— we ca n certa in ly red u ce it , (l) —— people ca n rea lize th e ba d im pa ct of p ollu t ion , th ey will a void pollu t in g wa ter, (m ) ——, la ws s h ou ld be en forced s t r ict ly, (n ) —— we fa il to ch eck wa ter pollu t ion , we will s u ffer .

### Re ad th e follo wing pas s age and t he n write t h e ant on ym or s yn o ny m of t he words as dire c t e d be lo w 5 1 4 =7

Books a re m en 's bes t frien ds in life. You m a y h a ve m a n y good fr ien ds ; b u t you d o n ot fin d th em wh en you n eed th em . Th ey m a y n ot a lwa ys com e to you with s ym pa th y. Som e m a y prove t ru e or s om e m a y prove fa ls e a n d do you m u ch h a rm . Bu t books a re a lwa ys rea dy to be by you r s id e. Som e book s will m a ke you la u gh , s om e oth ers will give you m u ch plea s u re. Aga in s om e b ooks will brin g n ew kn owledge a n d idea s . Th ey a re you r tru e fr ien ds th rou gh ou t you r life.

(a ) fr ien d (a n ton ym ); (b) n eed (a n ton ym ); (c) s ym pa th y (s yn on ym ); (d) prove (s yn on ym ) (e) fa ls e (a n ton ym ); (f) h a rm (a n ton ym ); (g) la u gh (a n ton ym ); (h ) plea s u re (s yn on ym ); (i) brin g (s yn on ym ); (j) kn owledge (a n ton ym ); (k) idea (s yn on ym ); (l) t ru e (s yn on ym ); (m ) th rou gh ou t (s yn on ym ); (n ) life (s yn on ym ).

### The re are t e n e rrors in th e us e of punc tuatio n m arks in t he follo wing t e xt . Re write the t e xt c orre c t in g t he e rrors 5 1 4 =7

Tou r is t : h ow old is th e edifice gu ide

Gu ide : Ma da m e it s a 1 5 th cen tu ry edifice Tou r is t : Wh a t a won derfu l edifice it is

Gu ide : It wa s b u ilt by a kb a r th e em peror of In dia . Tou r is t : Oh I s ee

Gu ide : Ma m a m e we s h ou ld m ove n ow. Th e s u n is a b ou t to s et. It wou ld b e da rk. Tou r is t : Is n 't th e pla ce s a fe

Gu ide : It is bu t th e s ecu r ity does n ot a llow a n yb ody a fter h e s u n s et.

### Part B : Com pos it io n (4 0 Marks )

### Write an applic at io n to y our princ ipal re que s t ing him t o e s tablis h an En glis h lan guage c lub. 10

### Write a paragraph about "Pad m a Bridge " Within 2 0 0 words . 15

### Write a paragraph of c om paris o n and c o nt ras t o n Cit y life an d Cou ntry life with in 2 0 0 words . 15



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

**HSC English Test Papers** 

**07 Sadarpur Gove rnm e nt Colle ge , Sadarpur, Faridpur**

**Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II**

**Part A : Gram m ar (6 0 Marks )**

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5** We got ou r freedom (a ) —— th e s a crifice of h u n dred s a n d th ou s a n ds (b) —— lives . Th e pa t r iots (c) —— ou r la n d fou gh t (d) —— th e op pres s ion of th e Wes t Pa kis ta n i ru lers . Fin a lly, th e oppres s ors were bou n d to s u r ren d er (e) —— ou r freed om figh ters . Bu t a grea t n u m ber (f) —— th e s on s of th e la n d died (g) —— th e wa r . Soon (h ) —— th e wa r , th e govern m en t (i) —— Ba n gla des h fou n ded th e Na t ion a l Mem oria l (j) —— m em ory of th e m a r tyrs .
2. **Com ple te th e fo llowing s e nte n c e s with s uitable phras e s / words give n in th e box. .5** **1 0 =5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a s s oon a s | wou ld ra th er | wh a t did ... look like | let a lon e | th ere |
| wa s b orn | wh a t 's ... like | h a d b etter | h a ve to | it |

(a ) Th e ru les of ou r college a re very s t r ict . —— th e bells r in g, th e s tu den t s h a ve to a t ten d th e cla s s es .

(b) We s u s pected, —— wa s Akra m wh o took a wa y m on ey from th e b ox. (c) —— wa s kin g n a m ed Solom on . He wa s powerfu l a n d in telligen t .

1. His in com e wa s very lim it ed. He cou ld n ot b u y a m otorbik e —— a ca r .
2. —— it —— livin g in En glis h s tyle? You s eem to b e h a p py with you r life in Lon d on .
3. Mr Ha bib is very h on es t . He —— res ign th e p os t th a n ea rn m on ey in a dis h on es t wa y.
4. Los t t im e n ever com es b a ck in life. So, you —— n ot wa s te t im e in u n profita ble work. (h ) Ka zi Na zru l Is la m is a rebel p oet. He —— in th e Wes t Ben ga l.
5. Pa ra dis e lies u n der pa ren t 's foot . So, we a ll —— ob ey ou r pa ren t s .
6. I can't remember my father's face because I lost him in my very tender age. —— he ——?

### Co m ple t e t he follo win g s e nte nc e s us in g s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Sca rcely h a d we rea ch ed th e s ta t ion ——. (b) Air is a n im p orta n t elem en t wh ich ——. (c) He will n ot obta in A+ u n les s ——.

(d) Ha d we got th e in vita t ion , ——. (e) —— I wou ld h elp th e p oor.

1. I h a ve los t m y cell ph on e. Wou ld you m in d —— s o th a t I ca n ta lk to m y m oth er?
2. Now wa terborn e dis ea s es h a ve in crea s ed dra m a t ica lly. Drin k p u re wa ter les t ——. (h ) Ha rdly h a d we s ta r ted to ea t ——. It wa s a n u n expected kn ock.
3. Air is pollu ted in m a n y wa ys . It is h igh t im e ——.
4. Th e m a r tyrs la id down th eir lives in 19 7 1 . Th ey did it s o th a t ——.

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt : .5 1 4 =7

Pa t r iotis m (a ) —— (b e) love for on e's own cou n t ry. It (b) —— (b e) a powerfu l s en t im en t a n d is wh olly u n s elfis h a n d n oble. A pa t r iot (c) —— (pu t ) h is cou n t ry fir s t , h e (d) —— (s a crifice) even h is own life for th e s a k e of h is cou n t ry. His idea lis m (e) —— (give) h im cou ra ge a n d s t ren gth . Bu t fa ls e pa t r iotis m (f) —— (b e) d a n gerou s . It (g) —— (t ea ch ) h im to (h ) —— (h a te) m en wh o (i) —— (n ot belon g) to h is cou n t ry. Pa t r iotis m (j) —— (develop) fellow- feelin g in a p ers on . A pa t r iot is a lwa ys (k) —— (pra is e) a n d (l) —— (h on ou r ) by h is cou n t rym en . So, everyb ody s h ou ld (m ) —— (t ry) to (n ) —— (a cqu ir e) th is n oble vir tu e.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c h. 7

"Stop. Didn 't I tell you to s top? You ca n n ot go th ere," s a id th e s ergea n t . "Oh ! very well, it is h a rd th in g to be very p oor. All th e world is a ga in s t th e poor," s a id th e m a n .

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Th e world is produ cin g m illion s of ton s of (a ) —— (pre-m odify th e n ou n with a n a djective) ru b bis h a n d toxic in du s t r ia l wa s te ea ch yea r , a n d it is becom in g (b) —— (pre-m odify th e n ou n with a pres en t pa r t iciple) difficu lt to fin d s u it a ble loca t ion s to get r id of a ll th e refu s e. Th e dis p os a l of (c) —— (pre-m odify th e n ou n ) kin ds of wa s te is s eriou s ly p ollu t in g (d) —— (pre-m odify n ou n with a determ in er) en viron m en t . We kn ow th a t a ir is a n (e) —— (pre- m odify th e n ou n with a n a djective) elem en t of ou r en viron m en t a n d ou r a ir is pollu ted by s m oke. Ma n m a kes fir es (f) —— (pos t -m odify th e n ou n with a n in fin it ive) cook food, m a ke brick s , m elt ta r for roa d con s t ru ction a n d to do (g) —— (pre-m odify th e n ou n with a qu a n t ifier ) oth er th in gs . Fires crea te s m oke a n d pollu te (h ) —— (pre-m od ify th e n ou n with a determ in er) a ir . Ra ilwa y en gin es a n d p ower h ou s es crea te s m ok e by b u rn in g coa l a n d oil. Mills a n d fa ctories a ls o belch (i) —— (pre-m od ify th e n ou n with a determ in er) s m oke. Bu s es , t ru ck s a n d ca r s u s e p etrol a n d dies el oil. Th es e too em it s m ok e. All (j) —— (pre- m odify th e n ou n with a dem on s t ra t ive) kin d s of s m oke pollu te th e a ir .

### English Second Paper : Questions  93

1. **Us e appropriate s e nt e nc e c o nn e c t ors / linke rs in t he blank s pac e s of the fo llowing pas s age 5** **1 4 =7**

Tim e a n d t ide wa it for n on e (a ) ——, n o on e ca n s top th e on wa rd m a rch of t im e. (b) ——, we s h ou ld n ot wa s te a s in gle m om en t in va in . (c) ——, we s h ou ld m a ke th e proper u s e of every s in gle m om en t of ou r life. (d) ——, th e s tu d en t s s h ou ld u n ders ta n d th e va lu e of t im e. It is a m a t ter of grea t r egret th a t s om e of th e s tu den t s pa s s a wa y th eir va lu a ble t im e in Fa ceb ook. (e) ——, th ey k ill th eir t im e (f) ——, th ey ca n n ot prepa re th eir les s on well. (g) —

—, th ey a lwa ys h a ve a p oor prep a ra t ion for th e exa m in a t ion . (h ) ——, th ey ca n n ot d o well in th e exa m . (i) ——, th ey d on 't s top wa s t in g t im e. (j) ——, th ey con t in u e to wa s te th eir t im e u s in g Fa ceb ook t ill it is too la te for th em (k) —— th ey rea lize it th ey fin d n oth in g to d o

(l) —— regret th e m a t ter. (m ) —— s tu den t s s h ou ld rea lize th e va lu e of t im e a t every s tep in th eir life. (n ) —— s tu den t life is th e bes t t im e to be pu n ctu a l.

### Re ad th e follo wing pas s age and t he n write t h e s yn o ny m o r ant o ny m of t he words as dire c t e d 5 1 4 =7

Dem ocra cy is th e s ys tem of govern m en t wh ich a llows freed om of s p eech , religiou s a n d politica l opin ion . It m ea n s fa ir a n d equ a l trea tm en t for th e cit izen s with ou t s ocia l cla s s divis ion . In fa ct, in a dem ocra t ic cou n t ry people elect th eir repres en ta t ives wh o work for th e people. Free a n d fa ir election is th e pre -con dition for dem ocra cy. In a dem ocra t ic cou n t ry, people en joy th e r igh t s of food, cloth , s h elter, edu ca t ion , m edica l t rea tm en t a n d oth er fa cilit ies .

(a ) s ys tem (s yn on ym ); (b) a llow (s yn on ym ); (c) freedom (a n ton ym ); (d) s peech (s yn on ym ); (e) opin ion (s yn on ym ); (f) fa ir (a n ton ym ); (g) equ a l (a n ton ym ); (h ) t rea tm en t (s yn on ym ); (i) s ocia l (a n ton ym ); (j) divis ion (s yn on ym ); (k) d em ocra t ic (a n ton ym ); (l) elect (a n ton ym ); (m ) en joy (s yn on ym ); (n ) fa cility (s yn on ym ).

### The re are s om e e rro rs in t he us e of pun c tuation m arks in th e fo llowing t e xt . Re write the t e xt c orre c t in g t he e rrors 5 1 4 =7

h ow is you r fa th er ra n a s a id m r ka r im h e is very well th a n k you replied ra n a I a m gla d to h ea r th a t h e is in good h ea lth s a id m r k a r im

### Part B : Com pos it io n (4 0 Marks )

1. **Suppo s e , y ou are t he s tude nt of X c olle ge . Your c o lle ge wants to play a frie nds hip football m atc h with Y Colle ge . No w writ e an applic at io n t o your prin c ipal s e e king pe rm is s ion t o arrange t he m at c h. 10**

### Write a lis t ing paragraph on 'My Count ry'. 15

1. **Write a c aus e and e ffe c t paragraph o n 'Enviro nm e nt Po llut io n ". 15**

## Gove rnm e nt Ainuddin Colle ge , Madhuk hali, Faridpur

**08**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

**1. Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

A good s tu den t is n ever in differen t (a ) —— h is s tu dies . He a lwa ys a dh eres (b) —— h is s tu dies . He d oes n ot lea rn th in gs (c) —— rote. He d oes n ot h u n t (d) —— t ra dition a l gu id e books . Moreover, h e h a s grea t th ir s t (e) —— k n owledge. For th is , h e does n ot con fin e h im s elf (f) —— th e t ra dit ion a l s tu dies . He is a lwa ys a wa re (g) —— th e cu r ren t a ffa ir s (h ) —

— th e world. He a bid es (i) —— h is tea ch ers a dvice a n d jots (j) —— th eir lectu res .

### 2 . Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wh a t 's like | h a ve to/ h a s to | wh a t does ..... look like | th ere | wou ld ra th er |
| a s s oon a s | let a lon e | it | h a d b etter | wa s b orn |

(a ) We h a ve n ot d ecided yet wh ere we a re goin g, —— booked th e t ickets . (b) —— lea d a s im ple life th a n ea rn a lot of m on ey ille ga lly.

(c) —— h a s b een m a n y yea r s s in ce I s a w h im . (d) Ha ve you ever s een a n octop u s ? —— it ——?

1. Socra tes wa s a grea t Greek ph ilos oph er. He —— in 46 9 BC.
2. Th e s a ilors were terrified . —— were n o birds or a n im a ls in th a t s n ow covered cou n t ry.
3. He is n ot a t h om e n ow. —— h e retu rn s , I will r in g you .

(h ) I h ea r you h a ve join ed a n ew job. —— you r n ew b os s ——?

1. You a re a lwa ys la te in a t ten din g cla s s es . You —— be on t im e.
2. I —— get to th e ra ilwa y s ta t ion by five or els e I m a y m is s th e t ra in .



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

**HSC English Test Papers** 

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) I a m in cla s s XII. It is Govern m en t Ain u d din College ——.

(b) Th ere a re m a n y s tu d en t s in th e college. I wen t to college with a view to ——. (c) No s oon er h a d ou r Prin cipa l en tered th e cla s s room ——.

(d) Ha n ifa got GPA 4 .5 0 in HSC Exa m in a t ion . Ha d s h e s tu died properly ——. (e) Ou r HSC Exa m in a t ion is kn ockin g a t th e door. It is h igh t im e ——.

1. Th e m ore we s tu dy, ——.
2. So, th e im porta n ce of ed u ca t ion is beyon d des cription . I wou ld ra th er ——. (h ) I don 't pra ctis e En glis h Gra m m a r . It wa s m a n y d a ys s in ce ——.
3. Stu dy s h ou ld b e th e m a in m otto of a s tu den t 's life. We s h ou ld s tu dy s o ——.
4. We h a ve to ta k e good prepa ra t ion . Th ere goes a proverb th a t "A s t it ch in t im e ——.
5. **Re ad th e t e xt and fill in the gaps wit h t he c o rre c t form of ve rbs : .5** **1 4 =7** Crick et (a ) —— (b e) a pop u la r ga m e. Nowa d a ys , people (b) —— (lon g) wa tch it to get plea s u re. Cricket (c) —— (ca ll) a gen t lem en 's ga m e too. A bon d of fr ien ds h ip (d) —— (crea te) a m on g th e pla yin g n a t ion s . Th e Ba n gla d es h Na t ion a l Cricket Tea m is popu la r ly (e)

—— (kn ow) a s th e Tigers . Ou r cricket tea m (f) —— (be) very orga n is ed. It a lr ea dy (g) —— (prove) it s worth in m a n y in tern a t ion a l m a tch es . Ou r cricketers (h ) —— (be) ca pa ble of (i)

—— (com pete) with th e r en own ed cricket tea m s of th e world. Th e pres t ige of ou r cou n t ry a lr ea dy (j) —— (go) u p in th e in tern a t ion a l a ren a ; th a n ks to ou r cricket tea m . In s pite of it s ren own , s om etim es ou r cricket tea m (k) —— (s h ock) u s by (l) —— (perform ) poorly. Even a fter th a t , we believe, ou r crick eters (m ) —— (ou t s h in e) a ll oth er com p etitors in fu tu re. However, th ey (n ) —— (n eed) m ore vigorou s pra ctice to rea ch th eir goa ls .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"I'll pa y for it ," h e s a id . "I broke it , I brou gh t th e exe down ca reles s ." "Bu t n o on e h it s a ccu ra tely every t im e, J erry. Moreover, th e fa u lt wa s in th e wood of th e h a n dle. I'll s ee th e m a n wh o I h a ve b ou gh t it from ," I told h im .

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blan k s pac e s 5 1 0 =5

Ka zi Na zru l Is la m is ca lled th e Sh elley of Ba n gla lit era tu re. He wa s a (a ) —— (pre-m odify th e n ou n ) p oet. He wrote (b) —— (pos t -m odify th e verb) in a lm os t a ll bra n ch es of Ba n gla lit era tu re. Na zru l, (c) —— (p os t -m odify th e n ou n with a p p os it ive), won th e a t ten t ion of everyb ody in h is ea r ly ch ildh ood. He wrote cea s eles s ly u n t il th e dea th of (d) —— (u s e pos s es s ive to pre-m odify th e n ou n ) p oetic fla ir . He com pos ed (e) —— (pre-m odify th e n ou n ) s on gs (f) —— (m odify th e n ou n with a n a djective cla u s e). His lit era ry works h a ve en r ich ed

(g) —— (pre-m odify th e n ou n with n ou n -a djective) lit era tu re. His p oem s a n d s on gs pla yed a grea t role (h ) —— (pos t -m odify th e verb with a n in fin it ive ph ra s e) in ou r Wa r of Libera t ion . He (i) —— (p re-m odify th e verb) s a n g th e s on gs of equ a lit y in h is poetry. He is

(j) —— (pre-m odify th e n ou n with determ in er) pride, n o d ou bt.

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing t e xt 5** **1 4 =7**

Tim e, by it s very n a tu re, is fleetin g. (a ) ——, t im e on ce gon e is gon e forever. (b) —— th e s in cere people rea lize th e va lu e of t im e. (c) ——, n ot everyon e is a wa re of th e va lu e of t im e. (d) ——, it is s een th a t m a n y of u s wa s te t im e. (e) ——, we rea lize th e s ign ifica n ce of los t t im e wh en it is too la te. (f) ——, we s u ffer in life. (g) ——, a ll of u s s h ou ld m a ke th e b es t u s e of t im e. (h ) ——, proper t im e m a n a gem en t is th e key to s u cces s in s tu den t life. (i) ——, we fin d th a t a n idea l s tu d en t is th e on e wh o m a kes th e b es t u s e of t im e. (j) ——, a la zy s tu d en t fa ils to m a ke th e gra de a s h e kills t im e. (k) ——, th e tea ch ers a d vis e th eir s tu den t s n ot to wa s te th eir t im e. (l) ——, th ey wa rn th e s tu d en t s a ga in s t th eir a ddiction to s ocia l n etworkin g s it es a n d ga m in g. (m ) ——, s tu den t s s h ou ld follow th e a d vice of th eir tea ch ers (n ) ——, th ey will s u ffer in th e lon g ru n .

### Re ad th e follo wing pas s age and t he n write t h e ant on ym or s yn o ny m of t he words as dire c t e d be lo w 5 1 4 =7

A r ift wa s crea ted b etween Sh ilp i a n d Ra s h id a n d th eir exten ded fa m ily. Som e of th e m em bers in s u lted a n d crit icized th e cou ple. Un a ble to con vin ce th eir clos e rela t ives of th e r is ks of pregn a n cy, Sh ilp i a n d Ra s h id retu rn ed to th e cou n s ellor . Th ey took th e h elp of a pa ren t peer wh o h a d b een tra in ed to s p ea k to oth er pa ren t s a b ou t a doles cen t is s u es . Even tu a lly everyon e com e to u n ders ta n d th e h a rm fu l effects of ea rly pregn a n cy on m oth er a n d ch ild .

(a ) crea te (s yn on ym ); (b) exten d (a n ton ym ); (c) in s u lt (a n ton ym ); (d) criticize (a n ton ym ); (e) u n a ble (a n ton ym ); (f) clos e (s yn on ym ); (g) ea r ly (a n ton ym ); (h ) retu rn (s yn on ym ); (i) h elp (s yn on ym ); (j) everyon e (a n ton ym ); (k) h a rm fu l (a n ton ym ); (l) effect (s yn on ym ); (m ) cou n s ellor (s yn on ym ); (n ) t ra in ed (a n ton ym ).

### English Second Paper : Questions  95

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5** **1 4 =7**

Rod ela : Hello Ra h ela wh a t a re you d oin g Ra h ela : Im rea din g a n ews pa per

Rod ela : Do you rea d th em regu la r ly

Ra h ela : Yes everyda y before brea kfa s t Don t you Rod ela : No I don 't . Wh a t s th e u s e of it

Ra h ela : News pa per is a n in dis p en s ib le p a r t of ou r life it h elps u s in m a n y wa ys

**Part B : Com pos it io n (4 0 Marks )**

### Suppo s e , you are a s t ude n t of X Colle ge in J as h ore . Ma n y outs ide rs dis turb t he s tude nt s of y our c olle ge an d do diffe re n t t ype s of anti -s o c ial ac t ivit ie s . No w, write an applic at io n t o th e Prin c ipal for taking n e c e s s ary m e as ure s agains t t he m . 10

### Write a paragraph o n 'A Book Fair' wh e re yo u have re c e nt ly vi s it e d. Your paragraph s h ould n ot e xc e e d 2 0 0 wo rds . 15

### Write a paragraph c o m paring and c o nt ras t ing be t we e n 'Village Life an d Cit y Life ' wit hin 2 0 0 wo rds . 15

## Rajbari Govt . Colle ge , Rajbari

**09**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

La n gu a ge pla ys a very im p orta n t role (a ) —— th e life of h u m a n bein gs . We u s e la n gu a ge (b)

—— th e m om en t , we wa ke (c) —— in th e m orn in g t ill we go to bed (d) —— n igh t . We u s e la n gu a ge n ot on ly d u r in g ou r wa kin g h ou r s bu t a ls o (e) —— ou r drea m s . We u s e la n gu a ge

(f) —— differen t p u rp os es . We u s e la n gu a ge (g) —— expres s wh a t we feel. We u s e la n gu a ge to s a y wh a t we lik e or dis like. If you d o n ot like t ea (h ) —— m ilk , you s a y "I'll ta ke tea (i) —

— m ilk". We u s e la n gu a ge to expres s ou r s t ron g feelin gs a n d e m otion s . If you a re ch a rm ed

(j) —— th e s cen ery of a p la ce, you s a y, "Wh a t a lovely pla ce!"

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wh a t 's it like | th ere | wh a t does .... look like | h a ve n o | let a lon e |
| wou ld ra th er | h a d b etter | a s s oon a s | it | wa s b orn |

(a ) Th e tea ch er wa s in th e cla s s . He left th e cla s s room —— th e bell ra n g. (b) I will go to Lon d on tom orrow. I —— bu y a t icket.

1. He lik es d eliciou s food. He —— s ta rve th a n ea t ordin a ry food.
2. —— m a kin g a ga rden on th e roof? I h a ve a pla n to m a ke on e with in a few da ys . (e) He —— to be a tea ch er. His a t t itu d e s a ys s o.
3. You —— d o wh a t I s a y or els e you will get in to t rou ble.
4. I wen t to m y fr ien d 's h ou s e. Bu t —— wa s n obody in th e h ou s e.

(h ) Rita is very id le. Sh e ca n n ot boil pota to, —— prep a r in g a din n er for eigh t pers on s .

1. Fa th er : —— a gh os t ——? Son : It is like a ca r toon .
2. —— is s a id th a t "Hon es ty is th e bes t p olicy." An h on es t p ers on is loved a n d res p ected by everybody.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Th e t ra in blew wh is t le. No s oon er h a d th e pa s s en gers h ea rd th e wh is t le th a n ——. (b) Birds ca n fly beca u s e th ey h a ve win gs . I wis h ——.

(c) Mr. Ma h in is a s u cces s fu l bu s in es s m a n . He is n ot on ly in telligen t ——. (d) I ca n n ot p erm it m y kid to go a broa d. He is s o you n g th a t ——.

1. Th e m ovie wa s in teres t in g a n d m a n y people a s s em bled a t th e h a ll to en joy it . Sin ce we a r r ived la te, ——.
2. La s t yea r we wen t on a t r ip to th e m ou n ta in s . We took bla n kets s o th a t ——.
3. J a m il is n ever h a ppy. Even th ou gh you d o everyth in g for h im , ——. (h ) Th ey were a lwa ys ca refu l. Th ey op en ed th e win dow beca u s e ——.

(i) He's a lwa ys a s b u s y a s a bee. I won der wh eth er ——.



**96**



**HSC English Test Papers** 

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt : .5 1 4 =7

Ea r ly r is in g (a ) —— (m ea n ) th e h a bit of (b) —— (r is e) ea r ly in th e m orn in g. It (c) —— (b e) a good h a bit. An ea r ly r is er ca n (d) —— (h a s ) a good t im e to s ta r t th e work of a da y. At th a t t im e, th e m in d a n d th e body (e) —— (r em a in ) fres h . An ea r ly r is er ca n (f) —— (t a ke) ph ys ica l exercis e. It (g) —— (give) h im en ergy. Th e work ca n be (h ) —— (fin is h ) in t im e. He wh o (i) —— (go) to bed ea r ly ca n r is e ea r ly. An ea r ly r is er get th e opportu n ity to (j) —— (fin is h ) h is work t im ely. He/ s h e gets en ou gh s cop e for (k) —— (ea rn ) m ore th a n th e la te r is ers . Th e h a bit of r is in g ea r ly s h ou ld b e (l) —— (form ) in th e ch ildh ood. By (m ) —— (form ) th is good h a bit, a s t u den t ca n be (n ) —— (ben efit) in m a n y wa ys .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ven 't you r cla s s es s ta r ted, Im ra n ?"

"Yes , fa th er. Ou r cla s s es h a ve s ta r ted from toda y. Ou r tea ch ers h a ve s u gges ted u s to bu y s om e b ooks ."

"How m u ch m a y th e b ooks cos t you ?" "Th ey m a y cos t twen ty th ou s a n d ta ka ."

"Go with you r m oth er to th e book s ta ll a n d bu y th e books ."

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Rob ert Bru ce, (a ) —— (pos t -m odify th e n ou n with a ppos it ive), fou gh t (b) —— (u s e qu a n t ifier to pre-m odify th e n ou n ) ba t t les a ga in s t Kin g Edwa rd I of En gla n d. Bu t (c) —— (u s e a n a dverb to pre-m odify th e verb) h e wa s d efea ted in (d) —— (u s e d eterm in er to pre- m odify th e n ou n ) ba t t le. Wh ile th e pen s ive kin g wa s th in kin g a b ou t (e) —— (u s e pos s es s ive to pre-m odify th e n ou n ph ra s e) u n fortu n a te con dition lyin g in a ca ve, h e s a w a s pider. Th e s pider wa s workin g with (f) —— (u s e a r t icle to p re-m odify th e n ou n ) goa l. Th e goa l wa s to rea ch th e ceilin g a n d (g) —— (u s e a dem on s t ra t ive to pre-m odify th e n ou n ) ta s k wa s n ot ea s y for th e lit t le crea tu re. It fell d own (h ) —— (u s e a n a d verbia l to pos t -m odify th e verb), bu t did n ot give u p a n d, even tu a lly, it s u cceeded a t it s s even th a t tem pt. Th e p ers evera n ce of th e s pider en cou ra ged Robert Bru ce; h e fou gh t a ga in (i) —— (u s e a n in fin it ive ph ra s e to pos t -m odify th e verb) a n d th is t im e h e defea ted (j) —— (u s e a r t icle to pre-m odify th e n ou n ) En glis h a rm y a n d s ecu red th e in depen den ce of Scotla n d.

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

Nels on Ma n dela wa s th e grea tes t lea der of Sou th Africa . (a ) ——, h e wa s on e of th e grea tes t lea d ers of th e world. (b) ——, h e s p en t h is in s pired people a rou n d th e world to work n on - violen t ly for a better life. (c) —— h e h a s in s pired people a rou n d th e world to work n on - violen t ly for a b etter life. (d) ——, th e Eu ropea n s were s epa ra ted from th e n on -Eu ropea n s in Sou th Africa . (e) ——, it wa s govern m en t p olicy of ra cia l s egrega t ion . (f) ——, th e bla ck s were s u bjected to a ll s or t s of in dign it ies . (g) ——, th ey were den ied a ll ba s ic h u m a n r igh t s . (h ) ——, th ey were a lien s in th eir own cou n t ry. (i) ——, th e cru el t rea tm en t of th e bla ck s s a d den ed Nels on Ma n dela . (j) ——, th e grea t lea der vowed to p u t a n en d to th e in h u m a n pra ctice. (k) ——, th is grea t m a n wa s th rown beh in d th e pris on ba r s . (l) —— th e op pres s ive ru lers cou ld n ot brea k h is s pirit. (m ) ——, a ll h is life h e s tru ggled again s t a parth eid. (n ) ——, th e grea t lea der rea lized th e goa l of libera t in g h is people.

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w 5 1 4 =7

Ra n a 's fa m ily is very big. Ra n a is a h a rd worker a n d h e is th e **s o le** brea d **winn e r** of th e fa m ily. He h a s th ree **kids** -two s on s a n d a da u gh ter. He lives a lon g with fa th er a n d m oth er Ra n a u s ed to **work** very h a rd to feed h is fa m ily. He work s for m ore th a n 1 6 h ou r s a da y. Th e kid s ca n n ot s ee h im a s h e will **le ave** h om e ea r ly in th e m orn in g before th ey wa ke u p a n d **re ac h** h om e a rou n d m idn igh t wh en kid s wou ld s leep every d a y. Th e en t ir e fa m ily **e age rly** wa it s to s pen d qu a lit y t im e with h im a n d th e kids m is s h im s o m u ch . Th e ch ild ren were too **c urious** a b ou t Frida ys a s h is fa th er wou ld s p en d th e **e n t ire** da y with th em . **Unfortunate ly** , to m eet th e in crea s in g h ou s eh old expen s es a n d ed u ca t ion a l expen s es , Ra n a took a week en d job to work even on Frid a ys . Th e kids were very **s hat t e re d** a n d even Ra n a 's wife a n d pa ren t s too! Th e **t ypic al** rou t in e con t in u ed for s evera l weeks a n d yea r pa s s ed. All th e h a rd work of Ra n a ea rn ed a lot of ben efits a n d h e wa s offered **prom otion** with a t t ra ctive **inc re m e n t** .

(a ) s ole (a n ton ym ); (b) win n er (s yn on ym ); (c) kids (s yn on ym ); (d) work (s yn on ym ); (e) lea ve (a n ton ym ); (f) rea ch (a n ton ym ); (g) ea gerly (s yn on ym ); (h ) cu r iou s (s yn on ym ); (i) en t ir e (a n ton ym ); (j) u n fortu n a tely (s yn on ym ); (k) s h a t t ered (a n ton ym ); (l) typica l (s yn on ym ); (m ) prom otion (a n ton ym ); (n ) in crem en t (a n ton ym ).

### English Second Paper : Questions  97

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5** **1 4 =7**

Stra n ger : Ma y I com e in s ir Ma yor : Yes of cou r s e

Stra n ger : Id lik e to h elp you get r id of th es e ra t s . Ma yor : Rea lly

Stra n ger : With in a n h ou r Bu t it ll cos t you on e th ou s a n d gold coin s .

Ma yor : Id love to s pen d m ore th a n th a t on ly if you cou ld free u s from th e ra t s . Stra n ger : I don t n eed m ore th a n on e th ou s a n d gold coin s .

Ma yor : It s a dea l. Sta r t you r work n ow

Stra n ger : Yes b u t m a ke a r ra n gem en t for m y pa ym en t . Ma yor : Well be rea dy before you fin is h .

Stra n ger : Oh , th a t 's grea t

### Part B : Com pos it io n (4 0 Marks )

1. **Suppo s e , you are th e s tude nt of c las s XII o f Rajbari Govt. Co lle ge , Rajbari. Now,**

### writ e an applic at io n to the Princ ipal of your c olle ge for a s t ipe n d fro m t he po or fund. 10

1. **Write a paragraph of about 2 0 0 words o n "Im port an c e of Le arning En glis h ". 15**
2. **Write a paragraph c o m paring and c on t ras t ing th e Nuc le ar Fa m i ly vs Exte nde d Fam i ly . Us e 2 0 0 wo rds . 15**

## Pangs ha Mohila Colle ge , Pangs ha, Rajbari

**10**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Th e m a n wh o is u s ed (a ) —— workin g h a rd is s u re (b) —— s u cces s . He is n ot t ir ed (c) —— h a rd work. He s t ick s (d) —— h is prin ciples . He d oes n ot s u bm it (e) —— h is fa te. He kn ows th a t in du s t ry is th e key (f) —— s u cces s . He d oes n ot rely (g) —— oth ers . He h a s res pect (h )

—— th e elders . Noth in g ca n preven t h im (i) —— h a rd work. He is free (j) —— greed.

1. **Com ple te th e fo llowing s e nte n c e s with s uitable phras e s / words give n in th e box 5** **1 0 =5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| it | th ere | h a s to | wh a t 's ... like | h a d b etter |
| wh a t does .... look lik e | wa s b orn | let a lon e | wou ld ra th er | a s s oon a s |

(a ) Ru p a —— ta k e u p th e p rofes s ion of tea ch in g th a n be a n u r s e. Sh e th in k s tea ch in g is a n oble profes s ion .

1. Edm u n d Bu rke wa s a n ora tor, writer a n d s h rewd p olit icia n . He —— in 172 9 in En gla n d.
2. He ca n n ot tea ch in a h igh s ch ool —— in a u n ivers ity.
3. —— is difficu lt to rega in los t h ea lth . So, we s h ou ld a lwa ys ta ke ca re of ou r h ea lth . (e) —— flows a r iver bes id e ou r villa ge. Th e r iver is u s efu l to u s in m a n y wa ys .
4. Sa r ika is a n exa m in ee. Sh e —— s tu dy a lot to m a ke a good res u lt .
5. —— h on es ty ——? I th in k it to be a n oble vir tu e.

(h ) Rita is ill. We —— go to s ee h er. Sh e will be h a p p y to s ee u s .

1. Th e girls fell s ick —— th ey h a d food s . Th e food s were con ta m in a ted.
2. —— a n eleph a n t ——? I h a ve n ever s een it before.

### Co m ple t e t he follo win g s e nte nc e s us in g s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Beca u s e of green h ou s e effect, th e clim a te ——.

(b) ABM Wa h idu zza m is m y fa vou r it e tea ch er wh o ——. (c) You ca n n ot s h in e in life ——.

1. If I h a d th e win gs of a bird ——.
2. Mos t of th e s tu den t s wa s te th eir va lu a ble t im e. It is h igh t im e th ey ——.
3. Th ere a re s o m a n y p eople in ou r cou n t ry. I wis h ——.
4. Ha d I work ed h a rd ——.

(h ) We s a ved m on ey s o th a t ——.

1. I wen t to m a rket with a view to ——.
2. Th ere goes a proverb ——.



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

**HSC English Test Papers** 

1. **Read the text and fill in the gaps with the correct form of verbs as per subject and context : .5** **1 4 =7** (a ) Cricket —— (be) a p op u la r ga m e. Nowa da ys , people (b) —— (lon g) to wa tch it to get plea s u re. Cricket (c) —— (ca ll) a gen t lem en 's ga m e too. A b on d of fr ien ds h ip (d) —— (crea te) a m on g th e pla yin g n a t ion s . Th e Ba n gla d es h Na t ion a l Cricket Tea m is pop u la r ly (e)

—— (kn ow) a s th e Tigers . Ou r crick et tea m (f) —— (be) very orga n ized. It a lr ea dy (g) —— (prove) it s worth in m a n y a n in tern a t ion a l m a tch . Ou r cricketers (h ) —— (be) ca pa ble of (i)

—— (com p ete) with th e ren own ed crick et tea m s of th e world. Th e pr es t ige of ou r cou n t ry a lr ea dy (j) —— (go) u p in th e in tern a t ion a l a ren a . In s pite of it s ren own , s om etim es ou r cricket tea m (k) —— (s h ock) u s by (l) —— (perform ) poorly. Even a fter th a t , we believe, ou r cricketers (m ) —— (ou t s h in e) a ll oth er com p etitors in fu tu re. However, th ey (n ) —— (n eed) m ore vigorou s pra ctice to rea ch th eir goa ls .

### Ch an ge th e fo rm of narrative s t yle by us ing in dire c t s pe e c h e s . 7

"Wh y do you s top m e?" a s ked Ru bel. "Ha ve I d on e a n y wron g?"

"You a re drivin g s o fa s t . It is n ot th e ru le," s a id th e t ra ffic s ergea n t . "Sorry, s ir . My m oth er is in th e h os pita l. So, I a m in a h u r ry," s a id Ru bel.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Am erigo, (a) —— (u se n ou n in apposition ) lives alon e. His paren ts n ow live separate an d n on e of th em wan ts (b) —— (u se in fin itive to post-m odify th e verb) h is respon s ibility. (c) —— (u se possessive to pre-m odify th e n ou n ) m oth er told h im to go away becau se sh e is m arried to an oth er m an (d) —— (u se determ in er to pre-m odify th e n ou n ) s treets are n ow h is h om e. He wan ted (e) —— (u se adjective to pre-m odify th e n ou n ) m on ey from h is fa th er to bu y a (f) —— (u se n ou n adjective to pre-m odify th e n ou n ) ticket. Bu t h is fa th er did n ot an swer. He earn s h is livin g by workin g h ard. (g) —— (u se adverbial to pre-m odify th e verb) h e fin ds work. Som e of (h ) —— (u se dem on s trative to pre-m odify th e n ou n ) works are very risky for h im . On ce h e sold ice cream (i) —— (u se preposition al ph rase to post-m odify th e verb). Bu t h e got (j) —— (u se qu an tifier to pre-m odify th e n ou n ) m on ey in retu rn from th e own er of th e ice -cream sh op.

1. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age 5** **1 4 =7**

Tim e, by it s very n a tu re, is fleetin g. (a ) —— t im e on ce gon e is gon e forever. (b) —— th e s in cere p eople rea lize th e va lu e of t im e. (c) —— n ot everyon e is a wa re of th e va lu e of t im e, (d) ——, it is s een th a t m a n y of u s wa s te t im e. (e) ——, we rea lize th e s ign ifica n ce of los t t im e wh en it is too la te. (f) ——, we s u ffer in life, (g) —— a ll of u s s h ou ld m a k e th e bes t u s e of t im e. (h ) —— proper t im e m a n a gem en t is th e key to s u cces s in s tu den t life. (i) —— we fin d th a t a n idea l s tu d en t is th e on e wh o m a kes th e bes t u s e of t im e. (j) ——, a la zy s tu d en t fa ils to m a ke th e gra de a s h e kills t im e. (k) ——, th e tea ch ers a d vis e th eir s tu den t s n ot to wa s te t im e. (l) ——, th ey wa rn th e s tu d en t s a ga in s t th eir a ddiction to s ocia l n etworkin g s it es a n d ga m in g. (m ) —— s tu den t s s h ou ld follow th e a dvice of th eir tea ch ers . (n ) ——, th ey will s u ffer in th e lon g ru n .

### Re ad th e follo wing pas s age and t he n write t h e ant on ym or s yn o ny m of t he words as dire c t e d be lo w 5 1 4 =7

He is opt im is t ic of h is s u cces s . He works h a rd a n d a bid es by h is tea ch ers gu id elin es . He u n d ers ta n d s th a t it is im p orta n t to be diligen t . He d oes n ot rely on a n y on e a n d believes th a t h on es ty a n d h a rd work ca n h elp on e rea ch th e pea k of s u cces s . He h a rbou rs th e fa ith th a t a la boriou s m a n is s u re to s h in e.

(a ) optim is t ic (a n ton ym ); (b) s u cces s (a n ton ym ); (c) h a rd (s yn on ym ); (d) gu idelin es (s yn on ym ); (e) u n ders ta n d (s yn on ym ); (f) im porta n t (a n ton ym ); (g) diligen t (s yn on ym ); (h ) rely (s yn on ym ); (i) h on es ty (a n ton ym ); (j) h elp (a n ton ym ); (k) p ea k (s yn on ym ); (l) h a rb ou r s (s yn on ym ); (m ) la boriou s (a n ton ym ); (n ) s h in e (s yn on ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Stu den t : Ma y i com e in Sir Prin cip a l : Yes , com e in

Stu den t : Good m orn in g Sir

Prin cip a l : Good m orn in g h ow ca n i h elp you ?

Stu den t : Sir We wou ld like to a r ra n ge a s tu dy tou r .

Prin cip a l : It s a grea t id ea . III a pp recia te it . Su b m it a n a p plica t ion to m e s o th a t I ca n ta ke s tep in fa vou r of you

Stu den t : OK, Sir we will write a n a p plica t ion on b eh a lf of th e s tu d en t s . Prin cip a l : Ok s ee you

Stu den t : Th a n k you very m u ch Sir Prin cip a l : You a re m os t welcom e.

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at io n t o t he Princ ipal of y our c olle ge for providin g Wi -Fi c o nn e c t io n in your c olle ge . 10

### Write a paragraph on 'The Padm a Bridge ' within 2 0 0 words . 15

### Write down a c o m pare an d c o nt ras t paragraph o n 'Cit y Life and Rural Life ' wit hin 2 0 0 words . 15

### English Second Paper : Questions  99

## Mym e ns ingh Govt . Colle ge , Mym e ns ingh

**11**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

A cra ftwork is a n a p plied form (a ) —— a r t , a s ocia l a n d cu ltu ra l prod u ct reflectin g th e in clu s ive n a tu re (b) —— folk im a gin a t ion . A cra ft work, wh ich u s u a lly d oes n 't bea r th e s ign a tu re of it s m a ker, r eta in s a pers on a l tou ch . Wh en we keep ou r eyes (c) —— a th ir ty- yea r old Na ks h ika n th a , we won der (d) —— it s m otif a n d d es ign s th a t poin t (e) —— th e a es th etic in gen u ity a n d th e pres en ce of th e m a k er (f) —— it . Th e fa ct th a t we d on 't kn ow h er n a m e or a n y oth er deta ils (g) —— h er d oes n 't ta k e a n yth in g a wa y (h ) —— ou r a p precia t ion (i) —— th e a r t is t . In deed th e in t im a te n a tu re of th e k a n th a a n d th e ta ctile feelin g in it a n im a te th e work a n d m a ke it worth y (j) —— in vita t ion .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a d b etter | let a lon e | it | wa s b orn | wh a t does ... look lik e |
| a s s oon a s | h a ve to/ h a s to | th ere | wou ld ra th er | wh a t 's ... like |

(a ) It is ra in in g ou t s id e. You —— ta ke a n u m brella . (b) He ca n 't rea d n ews pa per, —— edit a n ews p a p er.

1. —— lived a wis e m a n bu t h e wa s n ot well-kn own to a ll.
2. You look t ir ed. —— a p pea r s to m e th a t you h a ve toiled a lot.
3. J u n a id is a s ym bol of vers a t ile gen iu s . He —— in to a n eedy fa m ily.
4. —— a din os a u r —— ? Ha ve you ever s een it ?
5. Pa n ic s eized m e —— I h ea rd h is roa r in g voice.

(h ) Th ou gh I a m in dire n eed of m on ey, I —— die th a n s eek a n y fin a n cia l h elp from a m a n like you .

1. Stu den t s —— prepa re th eir n otes by th em s elves .
2. —— you r n ew tea ch er —— ? He is very expert a n d dyn a m ic.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Th ere goes a proverb t h a t ——. So, we s h ou ld be ca refu l a bou t m a kin g fr ien ds . (b) You a re diligen t . I'm s u r e th a t ——.

1. If I h a d brou gh t m y ca m era ——.
2. Spa ce jou rn ey is very difficu lt . Th e h igh er you fly, ——. (e) It is h is ba d lu ck. He fa iled to s u cceed th ou gh ——.
3. Let's go ou t for a wa lk , ——?
4. Wh en ever h e s pea ks in En glis h , ——. Actu a lly, m a n lea rn s th rou gh m is ta kes . (h ) Work ca refu lly les t ——.
5. I ca n 't reca ll h is n a m e. It wa s lon g s in ce ——.
6. Ha rdly h a d I s een m y fr ien d ——.

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt : .5 1 4 =7

If a ll th e ch ild ren of Ba n gla des h (a ) —— (s en d) to s ch ool, th e cou n t ry (b) —— (get) r id of th e cu r s e of illit era cy. To boos t u p ed u ca t ion , th e govern m en t (c) —— (s pen d) m ore m on ey. Su b s id ies (d) —— (give) in th e edu ca t ion s ector. Tea ch ers (e) —— (n eed) to (f) —— (t ra in ) for good tea ch in g. Th e poor s tu d en t s ca n (g) —— (brin g) u n der 'Food for Ed u ca t ion ' progra m m e. We (h ) —— (t a ke) ca re th a t n o in s t itu t ion (i) —— (clos e) down d u e to p olit ica l cris is . All con cern ed (j) —— (be) con s ciou s a bou t it . Moreover, ch ild la b ou r (k) —— (s top) s o th a t a ll ch ild ren (l) —— (en roll) to s ch ool. We (m ) —— (r em em ber) th a t n o n a t ion (n ) —

— (pros per) with ou t ed u ca t ion .

### Ch an ge th e narrative s tyle by us ing in d ire c t s pe e c he s . 7

"Follow m y exa m ple," s h e s a id a s we s h ook h a n d s , "a n d n ever ea t m ore th a n on e th in g for lu n ch eon ." "I'll d o better th a n th a t ," I retorted. "I'll ea t n oth in g for m y din n er ton igh t ." "Hu m ou r is t !" s h e cried ga ily, ju m pin g in to a ca b, "you 'r e qu it e a h u m ou r is t ."



**100**



**HSC English Test Papers** 

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s . .5** **1 0 =5** Ta kin g food is es s en t ia l. We ta k e food (a ) —— (u s e a n in fin it ive ph ra s e). We ca n 't s u rvive on ea r th if we don 't ta ke food. In fa ct, (b) —— (u s e a qu a n t ifier ) livin g bein gs n eed to ta k e food. Bu t it is a m a t ter of grea t regret th a t (c) —— (u s e a p os s es s ive) food is b ein g a d u lt era ted. (d) —— (u s e a n ou n -a djective) a d u lt era t ion is in crea s in g (e) —— (u s e a n in ten s ifier ) a la rm in gly th a t we ca n n ot s top it . (f) —— (u s e a determ in er) dis h on es t bu s in es s m en u s e (g) —— (u s e a n a djective) ch em ica ls in food a n d fru it s to m a ke illega l a n d qu ick profit. Bu t th ey don 't th in k a b ou t (h ) —— (u s e a p os s es s ive) h ea lth . (i) —— (u s e pres en t pa r t iciple) a d u lt era ted food, p eople get s ick. Th ey a re often a t ta cked with differen t fa ta l dis ea s es . So, (j) —— (u s e a geru n d) food s a fety is a m u s t toda y.
2. **Us e appropriate s e n te n c e c onn e c to rs in th e blan k s pac e s of th e fo llowing pas s age . .5** **1 4 =7** Hon es ty is a n oble vir tu e. Th e m a n (a ) —— p os s es s es h is in va lu a ble qu a lity is th e h a p pies t m a n on ea r th . (b) ——, a m a n s h ou ld h a ve t ru s twor th in es s (c) —— n obody t ru s t s a lia r . A lia r m a y pros per for th e t im e bein g. (d) —— u lt im a tely h e goes to th e dogs . (e) —— we s h ou ld b e h on es t . It is s a id th a t h on es ty is th e b es t p olicy. (f) ——, dis h on es ty is th e s ign of d own fa ll. God h elps th os e wh o a re h on es t . (g) —— dis h on es t p eople a r e cu r s ed. (h ) ——, ch ild ren s h ou ld be ta u gh t h on es ty from ch ildh ood (i) —— it is th e bes t t im e for developin g th is h a bit. It is widely obs erved th a t ch ild ren follow th eir pa ren t s . (j) ——, pa ren t s s h ou ld be h on es t a n d u prigh t in th eir bu s in es s of life. (k) ——, ch ild ren s h ou ld be a llowed to m ix with th os e fr ien ds wh o a re h on es t . (l) ——, th ey s h ou ld b e told s tories (m ) —— h on es ty is glorified. (n ) —— th ey ca n m ou ld th eir ch a ra cters .

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w. .5 1 4 =7

Gra s s is a vegeta t ion con s is t in g of s h ort pla n t s with lon g n a rrow lea ves . Th e gra s s fa m ily con ta in s s om e 9 0 00 s pecies , in clu din g both terres t r ia l a n d a qu a t ic s pecies . No oth er pla n t fa m ily h a s been s o s u cces s fu l in colon izin g s o b roa d a ra n ge of h a bita ts a cros s th e glob e. Mos t gra s s es h a ve u n con s ciou s flowers th a t a re win d pollin a ted . Certa in s pecies a re cu lt iva ted a s food crops . Oth ers a re em ployed in h ort icu ltu re.

(a ) con s is t in g (s yn on ym ); (b) n a r row (a n ton ym ); (c) in clu din g (a n ton ym ); (d) a qu a t ic (s yn on ym ); (e) s u cces s fu l (s yn on ym ); (f) broa d (a n ton ym ); (g) h a bita t (s yn on ym ); (h ) u n con s ciou s (s yn on ym ); (i) p ollin a ted (s yn on ym ); (j) certa in (a n ton ym ); (k) s pecies (s yn on ym ); (l) crop (s yn on ym ); (m ) em ployed (s yn on ym ); (n ) h orticu ltu re (s yn on ym ).

**9 . Us e c apital punc tuatio n m arks whe re ne c e s s ary in th e fo llowing t e xt . .5** **1 4 =7** How is you r fa th er Ra n a s a id Mr Ka r im He is very well th a n k you replied Ra n a Im gla d to h ea r th a t h e is in good h ea lth s a id Mr Ka r im

**Part B : Com pos it io n (4 0 Marks )**

### Suppo s e , y ou are Adiy at . You are a s tude nt of c las s XII. The re is no prope r s ound s ys t e m in y our c las s roo m s t hough t he c las s ro om s are pre t ty large . Now, write an applic at io n t o t he Prin c ipal of your in s t itutio n for providing s ound s ys t e m in th os e large c las s roo m s . 10

### Write a paragraph on 'Dhaka Me t ro Rail' in 2 5 0 words . 15

### Write a paragraph on 'The Caus e s and Effe c t s of Stude n t s ' Failure in Englis h . 15

## Agric ult ural Unive rs it y Colle ge , Mym e ns ingh

**12**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Nowa d a ys , s cien ce a n d tech n ology perva d e everywh ere (a ) —— ou r life, a n d a s a res u lt , s ociety is ch a n gin g (b) —— a grea t s peed. Th ere is tech n ologica l explos ion (c) —— u s , gen era ted (d) —— s cien ce. Th is explos ion is a lr ea dy freein g va s t n u m b er (e) —— people (f)

—— th eir t ra dition a l b on da ge (g) —— n a tu re. Now, we ca n ea s ily com m u n ica te (h ) —— ea ch oth er a n d t ra vel (i) —— a n y cou n t ry (j) —— th e s h ortes t pos s ib le t im e.

### English Second Paper : Questions  101

1. **Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5** **1 0 =5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a d b etter | wh a t 's ... like | it | let a lon e | th ere |
| wou ld ra th er | a s s oon a s | h a ve to/ h a s to | wa s b orn | wh a t does ... look lik e |

(a ) Mos t of th e s tu d en t s in ou r cou n t ry a re wea k in En glis h . Th ey —— follow th e a dvice of th eir tea ch ers for im provem en t .

(b) Th e m a n is wea k. He ca n n ot wa lk even a kilom eter, —— two kilom eters . (c) His m oth er is s ick. He n eed s to go h om e —— pos s ib le.

(d) —— th e m oon —— in a m oon lit n igh t? Th e m oon looks lik e a dis k of s ilver. (e) —— is n o fis h h ere. It is a s wim m in g p ool.

1. Rom e wa s n ot b u ilt in a da y. —— took a lon g t im e a n d h a rd la b ou r to b u ild th is city.
2. Soh el is a very good -n a tu red boy. He —— s ta y a t h om e th a n m ix with ba d com p a n ies . (h ) Th e exa m in a t ion is clos e a t h a n d. I —— s tu dy s eriou s ly.
3. —— a p u p pet s h ow ——? It 's a s t ra n ge s h ow.
4. Sh e h a s a grea t s en s e of m ora lit y. Sh e —— in to a n edu ca ted fa m ily.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) We a re la te. Th e cla s s will s ta r t s oon . Wa lk fa s t les t ——.

1. Th ere goes a proverb th a t ——. So, we m u s t m a k e proper u s e of t im e.
2. Th e con dition of Mitu 's fa th er wa s n ot well. If I kn ew h is m obile n u m b er, ——.
3. Th ou gh Ba n gla des h is a s m a ll cou n t ry, ——. We a re prou d of ou r World Herita ge Sites .
4. We a re a free n a t ion n ow. 197 1 is th e yea r wh en ——.
5. En glis h is a n in tern a t ion a l la n gu a ge. ——, you ca n n ot get a good job.
6. I fou n d a b ox in th e room . Th e b ox wa s too h ea vy for ——.

(h ) I wa s rea lly in a grea t da n ger. He ca m e h ere with a view to ——.

1. I ca n 't reca ll h is n a m e. It is lon g s in ce ——.
2. Tim e will d ecide everyth in g. Do you r bes t ——.

### Re ad t he t e xt and fill in th e gaps with th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt : .5 1 4 =7

Rela t ion s h ips (a ) —— (b e) of differen t kin ds . Som e (b) —— (b e) fa m ilia l a n d in t im a te. (c) —

— (form ) by blood a n d b y m a r r ia ge; Som e a re s ocia l lik e th e on es we h a ve with fr ien ds a n d s om e (d) —— (m a ke) in s ch ool wh ere we (e) —— (form ) clos e b on d s with cla s s m a tes a n d tea ch ers . Rela t ion s h ip ca n a ls o (f) —— (fos ter) in work pla ce wh ich m a y qu ickly (g) —— (ch a n ge) from profes s ion a l to s ocia l. Th ere (h ) —— (b e) rela t ion s h ips a ls o between h u m a n bein gs a n d a n im a ls , between ch ild ren a n d th eir toys th ey ca n 't (i) —— (p a r t ) with . All th es e rela t ion s h ips (j) —— (keep) u s clos e to ea ch oth er a n d (k) —— (provid e) u s a ll kin d of s u pp ort, love a n d a ffection . A p ers on (l) —— (h a ve) n o fa m ily feels th e p a in of lon elin es s a n d is ola t ion . Th ere (m ) (be) —— n o on e to la u gh or (n ) —— (cry) with h im / h er.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ma y I com e in , s ir ?" a b oy s ta n din g a t th e door s a id to h im . Th en with ou t wa it in g for h is reply th e boy en tered th e room a n d s a id , "Sir, I h a ve com e from Pa la s h pu r with a let ter from Mr. Ajit Bos e." "Ajit Bos e? How is h e?" h e s a id s m ilin g. "He is n ot well. He h a s been su ffer in g from a s eriou s illn es s for two yea r s ." th e boy s a id , "How s a d it is ! Ma y god cu re h im ," h e s a id . Rea din g th e let ter, h e s a id to th e boy, "Wh a t is you r a ca d em ic qu a lifica t ion ? "Mcom " "Very fin e." "You will join m y office a s m y a ccou n t s m a n a ger tom or row," s a id h e.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Am erigo, (a ) —— (u s e n ou n in a pp os it ion ) lives a lon e. His pa ren t s n ow live s ep a ra te a n d n on e of th em wa n t s (b) —— (u s e in fin it ive to p os t -m odify th e verb) h is r es p on s ib ilit y. (c) —

— (u s e p os s es s ive to p re-m odify th e n ou n ) m oth er told h im to go a wa y beca u s e s h e m a r r ied a n oth er m a n . (d) —— (u s e d eterm in er to pre-m odify th e n ou n ) s t reets a re n ow h is h om e. He wa n ted (e) —— (u s e determ in er to pre-m odify th e n ou n ) m on ey form h is fa th er to bu y a (f) —— (u s e n ou n -a djective to pre-m odify th e n ou n ) t ick et. Bu t h is fa th er did n ot a n s wer. He ea rn s h is livin g by workin g h a rd. (g) —— (u s e a d verbia l ph ra s e to pre-m odify th e verb) h e fin ds work. Som e of (h ) —— (u s e d em on s t ra t ive to pre-m odify th e n ou n ) works a re very r is ky for h im . On ce h e s old ice-crea m (i) ——, (u s e prep os it ion a l ph ra s e to pos t - m odify th e verb). Bu t h e got (j) —— (u s e qu a n t ifier to pre-m odify th e n ou n ) m on ey in retu rn from th e own er of th e ice-crea m s h op.



**102**



**HSC English Test Papers** 

1. **Use appropriate sentence connectors in the blank spaces of the following passage. .5** **1 4 =7** On ce th ere lived a gra s s h op per a n d a n a n t . Th e a n t wa s h a rd -work in g. (a ) ——, th e gra s s h op per wa s la zy. (b) ——, h e id led a wa y h is t im e da n cin g a n d s leepin g. (c) ——, h e s om etim es a d vis ed th e a n t n ot to work s o h a rd. (d) ——, h e a n t pa id n o h eed to th e gra s s h op per. (e) ——, h e con t in u ed to work h a rd ga th erin g food for th e com in g win ter. (f)

——, win ter ca m e, coverin g everyth in g with s n ow. Th e s u r fa ce of th e ea r th wen t u n der th e s n ow-cover. (g) ——, th e gra s s h opp er cou ld n ot fin d a n y food. (h ) ——, h e h a d n oth in g in s tock. (i) ——, h e wen t to th e a n t for h elp. Th e a n t ga ve h im s om e food for th e da y. (j) ——, th e lon g win ter wa s a h ea d, a n d th e gra s s h opp er wa s rea lly worried a b ou t h is s u rviva l. (k)

——, th e gra s s h op per u n d ers tood th e n eces s ity of h a rd work. (l) ——, th ere a r e s om e people in ou r s ociety (m ) —— do n ot u n d ers ta n d th e im p orta n ce of h a rd -work. Th ey lea d th eir life id ly. (n ) ——, th ey will s u ffer in th e lon g ru n .

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w. .5 1 4 =7

Sin cerity is th e root of s u cces s of a ll work. On e ca n go a lon g wa y if on e does a job with s in cerity. Th e grea t m en a re s in cere beca u s e th ey kn ow th a t s in cerity is th e key to s u cces s . Th os e wh o d o n ot follow th e ru les of s in cerity, ca n n ever go a lon g wa y. Sin cerity is th e s ecret of victory. If a n y work is n ot d on e with s in cerity, on e will n ever receive des ira ble ou tpu t from it . So, we s h ou ld be s in cere in every wa lk of life.

(a ) s u cces s (a n ton ym ); (b) job (s yn on ym ); (c) grea t (a n ton ym ); (d) beca u s e (s yn on ym ); (e) kn ow (s yn on ym ); (f) follow (a n ton ym ); (g) ru le (s yn on ym ); (h ) n ever (a n ton ym ); (i) victory (s yn on ym ); (j) receive (a n ton ym ); (k) d es ir a ble (a n ton ym ); (l) ou tpu t (s yn on ym ); (m ) s in cere (a n ton ym ); (n ) wa lk (s yn on ym ).

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5** **1 4 =7** Abid : Ha ve you h a rd th e la tes t n ews .

Ha s a n : No wh a t 's h a p pen ed

Abid : Well it s eem s Tom a l a n d Top u h a ve broken off th eir fr ien ds h ip Ha s a n : Rea lly I m u s t s a y it does n 't s u rpris e m e.

Abid : Wh y do you th in k s o

Ha s a n : Tom a l wa s very s elfis h . Th eyre bou n d to brea k off toda y or tom orrow! Abid : Yes th e s oon er, th e better.

Ha s a n : Bu t Topu is a good b oy. He h a s a pretty tou gh ch a ra cter.

Abid : Im ju s t s u rpris ed a t th e begin n in g of th eir fr ien ds h ip . How cou ld th ey s ta y togeth er Two op p os it e ch a ra cters

Ha s a n : Frien ds h ip n ever follows a ru le.

### Part B : Com pos it io n (4 0 Marks )

1. **Write an application to the Principal of your college for perm issio n to go on a study tour. 10**

### Write a paragraph of c o m paris o n and c o nt ras t on 'On lin e Clas s and Tradition al Clas s ' wit hin 2 0 0 wo rds . 15

**12 . Write a paragraph showing the causes and effects of 'Drug Addiction' within 2 0 0 words. 15**

## Shahid Bulbul Gove rnm e nt Colle ge , Pabna

**13**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

A wom a n s u ccu m b ed (a ) —— h er b u rn s (b) —— Dh a ka Medica l College Hos pita l th e d a y (c)

—— yes terd a y. Two da ys a go s h e wa s s et (d) —— fir e a llegedly (e) —— h er in -la ws (f) —— a n own ers h ip con flict . Her in -la ws were cla im in g th e s h a re (g) —— own ers h ip (h ) —— a two-s torey b u ild in g wh ich wa s rep ortedly fu n d ed a n d own ed (i) —— th e h u s ba n d (j) —— th e decea s ed.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| th ere | wh a t 's it like | wh a t does ... look lik e | let a lon e | wou ld ra th er | h a ve to |
| a s s oon a s | wa s b orn | h a d b etter | wh a t if | a s if | let a lon e |

(a ) Som e people h ave a s tron g sen se of dign ity. Th ey —— s tarve th an seek h elp from oth ers. (b) Poor pea s a n t s in Ba n gla des h ca n n ot m a n a ge th ree s qu a re m ea ls , —— n u t r it iou s food. (c) Bith i is s u pp os ed to perform on th e s ta ge toda y. —— s h e fa ils to a t ten d th e fu n ction ? (d) My d u ty is to s en d th e m es s a ge to differen t s ection s workin g h ere —— I receive th em . (e) —— rem a in s th e problem of fin a n ce. So, we feel h es it a n t to la u n ch th is b ig project.

1. Th om a s Alva Edis on tu rn ed a grea t s cien t is t in h is la ter life. He —— in th e Un it ed Sta tes of Am erica .
2. Ha ve you ever ta s ted As pa ra gu s ? No, n ot yet, —— ea t in g a s p a ra gu s ?

(h ) "Frien d, —— a p orcu pin e ——?" " Sorry, m y d ea r fr ien d. I d on 't h a ve a n idea . I h a ve n ever s een a porcu pin e."

1. I h elped h im m a n y a t im e. Bu t h e s p ea ks in s u ch a m a n n er —— h e did n ot kn ow m e.
2. Ou r wild birds an d an im a ls are facin g extin ction . We —— take s tern section to save th em .

### English Second Paper : Questions  103

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) You ca n n ot pros per in life u n les s ——. (b) —— "wh ere th ere is life th ere is h op e." (c) Wou ld th a t I ——.

1. Ten yea r s pa s s ed s in ce ——.
2. A m a n wh o lea d s a n id le life ——.
3. Th ere is h a rdly a n y pers on ——.
4. Wou ld you m in d ——.

(h ) I wen t to Lon d on with a view to ——.

1. He u n derwen t h a rd work in order to ——.
2. It is h igh t im e ——.

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

In th e pa s t , th e com m on form of m a r r ia ge a m on g th e va r iou s cu ltu ra l grou p s in Ken ya (a )

—— (be) p olyga m y. Th e p olyga m ou s fa m ilies (b) —— (em bed) in exten d ed fa m ily. Bu t in lin e with th e m odern world n ow th in gs (c) —— (ch a n ge) th ere. Th e old cu s tom of p olyga m y (d) —— (t u rn ) in to m on oga m y, a lth ou gh m a n y polyga m ou s fa m ilies ca n (e) —— (fin d) in th e ru ra l a rea s of Ken ya s t ill. Ma n y m on oga m ou s Ken ya n s (f) —— (live) in n u clea r fa m ilies with th eir s in gle s pou s es a n d th eir ch ild ren n ow. Ma n y of th em a lr ea d y (g) —— (give) u p th eir pa s tora l lives . Th ey (h ) —— (b ecom e) wa ge ea rn ers in cit ies . Ma n y of th em (i) —— (n ot ea rn ) m u ch b u t s t ill th ey ca n 't h elp (j) —— (m a in ta in ) fa m ily a n d lin ea ge con n ection s (k) —— (live) in th eir villa ges . Som e fa m ilies (l) —— (m a in ta in ) two h ou s eh old s , on e in th eir exten ded fa m ily h om e in th e villa ge a n d th e oth er (m ) —— (r es ide) in th e city. Th is often (n )

—— (p os e) a dilem m a for th em .

### Ch an ge th e narrative s tyle by us ing dire c t s pe e c h e s . 7

I a s ked h im wh a t a n im a ls th ere h a d been . He replied th a t th ere h a d b een th ree a n im a ls a ltogeth er. He a ls o s a id th a t th ere h a d b een two goa t s a n d a ca t a n d th en th ere h a d been fou r pa ir s of pigeon s . Bein g s u rpris ed I a s ked h im if h e h a d to lea ve th em . He replied in th e a ffirm a t ive a n d s a id th a t h e left th em beca u s e of th e a r t illery a n d a d ded th a t t h e ca pta in h a d told h im to go beca u s e of th e a r t illery.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

It is difficu lt (a ) —— (pos t -m odify th e a djective with a n in fin it ive) in Ba n gla des h if you do n ot h a ve (b) —— (pre-m odify th e n ou n with a n a djective) experien ce in drivin g h ere. Drivers ch a n ge la n es (c) —— (p os t -m odify th e verb). As a foreign er, you m a y fin d (d) —— (pre-m odify th e n ou n ) ch a n gin g with ou t s ign a ls qu it e (e) —— (p os t -m odify th e a djective with a pa r t iciple). Ma n y drivers a re n ot a t a ll a wa re of a ll (f) —— (pre-m od ify th e n ou n with a n ou n a djective) s ign a ls . Au to-ricks h a ws a n d r icks h a ws m ove in a n d ou t in a (g) —— (pre-m odify th e n ou n ) wa y. Th ey t ry (h ) —— (pos t -m odify th e verb with a n in fin it ive) wh en ever th ey fin d s om e s pa ce (i) —— (p os t -m odify th e verb). Som etim es , drivers drive (j)

—— (pos t -m odify th e verb) to rea ch th eir des t in a t ion s . Th is often ca u s es s eriou s (k) —— (pre-m odify th e n ou n with a n ou n a djective) a cciden t s . (l) —— (pre-m odify th e verb with a pres en t pa r t iciple ph ra s e), it is n ot ea s y to m ove with you r ca r h ere. If you wa n t to m ove (m ) —— (p os t -m odify th e verb), you h a ve to pra ctice drivin g (n ) —— (p os t -m odify th e verb).

### Us e appropriate s e nt e n c e c o nn e c t ors in t he blank s pac e s of th e fo llo win g pas s age 5 1 4 =7

Un em ploym en t is a grea t problem in ou r cou n t ry. (a ) ——, it is th e bu rn in g qu es t ion of th e da y. (b) ——, a lm os t a ll cou n t r ies of th e world s u ffer from th e cu r s e of u n em ploym en t problem . (c) ——, Ba n gla des h is th e wors t s u fferer of th is s o-ca lled p roblem . (d) ——, n owh ere in th e world th is problem is s o a cu te a s in ou r cou n t ry. (e) ——, th ere a re m a n y rea s on s beh in d it . (f) ——, ou r cou n t ry is in d u s t r ia lly ba ckwa rd. (g) ——, ou r s ys tem of ed u ca t ion fa ils to give a s tu d en t a n in d ep en d en t s ta r t of life. (h ) ——, it h a s lit t le provis ion for voca t ion a l t ra in in g (i) ——, ou r s tu den t s a n d you th s h a ve fa ls e s en s e of dign ity. (j) ——, th ey ru n a fter job s blin dly. (k) ——, Th e pres en t govern m en t h a s crea ted n ew s ectors of em ploym en t , (l) —— it is n ot s u fficien t . (m ) ——, th e priva te s ectors ca n p la y a pivota l role. (n ) ——, collective efforts a re n eeded to s olve th e problem .



**104**



**HSC English Test Papers** 

1. **Read the passage and then write the antonym or synonym of the words as directed below. .5** **1 4 =7** Hu m a n life is dyn a m ic. Everyon e, th erefore m u s t h a ve a pla n to do s om eth in g or to be s om eth in g in life. An d th a t is on e's a im in life. A m a n with ou t a n a im h a s n o direct ion a n d ca n n ever go a h ea d a s exp ected. So everyon e s h ou ld ch oos e a profes s ion wh ich s u its h im m os t . Th e ch oice of profes s ion depen ds on on e's ta s te, in teres t , a pt itu de a n d a bility. Th es e va ry from pers on to pers on . Tea ch in g is a n oble profes s ion . Th e tea ch ers a re n a t ion - bu ilders . Th ey ed u ca te th e ch ild ren a n d t ra in th em to becom e good a n d u s efu l cit izen in fu tu re.

(a ) dyn a m ic (a n ton ym ); (b ) pla n (a n ton ym ); (c) a im (s yn on ym ); (d) direction (s yn on ym ); (e) profes s ion (s yn on ym ); (f) s u it (a n ton ym ); (g) a p t itu de (a n ton ym ); (h ) va ry (s yn on ym ); (i) ed u ca te (s yn on ym ); (j) citizen (a n ton ym ); (k) a h ea d (a n ton ym ); (l) ch oos e (s yn on ym ); (m ) ta s te (a n ton ym ); (n ) a bility (s yn on ym ).

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5** **1 4 =7** J eery : I ca n ch op s om e wood toda y.

Writer : Bu t Ive a b oy com in g from th e orph a n a ge. J erry : Im th e boy.

Writer : You Bu t you re very s m a ll in s ize.

J erry : Size d oes n t m a t ter ch op pin g wood s om e of th e big b oys d on t ch op well. Ive been ch oppin g wood for a lon g t im e.

Writer : Very well th eres th e a xe go a h ea d s ee wh a t you ca n do.

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at io n t o t he Princ ipal of y our c olle ge s e e king pe rm is s ion t o rais e s om e m o ne y fro m t he s tude nt s t o he lp a c las s m at e wh o has be e n h o s pitalize d wit h a fatal de ngue fe ve r. 10

### Write a paragraph on "Brian Drain ". Us e 1 0 0 -1 5 0 words . 15

### Write a c o m pos it io n on 'Clim at e Ch an ge '. 15

## Ne w Govt . De gre e Colle ge , Rajs hahi

**14**

### Te s t Exam inatio n—2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Fill in t he blanks of t he follo win g pas s age with appro priate pre po s it io ns : .5** **1 0 =5**

On ce a s t reet d og s tole a piece of m ea t (a ) —— a s h op. He wa s h old in g it (b) —— h is m ou th . He ra n (c) —— th e s t reet. On th e wa y, h e ca m e (d) —— a n a r row bridge, wh ich h u n g (e) —— a s t rea m . Wh en h e wa s cros s in g th e bridge, h e looked (f) ——. He s a w th e reflection (g) —— h is own s h a d ow in th e clea r cu r ren t below. He m is took th e s h a d ow (h ) —

— a n oth er livin g dog with a piece of m ea t . He m a de u p h is m in d to s n a tch (i) —— th e piece of m ea t from th a t dog. At on ce h e drop ped d own th e piece of m ea t h e h a d (j) —— h is teeth .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| let a lon e | wou ld ra th er | h a d b etter | wa s b orn | a s s oon a s |
| h a ve to | th ere | wh a t if | u s ed to | u n les s |

(a ) Th ere wa s a woodcu t ter in a villa ge. He —— cu t wood every da y in th e fores t . (b) If you wa n t to go a broa d, you —— h a ve you r own pa s s p ort.

1. —— we lea ve n ow, we will be la te. Plea s e h u r ry u p.
2. On ce —— lived a n old fa rm er wh o h a d th ree s on s . Th ey a lwa ys qu a r relled with ea ch oth er.
3. Rita is very wea k in En glis h . Sh e ca n 't write a s im ple let ter, —— a n a r t icle in th e pa per.
4. Th e t ra in will lea ve th e s ta t ion very s oon . He —— s ta r t n ow.
5. He is a clos e-fis ted m a n . He —— depos it h is m on ey in a ba n k th a n s p en d it for h is own u s e.

(h ) S.M. Su lt a n , a ren own ed pa in ter, —— on 1 0 th Au gu s t , 19 2 3 in Na ra il dis t r ict .

1. He wa s rea din g in h is r ea din g room . He clos ed th e d oor of h is room —— h e h ea rd a n ois e ou t s ide.
2. A : We'll s ta r t for th e a irport ea r ly. B : —— th ere is h ea vy t ra ffic ja m ?

### English Second Paper : Questions  105

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) We s h ou ld m a k e th e bes t u s e of t im e. If we los e th e m orn in g h ou r s of ou r life ——. (b) Stu dy is th e m otto of a s tu den t . As a s tu d en t , you s h ou ld rea d properly s o th a t ——. (c) Stu den t s s h ou ld rea d textb ooks a ga in a n d a ga in with a view to ——.

1. Th e crown is th e s ym b ol of a kin g. Un ea s y lies th e h ea d th a t ——.
2. Stu den t s s h ou ld res pect th eir tea ch ers . Wh en th e s tu den t s tood u p, ——.
3. Everyb ody s h ou ld h a ve a fu tu re pla n . Tell m e wh a t ——.
4. Su cces s depen ds on th e proper u se of t im e. You will s u rely s u cceed provided th a t ——. (h ) He wa s a bs en t from th e m eetin g. Ha d I s een h im ——.
   1. Th e d oor s h ou ld be open ed. Wou ld you m in d ——?

(j) I a m th e on ly pers on th a t is res pon s ib le for th is work. It is I wh o ——.

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

A m oth er is a s u prem e gift (a ) —— (bes tow) u p on u s by Alla h . Sh e (b) —— (exercis e) a n u n d en ia ble in flu en ce in (c) —— (m ou ld) th e ch a ra cter of a ch ild a n d a ls o in (d) —— (s h a pe) th eir fu tu re des t in y. A m oth er (e) —— (r ega rd) a s th e bes t tea ch er, gu ide a n d protector. An ed u ca ted m oth er (f) —— (m a n a ge) th e fa m ily in a fa r better wa y th a n a m oth er wh o h a s (g)

—— (h a ve) n o s ch oolin g. Sh e (h ) —— (be) m ore in teres ted in (i) —— (get) h er ch ild ren ed u ca ted. Sh e (j) —— (s a crifice) h er own h a p pin es s to (k) —— (en s u re) a better fu tu re for h er ch ild ren . So often it (l) —— (s a y) th a t th e h a n ds th a t (m ) —— (rock) th e cra dle (n ) —— (ru le) th e world.

### Ch an ge th e narrative s tyle by us ing dire c t s pe e c h e s . 7

Th e tea ch er a s k ed Rim on if h e h a d d on e h is En glis h les s on th a t d a y. Rim on replied in th e a ffirm a t ive res p ectfu lly th a t h e h a d don e it b u t h e h a d n ot u n ders tood s om e gra m m a t ica l poin t s . Th e tea ch er a ga in a s k ed h im wh ere th e problem wa s a n d a d vis ed h im to fin d ou t problem s a n d pra ctis e m ore a n d m ore. Rim on th a n ked th e te a ch er a n d told h im (T) th a t h e

(R) wou ld certa in ly follow h is (T) a dvice.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Mos t of (a ) —— (u s e a p os s es s ive to pre-m odify th e n ou n ) s tu den t s ca n n ot write ou t th eir exa m in a t ion pa pers fa ir ly. As th ey ca n n ot u n ders ta n d th e qu es t ion s (b) —— (p os t -m odify th e verb), th ey often b ea t a b ou t th e b u s h a n d cra m th e a n s wers with ir releva n t a n d u n n eces s a ry d eta ils . Som etim es th ey a ls o fa il to a r ra n ge th eir a n s wer n ea t ly, clea n ly a n d sys tem a t ica lly. Alth ou gh th e tea ch er s u gges t s th a t th eir a n s wer s h ou ld b e brief a n d precis e, th ey (c) —— (pre-m odify th e verb) len gth en th em u n n eces s a r ily. Th erefore, th eir (d) —— (pre-m odify th e n ou n ) a n s wers gen era lly becom e dis gu s t in g a n d u n n eces s a ry. Su ch a n s wers a lwa ys ea rn (e) —— (pre-m odify th e n ou n ) m a rks . In order to get expected m a rks , a s tu d en t s h ou ld u n ders ta n d th e qu es t ion s (f) —— (p os t m odify th e verb) a n d a n s wer th em ju s t to th e poin t . He s h ou ld n ot b e worried, if (g) —— (u s e a pos s es s ive to pre-m odify th e n ou n ) a n s wers a re fa ir ly s h ort. He s h ou ld m a ke h is pres en ta t ion n ea t a n d cla n (h ) —— (u s e a n in fin it ive ph ra s e to pos t -m odify th e verb). To a n s wer th e s h ort com preh en s ive qu es t ion s , h e s h ou ld n ot copy a n yth in g (i) —— (pos t -m odify th e verb) from th e pa s s a ge. He s h ou ld m a k e th e s en ten ces (j) —— (u s e a n in ten s ifier to pre-m odifier th e a djective) releva n t a n d logica l.

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

Ba n gla des h is m a in ly a n a gricu ltu ra l cou n t ry. (a ) ——, h er econ om y a n d pros perity depen d on a gricu ltu re. (b) ——, ou r a gricu ltu re depen ds on th e m ercy of n a tu re. (c) ——, if th ere is s u fficien t ra in , people ca n plou gh th eir la n d s a n d s ow s eeds in t im e. (d) ——, th ey ca n rea p a good h a rves t . (e) ——, if it does n ot ra in in t im e, th e fa rm ers ca n n ot grow th e crop s ea s ily (f) —— th ey d o n ot h a ve good h a rves t , (g) ——, with ou t wa ter ou r a gricu lt u re is lifeles s . (h ) ——, th e ra in is n ot a lwa ys ben eficia l to ou r a gricu ltu re. (i) ——, s om etim es it ra in s s o m u ch (j) —— it ca u s es floods . (k) ——, ou r crops go u n der wa ter (l) —— m os t often , th ey a re tota lly des t royed. (m ) ——, th e fa rm ers wh o con s t itu t e th e m os t p a r t of ou r profes s ion a l people, los e everyth in g. (n ) ——, we ca n s a fely con clu de th a t ou r econ om y depen ds on ra in .



**106**



**HSC English Test Papers** 

1. **Read the passage and then write the antonym or synonym of the words as directed below. .5** **1 4 =7** Bea u ty is ea s y to a p precia te bu t difficu lt to defin e. As we look a rou n d, we dis cover bea u ty in plea s u ra ble objects a n d s igh t s - in n a tu re, in th e la u gh ter of ch ild ren , in th e kin dn es s of s t ra n gers . Bu t a s ked to defin e, we ru n in to difficu lt ies . Does bea u ty h a ve a n in depen den t object ive iden t ity? Is it u n ivers a l, or is it dep en den t on ou r s en s e p erception s ? Does it lie in th e eye of th e beh older ? - we a s k ou r s elves . A fu r th er difficu lty a r is es wh en bea u ty m a n ifes ts it s elf n ot on ly by it s pres en ce, b u t by it s a b s en ce a s well, a s wh en we a re repu ls ed by u glin es s a n d des ir e bea u ty. Bu t th en u glin es s h a s a s m u ch a pla ce in ou r lives a s bea u ty, or m a y be m ore-a s wh en th ere is wides prea d h u n ger a n d in ju s t ice in a s ociety. Ph ilos oph ers h a ve told u s th a t bea u t y is a n im porta n t pa r t of life, bu t is n 't u glin es s a p a r t of life too? An d if a r t h a s b ea u ty a s a n im porta n t in gredien t , ca n it con fin e it s elf on ly to a projection of bea u ty? Ca n a r t ign ore wh a t is n ot bea u t ifu l?

(a ) Bea u ty (s yn on ym ); (b) a p precia te (a n t on ym ); (c) dis cover (s yn on ym ); (d) plea s u ra ble (a n ton ym ); (e) kin dn es s (s yn on ym ); (f) difficu lt ies (a n ton ym ); (g) objective (s yn on ym ); (h ) u n ivers a l (a n ton ym ); (i) beh old er (s yn on ym ); (j) m a n ifes t (a n ton ym ); (k) a bs en ce (s yn on ym );

(l) repu ls ed (a n ton ym ); (m ) wides prea d (s yn on ym ); (n ) ign ore (a n ton ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5 1 4 =7 Ra fiq : Ma y I com e in s ir ,

Mr. Ah m ed : Yes of cou r s e An y problem

Ra fiq : I don t kn ow, s ir . I a m told to m eet you in th e tea ch ers com m on room .

Mr Ah m ed : Oh I forgot th a t . Wh y did you d o s o ba dly in s cien ce in you r la s t exa m in a t ion . Ra fiq : Sir I s h ou ld h a ve in form ed you ea r lier My fa th er wa s very s ick a n d I h a d to com pa n y h im a lm os t th e wh ole n igh t b efore th e exa m . So I cou ldn t revis e th e

les s on s .

Mr. Ah m ed : Oh it s a pity.

**Part B : Com pos it io n (4 0 Marks )**

### You are a s tude nt of c las s t we lve at Cum illa Govt. Co lle ge , Cum illa. You want t o s tage a dram a o n t he Libe ratio n War of Banglade s h in y our c olle ge audito rium . Writ e an applic at io n t o t he Princ ipal of y our c olle ge fo r pe rm is s io n and as s is tanc e for s taging t he dram a. 10

### Write a paragraph o n 'The In t e rnatio nal Mot he r lan guage Day' follo wing th e de s c riptive m e t ho d wit hin 2 0 0 wo rds . 15

### Write a paragraph fo llowing t he c aus e & e ffe c t m e t h od o n 'Pric e Hike ' wit hin 2 0 0 wo rds . 15

## Govt . Shah Sult an Colle ge , Bogura

**15**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Th e m a n wh o is u s ed (a ) —— workin g h a rd is s u re (b) —— s u cces s . He is n ot t ir ed (c) —— h a rd work. He s t ick s (d) —— h is prin ciples . He d oes n ot s u bm it (e) —— h is fa te. He kn ows th a t in du s t ry is th ey key (f) —— su cces s . He d oes n ot rely (g) —— oth ers . He h a s res pect (h ) —— th e elders . Noth in g ca n preven t h im (i) —— h a rd work. He is free (j) —— greed.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a d b etter | th ere | a s s oon a s | wa s b orn | wh a t 's it like |
| let a lon e | wou ld ra th er | it | h a ve to | wh a t does ... look lik e |

(a ) We h a ve s pen t m u ch t im e. We s h ou ld n ow con clu de —— pos s ib le.

(b) Th e p oor ca n n ot s om eh ow m a n a ge on e m ea l a da y, —— a s qu a re m ea l. (c) Th ey —— pa y th e pen a lty. It h a s been prove d th a t th ey broke th e wa ll.

1. —— a re m a n y r ivers in Ba n gla des h . Ba n gla des h is ca lled a r iverin e cou n t ry.
2. We —— s ta y h ere for s om e t im e. It is a bou t to ra in . If we s ta r t n ow, we m a y get wet.
3. Dirty food is very h a rm fu l to ou r h ea lth . We —— s ta rve th a n ea t th is dirty food.
4. He —— with a s ilver s poon ; n ow h e lea ds a very m is era ble life.

(h ) I h a ve n ever experien ced a s torm y n igh t . —— a s torm y n igh t—— rea lly?

1. —— s wim m in g in th e r iver? For th e fir s t t im e, it seem s n ew experien ce for a ll.
2. —— wa s 1 9 71 wh en we beca m e free from th e op pres s ion of Pa kis ta n i ru lers .

### English Second Paper : Questions  107

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) Pu re wa ter is ca lled life. We will n ot s u rvive u n les s ——.

(b) We m u s t t ry to m a in ta in good h ea lth . Th ou gh ——, a n u n h ea lth y m a n is a lia bility. (c) My fa th er wa s a poor fa rm er. Ha d I ea rn ed en ou gh m on ey, ——.

(d) En glis h is a n in tern a t ion a l la n gu a ge. We n eed to lea rn it a s ——. (e) Hon es ty is th e bes t p olicy. Th e people wh o a re h on es t ——.

1. Do n ot worry a bou t m e. I —— a fter I h a ve fin is h ed m y s tu dy.
2. Dea th is in evita ble. Th ere is n ob ody wh o ——.

(h ) It is h igh t im e you ——. It is detrim en ta l to h ea lth .

1. He wa s n ot h u n gry a t a ll. Ha d h e b een h u n gry, ——.
2. A ra in y da y is th e da y wh en ——.

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

Crick et is a pop u la r ga m e. Both th e you n g a n d th e old (a ) —— (get) plea s u re from th e ga m e. In fa ct, cricket (b ) —— (ca ll) th e gen t lem en 's ga m e. It (c) —— (en terta in ) u s with politen es s a n d dis ciplin e. A s en s e of broth erh ood a n d fra tern ity (d) —— (crea te) a m on g th e pla yin g n a t ion s th rou gh it . At pres en t , crick et is th e m os t p op u la r ga m e in Ba n gla d es h . Th e En glis h (e) —— (p la y) it h ere in th is s u bcon t in en t a n d s in ce th en it (f) —— (becom e) a n in tegra l pa r t of ou r en t erta in m en t . Ou r tea m (g) —— (con s is t ) of s killed pla yers . Th ey a lr ea dy (h ) —— (s h ow) th eir perform a n ce in s evera l m a tch es . Bu t it is a m a t ter of s orrow th a t s om etim es ou r pla yers (i) —— (p la y) s o p oorly th a t ou r cou n t rym en (j) —— (becom e) a s ton is h ed. A proverb (k) —— (go) th a t pra ctice (l) —— (m a ke) a m a n p erfect. Ou r cricketers (m ) —— (pra ctice) vigorou s ly s o th a t th ey (n ) —— (do) better perform a n ce in fu tu re.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you s a ved s om eth in g for th e fu tu re?" s a id th e r ich m a n . "No," s a id th e cob bler, "I a m very h a ppy with th e pres en t a n d th in k lit t le a bou t tom orrow." "No, th a t wou ld n ot d o," s a id th e r ich m a n . "I like to s ee you a b ove wa n t . Ha ve th is m on ey a n d rem ove you r dis t res s ."

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Stu den t s a re th e (a ) —— (pre-m odify th e n ou n ) lea ders of a cou n t ry. Th e developm en t of a cou n t ry depen ds (b) —— (p os t m odify th e verb) on h ow th e s tu den t s prep a re th em s elves to fa ce (c) —— (u s e a djective to pre-m odify th e n ou n ) ch a llen ges . Un fortu n a tely, m a n y s tu d en t s a re n ot s eriou s (d) —— (a prep os it ion a l ph ra s e to p os t m odify th e a djective). Th ey s p oil th eir (e) —— (pre-m odify th e n ou n ) t im e. Som e of th em d o n ot go to s ch ool (f) —— (n ou n ph ra s e fu n ction in g a s a d verb). Aga in , s om e s tu den t s rem a in in a t ten t ive (g) —— (prep os it ion a l ph ra s e fu n ction in g a s a n a d verbia l of pla ce). Bu t th ey h a ve to b e a t ten t ive a n d s t ru ggle h a rd (h ) —— (a n in fin it ive) in life. Th ey s h ou ld rem em b er th a t s u cces s is equ a l to (i) —— (a djective) work plu s determ in a t ion . So, a ll s tu d en t s s h ou ld work h a rd (j)

—— (in fin it ive) in life.

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

Defores ta t ion m ea n s cu t t in g down t rees or des t ru ction of t rees a t ra n dom . (a ) —— it en da n gers ou r life. Th ere a re m a n y fa ctors beh in d th is des t ru ction . (b) —— ou r p op u la t ion is in crea s in g by lea p s a n d b ou n d s . (c) —— th ere is exces s ive pres s u re on la n d. (d) —— ou r ca reles s n es s is m a in ly r es p on s ib le for th is des t ru ction . (e) —— th e a d dit ion a l p op u la t ion requ ir es m ore la n d for s ettlem en t a n d a gricu ltu r a l cu lt iva t ion . (f) —— with th e in crea s e of pop u la t ion in fra s t ru ctu r e fa cilit ies a re gettin g in crea s ed. (g) —— la n d a r ea s a re decrea s in g a n d la n d for t rees a n d fores t s a re gettin g d ecrea s ed d a y by da y. (h ) ——, people a re des t royin g t rees for cook in g food, m a kin g brick a n d m elt in g pitch etc. (i) ——, d efores ta t ion ca u s es in crea s e of ca rbon dioxide, globa l wa rm in g a n d ecologica l im b a la n ce. (j) ——, th ere a re n a tu ra l dis a s ters in clu din g flood, cyclon e, t ida l s u rge etc. (k) ——, defores ta t ion h a s led to th e s oil bein g wa s h ed a wa y with ra in m a kin g th e la n d u n fert ile. (l) ——, th e dis a p pea ra n ce of fores t s m ea n s th e extin ction of wild a n im a ls a n d pla n t s , (m ) —— a re h igh ly im p orta n t pa r t of ou r ecos ys tem . Ba s ed on th e s eriou s im p a ct of defores ta t ion , it is on ly s a fe (n ) —— s olu t ion a re s ou gh t to en d th is problem .



**108**



**HSC English Test Papers** 

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w. .5 1 4 =7

A th in g ca n n ot becom e a s preciou s a s gold on ly b y th e wa y of glitterin g. People in gen era l, a re ch a rm ed a n d a ttra cted by ou twa rd s h ow of th in gs a n d n ot by th eir own m erits . Gold is a brigh t preciou s m eta l a n d it s va lu e is recogn ized by a ll. Neverth eles s th ere a re m a n y m eta ls ch ea per th a n gold b u t look like it . Th ey glit ter for s om e t im e a n d fa de in th e cou r s e of t im e. Th ey fa s cin a te ou r eyes too. Bu t th eir bea u ty a n d gla m ou r d o n ot la s t lon g. Bu t gold is s u ch a m eta l th a t it ca n s ta n d th e wea r a n d tea r of t im e a n d s h in e t ill th e la s t m om en t of exis ten ce. In ou r s ociety, th ere a re s o m a n y people wh o a re ou twa rdly very gen t le a n d n ice. Bu t a fter a period of t im e, th eir rea l iden t ity is revea led . Th ey d o n ot h a ve in trin s ic va lu e a n d m ora lity.

(a ) Preciou s (a n ton ym ); (b) glit ter (s yn on ym ); (c) a t t ra ct (s yn on ym ); (d) ou twa rd (a n ton ym ); (e) recogn ize (s yn on ym ); (f) fa s cin a te (s yn on ym ); (g) gla m ou r (a n ton ym ); (h ) s h in e (a n ton ym ); (i) in t r in s ic (s yn on ym ); (j) m ora lit y (a n ton ym ); (k) va lu e (a n ton ym ); (l) gen t le (a n ton ym ); (m ) iden t ity (s yn on ym ); (n ) revea l (s yn on ym ).

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5** **1 4 =7** Writer : Wou ld you lik e to h a ve s om e coffee

La dy Gu es t : Yes ju s t a n ice-crea m a n d coffee you Writer : Ill h a ve coffee.

La dy Gu es t : You kn ow, th eres on e th in g I th orou gh ly believe in I s a y, on e s h ou ld a lwa ys get u p from a m ea l feelin g on e cou ld ea t a lit t le m ore.

Writer : Are you s t ill h u n gry?

La dy Gu es t : Oh n o. I m n ot h u n gry. You s ee, I d on 't ea t lu n ch eon . I h a ve a cu p of coffee in th e m orn in g a n d th en din n er, b u t I n ever ea t m ore th a n on e th in g for lu n ch eon . I wa s s pea kin g for you .

Writer : Oh , I s ee.

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at io n to th e Princ ipal of y our c o lle ge for tak in g m e as ure s for outs ide rs in t he c olle ge c am pus . 10

### Write a paragraph on , "Fe m ale e duc at io n" 15

### Write a paragraph on , "De fore s tatio n" 15

## Govt . Pione e r Girls ' Colle ge , Khulna

**16**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

An h on es t m a n is t ru e (a ) —— h is words . He d oes n ot d evia t e (b) —— th e p a th of h on es ty. He kn ows th a t t ru e h a p pin es s con s is t s (c) —— h on es ty. So, h e d oes n ot fa ll victim (d) —— greed. He does n ot h a n ker (e) —— m on ey. An h on es t m a n a bs ta in s h im s elf (f) —— corru ption . He does n ot a s s ocia te (g) —— corru pt people. He derives plea s u re (h ) —— good a ctivities . He d oes n ot a s pire (i) —— wea lth a n d a lwa ys keeps h im s elf a loof (j) —— greedy people.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| th ere | wh a t if | wa s b orn | h a d b etter | a s lon g a s |
| let a lon e | h a ve to | a s if | it | a s s oon a s |

(a ) —— is rea lly u n fortu n a te for a boy lik e h im to fa il in th e exa m . (b) He ca n n ot s core a goa l, —— a h a t -t r ick.

1. His m oth er bein g s ick, h e n eed s to go h om e —— pos s ib le.
2. Th e m a n a ger s a ys a lon e. It s eem s —— oth er h a d n oth in g to s a y. (e) No on e is h a ppy with h er res u lt ; s h e —— u n ders t a n d it .
3. —— you los e you r pen ?
4. —— lived a very clever fox in a ju n gle.

(h ) Th e p oor will con t in u e to s u ffer —— th ey a re illit era te.

1. Za h ir Ra ih a n —— on 19 Au gu s t , 1 93 5 in Fen i.
2. We —— ed u ca te a ll a n d work h a rd to develop ou r cou n t ry.

### English Second Paper : Questions  109

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0**

(a ) Th e p olice s a w a pick p ocket. Seein g th e police, h e ra n a wa y les t ——. (b) He wa s s en t to Dh a ka . He left for Dh a ka a fter ——.

(c) Kith a n kin a re pers on s ——. We s h ou ld h elp th em in th eir da n ger. (d) I s h a ll s ta y h ere u n t il ——. I do n ot wa n t to ta ke a n y r is k.

1. He ca m e to m a y room wh ile ——. He didn 't wa ke m e u p.
2. Nob ody told m e to go th ere. Ha d I b een prop os ed to go ——.
3. I a m lookin g for Ria z's a ddres s . Do you kn ow wh ere ——.

(h ) Th ere a re a good n u m b er of rea s on s wh y ——. Th a t En glis h is a for eign la n gu a ge is th e m a in rea s on .

1. I will give h im th e m es s a ge a s s oon a s ——.
2. Th ere goes a proverb, "Wh a t is lotted, ——."

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

By th e yea r 20 2 4 , we (a ) —— (t a ke) p a r t in ou r fin a l b oa rd exa m . Da y by da y ou r ten s ion (b) —— (grow) h igh er a n d h igh er a s th e exa m is (c) —— (a p proa ch ). It is h igh t im e we (d) —

— (prep a re) ou r s elves for th e fin a l tes t . Ha d we (e) —— (be) a bit ca refu l, we (f) —— (fin is h ) ou r s ylla b u s fa ir ly well. However, wh en ou r p a ren t s wa n t to (g) —— (kn ow) h ow ou r prep a ra t ion (h ) —— (b e), we a n s wer a s th ou gh we (i) —— (lea rn ) a ll th e ch a pters of a ll books ju s t (j) —— (con vin ce) th em . Now, t im e (k) —— (com e) to give u p ou r ba d h a bits . We will a wa ke, ra is e a n d n ot s top u n t il we get (l) —— (a dm it ) to a u n ivers it y; a good res u lt is (m ) —— (a ch ieve) a n d ou r s u cces s is (n ) —— (a ccom plis h ).

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you s a ved s om eth in g for th e fu tu re?" s a id th e r ich m a n . "No" s a id th e cob bler. "I a m h a p py with th e pres en t a n d th in k lit t le a b ou t tom orrow." "No, th a t wou ld n ot do," s a id th e r ich m a n . "I like to s ee you r a bove wa n t . Ha ve th is m on ey a n d k eep it ."

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Moth er is a n (a ) —— (pre-m odify th e n ou n ) bles s in g in th e world. Moth er 's d a y is a (b) —— (u s e in ten s ifier to pre-m odify th e a djective) s ign ifica n t da y obs erved a s a (c) —— (pre- m odify th e n ou n ) occa s ion in h on ou r of m oth ers . Th e da y wa s , for th e fi r s t t im e, a n n ou n ced a s a form a l h olida y in th e Un it ed Sta tes of Am erica . Moth er 's da y is n ow ob s erved (d) —— (u s e a dverb to p os t -m odify th e verb). Th e s on s a n d d a u gh ters (e) —— (pre-m odify th e verb) wa it for th is da y. Th ey b u y s om e s p ecia l pres en t s for th e ir (f) —— (u s e a s u perla t ive degree to pre-m odify th e n ou n ) m oth er. Wh en th ey offer th e pres en t s , th e m oth er b ecom es very h a ppy. It brin gs a (g) —— (pre-m odify th e n ou n ) h a p pin es s between a m oth er a n d (h ) —— (u s e a pos s es s ive to pre-m odify th e n ou n ) ch ild r en . Th e bon d of rela t ion s h ip between m oth er a n d ch ild ren becom es everla s t in g. Th e m oth er (i) —— (pre-m odify th e verb) dra ws h er ch ild ren with h er m oth erly a ffection . In th is wa y, we pa y a

(j) —— (u s e a pa r t iciple to pre-m odify th e n ou n ) t r ibu te to ou r dea r m oth ers .

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

Litera cy is a bles s in g for a n y cou n t ry. (a ) ——, lit era te people ca n dis t in gu is h between r igh t a n d wron g, (b) ——, th ey ca n im prove th eir con dition by u t ilizin g th eir s a ge a n d s a ga city. (c) ——, th ey ca n refin e th eir s en s e a n d s en s ib ilit y th rou gh ed u ca t ion . (d) ——, a ll of u s s h ou ld ta k e edu ca t ion (e) —— th ere is n o a lt ern a t ive to ta kin g edu ca t ion . (f) ——, illit era cy is a cu r s e for a n y cou n t ry. Illit era te people ca n n ot ch a n ge th eir con dition . (g) ——, th ey la g beh in d. (h ) ——, we a re res p on s ib le for ou r b ein g illit era te. Ou r govern m en t h a s ta ken s teps to rem ove illit era cy from th e cou n t ry. (i) ——, prim a ry ed u ca t ion h a s b een m a d e com p u ls ory (j) —— free. (k) ——, ed u ca t ion from cla s s on e to eigh t h a s been m a d e free for girl s tu den t s . (l) ——, books a n d oth er ed u ca t ion a l m a teria ls a re dis t r ibu ted to th e s tu d en t s free of cos t . (m ) ——, we s h ou ld n ot s it id le a t h om e. (n ) ——, we s h ou ld feel en cou ra ged to ta k e ed u ca t ion a n d ch a n ge ou r lot .

### Read the passage and write the antonym or synonym of the words as directed below 5 14 =7

In Ba n gla des h , s tu den t s requ ire to rea d En glis h for a b ou t ten yea r s . Bu t th e level of proficien cy th ey rea ch is very low. No won der th a t m os t of th em fa il in th eir En glis h tes t s . People ta kin g th e Civil Service Exa m in a t ion a re a ls o tes ted on th eir kn owledge of En glis h , bu t th e res u lt s a re equ a lly dis a p poin t in g a lt h ou gh a lm os t a ll th e ca n dida tes h a ve pres u m a bly m a s ter 's degree in va r iou s dis ciplin es . Even th os e wh o p a s s or qu a lify a re h a rdly a ble to write a free com pos it ion in a ccepta ble En glis h . Ob viou s ly, th ere is s om eth in g s eriou s ly wron g with th e tea ch in g a n d lea rn in g of En glis h in Ba n gla d es h .

(a ) requ ir e (s yn on ym ); (b ) proficien cy (a n ton ym ); (c) low (a n ton ym ); (d) won der (s yn on ym ); (e) fa il (a n ton ym ); (f) tes ted (s yn on ym ); (g) equ a lly (a n ton ym ); (h ) dis a p poin t in g (s yn on ym );

* 1. pres u m a bly (a n ton ym ); (j) qu a lify (a n ton ym ); (k) a ccepta ble (s yn on ym ); (l) obviou s ly (a n ton ym ); (m ) wron g (s yn on ym ); (n ) lea rn in g (s yn on ym ).



**110**



**HSC English Test Papers** 

1. **The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5** **1 4 =7** J erry : I ca n ch op s om e wood toda y

Writer : Bu t i h a ve a boy com in g from th e orph a n a ge J erry : I a m th e boy

Writer : You Bu t you re s m a ll

J erry : Size does n t m a t ter ch op pin g wood. Som e of th e big b oys d on 't ch op well.

Ive b een ch op pin g wood a t th e orph a n a ge for a lon g t im e Writer : Very well Th eres th e a xe Go a h ea d s ee wh a t you ca n do

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at ion t o the princ ipal of y our c olle ge fo r inc re as in g library fac ilit ie s in your c olle ge library. 10

### Write a paragraph on 'Dengue Fever : Sym ptom s and Prevention'. (within 2 0 0 words) 15

### Write a paragraph on 'Global Warm in g' s h o wing it s c aus e s an d e ffe c t s . (Wit hin 2 0 0 wo rds ) 15

## Khulna Public Colle ge , Khulna

**17**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Th e Noble Prize is th e m os t pres t igiou s prize (a ) —— th e world. Th e prize is a wa rded (b) —

— th e pers on s (c) —— ou t s ta n din g con t r ibu t ion s (d) —— s ix s pecific field s , Econ om ics wa s in clu ded (e) —— th e lis t in 19 69 (f) —— th e fir s t t im e. On e prize is a wa rded (g) —— ea ch field. Bu t , if th ere is m ore th a n on e recipien t s (h ) —— th e prize (i) —— on e field, th e prize m on ey is equ a lly dis t r ib u ted (j) —— a ll th e win n ers .

### Co m ple t e t he follo win g s e nte nc e s wit h s uitable phras e s / words give n in t he box 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| be b orn | a s s oon a s | a s if | h a ve to | th ere |
| it | wou ld ra th er | wh a t … look like | let a lon e | h a d b etter |

(a ) Din in g h ere is pre-pa id s ys tem . So, you —— pa y in a dva n ce if you wa n t to din e h ere. (b) Th e ga m e wa s s top ped —— th e ra in s ta r ted. We cou ld n ot res u m e th e ga m e th a t da y. (c) He ca n ‘t des ign a s m a ll h ou s e, —— a h igh r is e bu ild in g. He h a s n ‘t been s killed in

a rch it ectu re yet.

1. Ou r ca r h a s got a t rou ble. We —— ta ke a ta xi.
2. We —— lea ve th e h ou s e th a n give a ddition a l ren t . We‘r e a lr ea dy pa yin g a very h igh ren t for th is h ou s e.
3. You —— with a s ilver s poon in you r m ou th . So you n eedn ‘t worry a bou t m on ey. You ca n s p en d a s you wis h .
4. A : —— does a n a n gel ——?

B : Sorry fr ien d, I've n ever ta lked to a n a n gel.

(h ) Th ey welcom ed m e —— I h a d b een th e pres id en t of th e cou n t ry. It wa s a grea t s u rpris e to m e.

1. —— a re s u re to b e protes t s a b ou t th e decis ion . We h a ve to th in k well a b ou t th e decis ion before im p os in g it u pon th em .
2. —— is h igh t im e we s ta r ted ou r work. We s h ou ld n 't wa s te t im e a n y m ore.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Trees a re es s en t ia l for ou r exis ten ce. So, we s h ou ld ......

1. En glis h is a n in tern a t ion a l la n gu a ge, ...... you ca n n ot get a good job.
2. Corru ption is a n ob s ta cle to ou r n a t ion a l develop m en t . It is h igh t im e.....
3. My ch ildh ood wa s fu ll of joys a n d h a p pin es s . I wis h , .......
4. Mobile ph on e is a won der of m odern s cien ce. Bu t .....
5. He ca n n ot ru n th e bu s in es s , So, h e s h ou ld .....
6. He con fes s ed th a t So, I forga ve h im .

(h ) Th e s tu den t s cou ld n ot m em orize th e poem . It wa s too difficu lt ......

1. Sin ce th ere wa s n o m ore qu es t ion to dis cu s s , .........
2. Fem a le ed u ca t ion is a cryin g n eed for ou r cou n t ry. It is a good s ign th a t n owa da ys ...

### English Second Paper : Questions  111

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt 5 1 4 =7

I (a ) —— (get) you r letter la s t week. I a m s orry for (b) —— (b e) la te in r ep ly. Ha d I (c) —— (h a ve) a n y in form a t ion a bou t you r illn es s , I (d) —— (vis it ) you . Believe m e, s in ce m y gettin g ba ck from En gla n d, I h a ve got m ys elf (e) —— (en ga ge) in to ra is in g a wa ren es s a m on g people rega rdin g (f) —— (s en d) th eir d a u gh ters to s ch ool, in th is cou n t ry girls (g) —— (deprive) of proper ed u ca t ion , th ey (h ) —— (n ot kn ow) wh a t th ey (i) —— (n eed). For yea r s , th ey (j) —— (n eglect) of th eir r igh t s . So, th ey s h ou ld (k) —— (t ea ch ) th a t th ey (l)—— (be) equ a l to m en . It is h igh t im e we (m ) —— (r ea lize) th a t a n a t ion ca n n ot pros per (n ) —— (keep) h a lf of it s pop u la t ion in da rkn es s .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

Th e provid er s a id , "Wh y s h ou ld I a p p oin t you for th e p os t?" "Beca u s e I h a ve s tood fir s t in th e written tes t ," s a id th e ca n did a te, "Bu t s ecu r in g th e fir s t pla ce in th e recru itm en t tes t is n ot en ou gh . You h a ve to u n d ers ta n d th e requ ir em en t of th e p os t . You h a ve to work h a rd a ls o," "Sir, I a m rea dy," "Ok, th en you ca n join th e pos t ."

"Th a n k s a lot , Sir."

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Food is th e fir s t a m on g a ll (a ) —— (pre-m odify th e n ou n ) n eeds of h u m a n bein gs . People ea t food to (b) —— (p os t m odify th e verb with a n in fin it ive ph ra s e). Th ey s h ou ld n ot ea t (c)

—— (pos t -m odify th e verb) th a n th ey n eed. Bu t s om e people h old th e (d ) —— (pre-m odify th e n ou n ) view. Th ey ea t a s m u ch a s th ey ca n . Du e to over -ea t in g, th ey su ffer from va r iou s (e) —— (pre-m odify th e n ou n with a n ou n -a djective) problem s . It m a k es a m a n (f) —— (pre- m odify th e a djective) b u lky. It a ls o ra is es ob es ity wh ich m a y ca u s e (g) —— (u s e a determ in er to pre-m odify th e n ou n ) dis ea s es . So, we s h ou ld a void overea t in g (h ) —— (p os t - m odify th e verb with in fin it ive) fit . To keep fit is a n (i) —— (pre-m odify th e n ou n ) fa ctor. Ou r religion forbids overea t in g. (j) —— (u s e a pres en t pa r t iciple ph ra s e to pre-m odify th e verb), we ca n a void overea t in g.

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

Lon g a go, Aris totle expres s ed (a ) —— "Ma n is es s en t ia lly a s ocia l a n im a l by n a tu re". He ca n n ot live with ou t s ociety. (b) —— h e does s o, h is life becom es u n bea ra b le. Th a t 's wh y it is s a id th a t h e (c) —— lives with ou t s ociety is eith er a bea s t (d) —— a god. Ma n lives in s ociety (e) —— m a n ca n n ot live a lon e. (f) ——, m a n h a s been livin g togeth er from t im e im m em oria l. Livin g in s ociety is n ot a n ea s y ta s k. We h a ve to follow certa in ru les a n d regu la t ion s of th e s ociety. (g) —— we s h ou ld b e coop era t ive. (h ) ——, we m u s t h elp oth ers wh en th ey a re in n eed. (i) ——, we h a ve to b e ca refu l n ot to h u r t oth ers b y ou r word s or a ctivities . (j) ——, we m u s t con t rol ou r em otion s a n d beh a ve ra t ion a lly with oth ers . (k) ——

, we s h ou ld n ot th in k a n d live on ly for u s . (l) ——, we s h ou ld a lwa ys th in k a n d work for th e betterm en t of th e s ociety. (m ) ——, we s h ou ld rem a in prepa red to s a crifice ou r lives for th e grea ter in teres t of th e s ociety. (n ) ——, s a crificin g ou r lives for th e s ociety m a kes u s im m orta l.

### Re ad th e follo wing pas s age and t he n write t h e ant on ym or s yn o ny m of t he words as dire c t e d be lo w 5 1 4 =7

To err is h u m a n . Bu t forgetfu ln es s is a kin d of problem . It develop s with you r a ge. Sen ility is th e rea s on beh in d th is . Som etim es it origin a tes from you r s en s e of in differen ce to th e th in gs you get ou t of m em ory. Un willin gn es s to k eep s om eth in g in m em ory a ls o m a k es you forget s om eth in g ra pidly. It is n ot good to be a b s en t -m in ded . Bu t repet it ion m a y preven t forgetfu ln es s .

(a ) forgetfu ln es s (s yn on ym ); (b) Sen ilit y (s yn on ym ); (c) origin a tes (s yn on ym ); (d) in differen ce (a n ton ym ); (e) Un willin gn es s (a n ton ym ); (f) ra pidly (a n ton ym ); (g) a bs en t -m in d ed (s yn on ym ); (h ) rep etition (s yn on ym ); (i) preven t (a n ton ym ); (j) err (s yn on ym ); (k) problem (a n ton ym ); (l) develops (s yn on ym ); (m ) rea s on (s yn on ym ); (n ) m em ory (a n ton ym ).

### The re are fourte e n e rrors in t he us e of c apit alization and pun c tuat ion m arks in th e following t e xt . Re write the t e xt c orre c t in g t he e rrors 5 1 4 =7

Perph a p s you d on t a lwa ys n eed to u s e com m a s , colon s , etc. to m a k e s en ten ces clea r . Wh en I a m in a h u r ry, t ired cold, la zy or a n gry, i s om etim es lea ve ou t p u n ctu a t ion m a rks gra m m a r is s tu pid I ca n with ou t it a n d d on 't n eed it m y u n cle h a r ry on ce s a id . He wa s n ot very clever a n d I n ever u n d ers tood a word h e wrote to m e. I th in k ill lea rn s om e pu n ctu a t ion , n ot too m u ch en ou gh to write to u n cle h a r ry h e n eeds s om e h elp.

### Part B : Com pos it io n (4 0 Marks )

### On be half of the s tude nts of your c olle ge , write an applic at io n to the Princ ipal of your c olle ge t o provide m ultim e dia fac i lit ie s in t he c las s ro om s . 10

### Write a paragraph on 'The Be n e fit s of Early Ris ing' in about 2 0 0 words . 15

### Write a paragraph o n 'The Caus e s and Effe c t s of Child Labour in Ban glade s h'. (wit hin 2 0 0 words ). 15



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**HSC English Test Papers** 

## Govt . Sundarban Adars ha Colle ge , Khulna

**18**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

A good s tu den t is n ever in differen t (a ) —— h is s tu dies . He a lwa ys a dh eres (b) —— h is s tu dies . He d oes n ot lea rn th in gs (c) —— rote. He d oes t n ot h u n t (d) —— t ra dition a l gu id e books . Moreover, h e h a s grea t th ir s t (e) —— k n owledge. For th is , h e does n ot con fin e h im s elf (f) —— th e t ra dit ion a l s tu dies . He is a lwa ys a wa re (g) —— th e cu r ren t a ffa ir s (h ) —

— th e world. He a bid es (i) —— h is tea ch ers a dvice a n d jots (j) —— th eir lectu res .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| th ere | let a lon e | it | a s if | wh a t ... look like |
| h a ve to | a s s oon a s | wa s b orn | h a d b etter | wou ld ra th er |

(a ) We —— n ot go ou t tod a y. A r iot h a s brok en ou t in ou r loca lit y.

1. —— is a good id ea to wa lk in th e m orn in g. On e ca n ta ke it a s a n im p orta n t form of ph ys ica l exercis e, b eca u s e it refres h es both th e b ody a n d m in d.
2. Do you often —— t ra vel on b u s in es s ? You a re a lwa ys s een t ra vellin g a broa d.
3. Lon g a go, —— lived a very piou s m a n . His n a m e wa s Ha tem Ta i a n d h e wa s very kin d h ea r ted.
4. —— d oes a clown ——? You 've s een a clown in th e circu s m a n y a t im e.
5. —— I s ee m y fa th er com in g, m y h ea r t fills u p with joy. I a m very m u ch fon d of m y fa th er.
6. I got a job a t a b a r . Bu t I h a te workin g a t a ba r . I —— be a wa it er th a n a b a rm a n .

(h ) Ka zi Na zru l Is la m —— in a n im p overis h ed fa m ily. He h a d to ea rn even wh en h e wa s a s m a ll b oy.

1. Th e econ om ica l con dition of Robi is very p oor. He ca n n ot a fford on e m ea l per d a y —— s qu a re m ea ls .
2. After th e fin a l m a tch of th e FIFA World Cu p 2 01 4 , Mes s i looked —— h e were com pletely rou ted. His ch eris h ed drea m h a d b een s h a t tered.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Trees a re es s en t ia l for ou r exis ten ce. So, we s h ou ld ——.

1. En glis h is a n in tern a t ion a l la n gu a ge —— you ca n n ot get a good job.
2. Corru ption is a n ob s ta cle to ou r n a t ion a l develop m en t . It is h igh t im e ——. (d) My ch ildh ood wa s fu ll of joys a n d h a p pin es s . I wis h ——.
3. Mobile ph on e is a won der of m odern s cien ce. Bu t ——.
4. He ca n n ot ru n th e bu s in es s . So, h e s h ou ld ——.
5. He con fes s ed th a t ——. So, I forga ve h im .

(h ) Th e s tu den t s cou ld n ot m em oris e th e p oem . It wa s too difficu lt ——.

1. Sin ce th ere wa s n o m ore qu es t ion to dis cu s s , ——.
2. Fem a le edu cation is a cryin g n eed for ou r cou n try. It is a good s ign th a t n owadays ——.
3. **Re ad th e t e xt and fill in the gaps wit h t he c o rre c t form of ve rbs : .5** **1 4 =7** In th e la s t a u tu m n va ca t ion I (a ) —— (get) s u fficien t t im e. So I (b) —— (m a ke) u p m y m in d (c) —— (m a ke) a jou rn ey by t ra in from Dh a k a to Ch a t togra m . I (d) —— (r ea ch ) th e s ta t ion a b ou t h a lf a n h ou r before th e dep a r tu re of th e t ra in . It (e) —— (be) th en a very bu s y t im e. Ricks h a w, m otorca r s a n d oth er veh icles (f) —— (com e) to th e s ta t ion with pa s s en gers . Coolies (g) —— (ru n ) beh in d th em . Th ere (h ) —— (be) s h ou t s a n d ru s h of th e pa s s en gers a n d th e coolies . After s om etim e (i) —— (h ea r ) a wh is t le, th e pa s s en gers (j) —— (s ta n d) in a qu eu e b efore th e t icket cou n ter. I a ls o (k) —— (s t a n d) in th e lin e a n d (l) —— (b u y) a s econ d cla s s t icket. Th en I (m ) —— (b oa rd) on th e t ra in . Th e t ra in (n ) —— (s ta r t ) in t im e.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Wh os e pictu re is it ?" I a s ked.

"A lit t le girl's of cou r s e," s a id Gra n d m oth er. "Ca n 't you tell?"

"Yes , bu t d o you kn ow th e girl?"

"Yes , I kn ew h er," s a id Gra n n y "b u t s h e wa s a very wicked girl a n d I s h ou ldn 't tell you a b ou t h er."

### English Second Paper : Questions  113

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5** **1 0 =5**

Ayes h a Begu m h a s th ree s on s a n d two d a u gh ters . Her h u s ba n d wa s a (a ) —— (pre-m odify th e n ou n ) fa rm er wh o u s ed (b) —— (p os t -m od ify th e verb by u s in g in fin it ive) on oth er people's la n d. With grea t effort th ey m a r r ied (c) —— (u s e a pron ou n ) d a u gh ters off by th e t im e th ey rea ch ed teen a ge. Th e s on s a ls o s ta r ted (d) —— (u s e pres en t p a r t iciple to m odify th e verb) with th eir fa th er a s (e) —— (pre-m odify th e n ou n ) la b ou rers wh en th ey were old en ou gh to h elp. By th e t im e th ey were s even teen , th ey left for town s (f) —— (u s e in fin it ive to pos t m odify th e verb) m on ey. At fir s t th ey u s ed to s en d m on ey to th eir pa ren t s (g) ——, (u s e a n a dverb to pos t m odify th e verb) bu t a fter gettin g m a r r ied th ey b a rely h a d en ou gh to s u pp ort th eir (h ) —— (pre-m odify th e n ou n ) fa m ilies . Ou t of des pera t ion , Ayes h a Begu m s ta r ted (i) —— (p os t -m odify th e verb) in th e villa ge to feed h er old, (j) —— (pre-m odify th e n ou n ) h u s ba n d a n d h ers elf.

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

On ce a lion wa s drin kin g wa ter from a brook. (a ) —— a la m b wa s a ls o drin kin g wa ter from th e down s t rea m of th e s a m e brook. (b) ——, th e lion s a w th e s weet lit t le la m b a n d d ecided to devou r it . (c) —— h e wa s th in kin g a b ou t h ow to a ccom plis h h is evil d es ign . (d) —— h e h it u p on a pla n . (e) —— th e lion com pla in ed th a t th e la m b wa s dis tu rbin g h im by m u ddyin g wa ter. (f) —— th e la m b s a id th a t h e wa s drin kin g wa ter from down s t rea m . (g)

—— th e qu es t ion s of m u d dyin g wa ter on h is p a r t did n ot a r is e h ere. (h ) ——, th e la m b a rgu ed th a t it wa s th e lion th a t wa s m u d dyin g th e wa ter for h im (i) —— h e wa s drin kin g u p s t rea m wa ter. (j) ——, th e lion retorted th a t th e la m b s p oke ill of h im a yea r a go. (k) —— th e la m b s a id th a t h e wa s n ot b orn a yea r a go. (l) —— th e lion grew in to a ra ge. (m ) —— h e s a id th a t p erh a p s h is fa th er s p ok e ill of h im la s t yea r . (n ) —— th e lion h a d th e r igh t to ta ke reven ge a n d kill th e la m b.

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w 5 1 4 =7

A good writer m a y be a good rea der. A good rea der m a y be a good s pea ker or m a ke good recitation . Noth in g of th is is im pos s ible for a m an if h e is n ot lazy. Th e m a in th in g is s in cerity. Seriou sn ess sh ou ld a ls o be ta ken u n der con s ideration . If a m an i s s eriou s , h e can m a ke im pos s ible to be possible. If we becom e s eriou s in ou r in ten t ion , we can sh in e in life.

(a ) good (a n ton ym ); (b) writer (s yn on ym ); (c) s p ea ker (s yn on ym ); (d) recita t ion (s yn on ym ); (e) im p os s ib le (a n ton ym ); (f) la zy (a n ton ym ); (g) s in cerity (s yn on ym ); (h ) s eriou s n es s (s yn on ym ); (i) con s idera t ion (s yn on ym ); (j) s eriou s (a n ton ym ); (k) im p os s ib le (s yn on ym ); (l) pos s ib le (a n ton ym ); (m ) in ten t ion (s yn on ym ); (n ) s h in e (s yn on ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks i n th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Tou r is t : How old is th e edifice gu ide.

Gu ide : m a d a m e it s a 1 5 th cen tu ry edifice. Tou r is t : Wh a t a won derfu l edifice it is .

Gu ide : It wa s bu ilt by a k ba r th e th en em peror of In d ia . Tou r is t : Oh i s ee

Gu ide : m a d a m e we s h ou ld m ove n ow. th e s u n is a b ou t to s et. it wou ld be d a rk s oon . Tou r is t : Is n t th e pla ce s a fe.

Gu ide : It is . Bu t th e s ecu r ity d oes n ot a llow a n yb ody a ft er th e s u n s et.

|  |  |  |
| --- | --- | --- |
| **Part** | **B : Com pos it io n (4 0 Marks )** |  |
| **10.** | **Writ e an applic at io n t o th e Princ ipal of y our Colle ge for a Trans fe r Ce rt ific at e .** | **10** |
| **11.** | **Write a paragraph de s c ribing t he life of a s t re e t be ggar wit hin 2 0 0 words .** | **15** |
| **12.** | **Write a paragraph c o m paring an d c o ntras t ing nuc le ar fam ily and e xte nde d**  **wit hin 2 0 0 wo rds .** | **fam i ly**  **15** |



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

**HSC English Test Papers** 

## Milit ary Colle giat e Sc hool, Khulna

**19**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Boli Kh ela or Ba li Kh ela is a pop u la r form (a ) —— wres t lin g in Ba n gla d es h . It is a form of s p ort in clu din g gra p plin g type tech n iqu es s u ch a s clin ch figh t in g, th rows a n d ta ked own s , join t lock s , pin s a n d oth er gra p plin g h olds . Boli m ea n s wres t ler (b) —— Ba n gla , wh ile Kh ela den otes a s p ort. So, Boli Kh ela m ea n s ga m e of th e powerfu l pers on . It wa s

in t rodu ced in th e la s t 19 th cen tu ry (1 87 9 ) (c) —— Ka d er Boxo, a la n dlord of Sa tk a n ia Upa zila in Ch a t togra m dis t r ict . Bu t it wa s p opu la r ized by Ab d u l J a b ba r Sa od a gor, a m erch a n t of Ch a t togra m , in 1 90 7 . His des ir e wa s to cu lt iva te a s port th a t wou ld prepa re th e you th to figh t a ga in s t Britis h ru le wh ich is a s elf-d efen ce (d) —— wea pon s . Tod a y, th e wres t lin g fes t iva l ca lled ja b ba rer Boli Kh ela s t a n ds (e) —— on e of Ch a t togra m ‘s m a jor fes t iva l in La ld igh i a rea . Th e on e-da y fes t iva l begin s in th e Ba n gla m on th of Ba is h a kh . Scores (f) —— a m a teu r a n d profes s ion a l wres t lers from (g) —— th e cou n t ry pa r t icip a tes (h )

—— th e com petition . Th e com petition is a ccom pa n ied by a th ree -da y fa ir wh ere t ra ders brin g (i) —— h ou s eh old goods to s ell. Artis a n s a n d m a n u fa ctu rers brin g th eir produ ct of cla y, t im ber, iron , ca n e, u ten s ils , cloth in g, t rees , birds , flowers , fru it s , s weetm ea t s a n d oth er goods . Th e fa ir is h eld a t a on e -kilom eter s t retch (j) —— th e wres t lin g a rea of La ld igh i field.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wou ld you m in d | wa s b orn | let a lon e | h a d b etter | th ere |
| wh a t does ….. look lik e | a s if | wou ld ra th er | a s s oon a s | h a ve to |

(a ) —— flyin g in th e s ky? I th in k you will en joy a lot .

1. —— wa s a kin g n a m ed Rob ert Bru ce. He wa s very fa m ou s .
2. He —— a n d brou gh t u p in Ba n gla des h . Th is is a very bea u t ifu l cou n t ry.
3. Ba n gla des h is a n em ergin g p ower in th e world cricket. Bu t we —— s t ru ggle m ore to win th e world cu p.
4. He ca n n ot tell m y n a m e, —— m y a d dres s . He is rea lly a lia r .
5. —— th e ea r th ——? It ‘s n ot com pletely rou n d.
6. We —— wa lk fa s t th a n get on th e t ra in . Th e t ra in is very crowded. (h ) Th e cla s s s ta r ted —— I rea ch ed m y college. I wa s rea lly lu cky.
7. You look s o wea k. You —— go h om e a s ea r ly a s pos s ib le.
8. Th e m a n preten d ed —— h e h a d b een very p oor . So, we dis liked h im .

### Co m ple t e t he s e nte nc e s with s uit able c laus e s / phras e s . 1 1 0 =1 0

(a ) He join s th e Fa ll-in in t im e s o th a t ——.

(b) He ign ored to tell h is fr ien d th e a n s wer in th e exa m h a ll les t ——. (c) Th ey wen t to th e ML with a view to ——.

(d) No s oon er d oes th e ca det s ee th e Form Ma s ter ——. (e) Sh e in terru pted a s th ou gh ——.

1. Th e b a tch pa s s ed ou t in 20 2 2 . It wa s lon g s in ce ——.
2. I h a ve a drea m to fly in th e s ky. Ha d I ——. (h ) I cou ld n ot th in k of ——.
3. He wa s s o gra tefu l ——.
4. If th e driver h a d been m ore ca refu l. —— th e fa ta l a ccid en t .

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt . .5 1 4 =7

Yes terd a y, th e s u n s h on e brigh t ly a s I (a ) —— (wa lk) th rou gh th e pa rk. Birds (b) —— (s in g) in th e t rees , a n d a gen t le breeze (c) —— (ru s t le) th e lea ves . I decided to h a ve a picn ic n ea r th e p on d. As I (d) —— (s prea d) ou t th e bla n ket, a grou p of d u cks (e) —— (s wim ) pea cefu lly in th e wa ter. Su dden ly, a pla yfu l dog ra n towa rds th em , a n d th ey qu a cked lou dly in protes t . Wh ile I (f) —— (en joy) m y s a n dwich , I (g) —— (n otice) a grou p of ch ild ren wh o (h )

—— (play) s occer n earby. Th eir la u gh ter (i) —— (fill) th e a ir as th ey (j) —— (ru n ) an d (k) —— (k ick) th e ba ll. By th e t im e I (l) —— (p a ck) u p to lea ve, th e s u n bega n to s et, (m ) —— (ca s t ) a wa rm glow over th e p a rk. As I wa lk ed h om e, I cou ldn ‘t h elp (n ) —— (a p precia te) th e s im ple joys of a da y s pen t in n a tu re.

### English Second Paper : Questions  115

1. **Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7**

A ca t h ea r in g th a t a h en wa s la id u p s ick in h er n es t , pa id h er a vis it of con d olen ce a n d s a id , ―How a re you , m y dea r? Wh a t ca n I d o for you ? On ly tell m e. Is th ere a n yth in g in th e world th a t I ca n brin g for you ?‖ ―Th a n k you ,‖ s a id th e h en . ―Do you b e good en ou gh to lea ve m e, a n d I h a ve n o fea r bu t I s h a ll s oon be well.‖

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Com p u ter is a n a d va n ced (a ) —— (Us e a djective a s a pre-m odifier) d evice th a t ta k es ra w da ta a s in p u t (b) —— (Us e prep os it ion a l ph ra s e a s pos t -m odifier) a n d proces s es th es e da ta u n d er th e con t rol of s et of in s t ru ction s (c) —— (Us e p a s t pa r t iciple a s pre-m odifier) progra m a n d gives th e r es u lt n a m ed ou tp u t a n d s a ves ou tp u t (d) —— (Us e prep os it ion a l ph ra s e a s p os t -m odifier). It ca n proces s b oth n u m era l a n d n on -n u m era l ca lcu la t ion s . A com p u ter h a s (e) —— (Us e ca rdin a l a djective a s pre-m odifier) fu n ction s ; it a ccepts da ta , proces s es da ta , produ ces ou tp u t a n d s tores res u lt s . In p u t is th e ra w in form a t ion (f) —— (Us e pa s t pa r t iciple) in to a com p u ter from th e in pu t d evices . It is th e collection of let ters , n u m bers , im a ges etc. Proces s is th e op era t ion of da ta a s per (g) —— (Us e pa s t pa r t iciple ph ra s e a s p os t m odifier). It is tota lly in tern a l proces s of th e (h ) —— (Us e a n ou n a djective) s ys tem . Ou tpu t is th e proces s ed da ta (i) —— (Us e pa s t p a r t iciple ph ra s e a s p os t -m odifier) a fter da ta proces s in g. Ou tp u t is a ls o ca lled res u lt . We ca n s a ve (j) —— (Us e d em on s t ra t ive a djective a s pre-m odifier) res u lt s in th e s tora ge devices for fu tu re u s e.

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

In th e rea lm of m a th em a t ics , problem -s olvin g is n ot m erely a s kill, it ‘s a n a r t . (a ) ——, m a th em a t icia n s en ga ge in in t r ica te da n ces with n u m b ers a n d s ym b ols . (b) ——, th ey en cou n ter com plex equ a t ion s th a t ch a llen ge th eir logica l rea s on in g. (c) ——, th ey em ploy va r iou s s t ra tegies to u n r a vel th e m ys teries pres en ted by m a th em a t ica l problem s . (d) ——, s om e problem s m a y s eem in s u rm ou n ta ble a t fir s t gla n ce. (e) ——, with p ers evera n ce a n d a s ys tem a t ic a pproa ch , m a th em a t icia n s brea k down th es e s eem in gly form ida b le b a r r iers . (f)

——, crea t ivity pla ys a pivota l role in fin din g in n ova t ive s olu t ion s . (g) ——, m a th em a t icia n s often explore u n con ven t ion a l m eth ods , th in kin g ou t s ide th e t ra dition a l m a th em a t ica l b ox. (h ) ——, colla b ora t ion fos ters a r ich exch a n ge of idea s . (i) ——, m a th em a t icia n s join forces to ta ckle problem s collectively, levera gin g ea ch oth er ‘s s t ren gth s . (j) ——, tech n ology h a s becom e a n in va lu a ble tool in th e rea lm of problem -s olvin g. (k) ——, a d va n ced s oftwa re a n d ca lcu la tors expedite ca lcu la t ion s a n d offer n ew pers p ectives . (l) ——, th e s a t is fa ction derived from s olvin g a ch a llen gin g problem is u n pa ra lleled . (m ) ——, it fu els th e m a th em a t icia n 's pa s s ion , drivin g th em to s h eek ou t n ew m a th em a t ica l fron t iers . In con clu s ion . (n ) —— problem -s olvin g in m a th em a t ics is a n ever-evolvin g jou rn ey th a t com bin es in tellect, pers evera n ce, crea t ivity, colla bora t ion , a n d th e joy of dis covery.

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w an d m ake s e nte n c e s wit h th e m 5 1 4 =7

Sin cerity is th e root of s u cces s of a ll works . On e ca n go a lon g wa y if h e does a job with s in cerity. Th e grea t m en a re s in cere beca u s e th ey kn ow th a t s in cerity is th e key to s u cces s . Th os e wh o d o n ot follow th e ru les of s in cerity ca n n ever go a lon g wa y. Sin ce r ity is th e s ecret of victory. If a n y work is n ot d on e with s in cerity, on e will n ever receive des ir a ble ou tpu t from it . So we s h ou ld be s in cere in every wa lk of life.

(a ) s u cces s (a n ton ym ); (b) wa y (s yn on ym ); (c) job (s yn on ym ); (d) grea t (a n ton ym ); (e) beca u s e (s yn on ym ); (f) kn ow (a n ton ym ); (g) key (s yn on ym ); (h ) follow (a n ton ym ); (i) ru le (s yn on ym ); (j) n ever (a n ton ym ); (k) s ecret (a n ton ym ); (l) Ou tp u t (s yn on ym ); (m ) victory (s yn on ym ); (n ) des ir a ble (a n ton ym ).

### The re are fourte e n e rrors in the us e of p un c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

1. : excu s e m e wh ere is th e n ea res t h os pita l
2. : It s a b ou t 2 kilom eters from h ere you ll h a ve to h ir e a ta xi you ca n a ls o go by b u s . A : I s ee is th ere a b u s s ta t ion n ea r h ere

B : Yes th ere is a b u s s top a t th e corn er. A : Th a n k you .

B : Don ‘t m en t ion it .

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at ion t o th e princ ipal of y our c olle ge , re que s t ing t hat he arrange a c are e r c ouns e ling s e s s ion at y our c olle ge . 10

### Write a paragraph of about 1 5 0 words o n ―Highe r Educ at ion in Banglade s h‖. 15

### Write a paragraph in 2 5 0 wo rds o n‖ The c aus e s and Im pac t s of Moral De gradation of the Youn g Ge ne ratio n‖ in th e pe rs pe c t ive of Banglade s h. 15



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

**HSC English Test Papers** 

## Sat khira Gove rnm e nt Colle ge , Sat khira

**20**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Bu t a t la s t God took pity (a ) —— h im . On e d a y th e old s a ilor wa s wa tch in g th e wa ter s n a k es s wim m in g (b) —— th e s h ip . Th eir colou r s were s o b ea u t ifu l th a t h e wa s filled (c ) —

— s u ch a s t ra n ge won der th a t h e felt a grea t love (d) —— th em a n d bles s ed th em (e) —— h is h ea r t . At on ce th e d ea d a lba t ros s fell (f) —— h is n eck (g) —— th e s ea . A gen t le breeze bega n to blow (h ) —— th e s ou th a n d th e m a n fell (i) —— a d eep s leep. Wh en h e woke u p, it wa s ra in in g a n d h e felt fres h a ga in . Th u s th e old m a n wa s relieved (j) —— h is cu r s e.

### Co m ple t e t he follo win g s e nte nc e s wit h s uitable phras e s / words give n in t he box. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a s s oon a s | th ere | wou ld ra th er | wh a t 's like | let a lon e |
| h a ve to/ h a s to | it | h a d b etter | wh a t does ... look lik e | wa s b orn |

(a ) "Ca n I s m ok e h ere?" "I —— s a y you didn 't . It 's a n o s m okin g zon e."

(b) "It 's gettin g la te. I h a ve to go n ow," "You —— n ot. It 's ra in in g very h a rd." (c) Ba by : Mom , —— a gh os t ——?

Mom : Sorry dea r , n o idea . I h a ve n ever s een a n y gh os t before.

1. Lon g a go, —— lived a m igh ty wa r r ior , Ku bla Kh a n . He won m a n y ba t t les a ga in s t th e in n ocen t s .
2. Socra tes wa s a grea t ph ilos oph er. He —— in Ath en s in 46 9 B.C.
3. His in com e is very poor. He ca n n ot b u y a n ordin a ry wa tch , —— a cos t ly on e.
4. He —— s ta y in s ide beca u s e it is ra in in g in torren t s .

(h ) —— s eem s th a t h e is very s ick. He ca n 't even ta lk to u s .

1. Son : Moth er, —— s kiin g ——?

It is th e bes t s p ort or a ctivity of m ovin g over s n ow or ice or s kis .

1. Give h im th e good n ews —— you m eet h im .

### Co m ple t e t he follo win g s e nte nc e s us in g s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) I th in k you a re n ot pu n ctu a l in s tu dies . Be pu n ctu a l les t ——. (b) I h a ve m is s ed th e 8 o'clock t ra in . Do you kn ow wh en ——?

(c) Th e th ief s tole m y wa tch a n d I s a w it . As s oon a s I s a w h im , ——. (d) Th ou gh h e wa s la te, ——.

1. As h e wa s u n willin g to work, h e ca n n ot get r id of poverty. He m u s t work if ——.
2. I u s u a lly a void ——. It is borin g to drive n ow.
3. As it is a difficu lt ta s k ——.

(h ) Wh en ever I go to vis it th e fa ctory, I ——. He m u s t a ccou n t for h is a bs en ce.

1. Th e film en d ed very fa n ta s t ica lly. If you en joyed th e film , ——.
2. Th ere a re m a n y ob s ta cles on ou r wa y to s u cce s s . We m u s t work h a rd s o th a t ——.

### Re ad t he t e xt an d fill in t he gaps wit h th e c o rre c t form of ve rbs as pe r s ubje c t and c o nte xt . .5 1 4 =7

Th ere a re m a n y rea s on s for wh ich m a n y s tu den t s in ou r cou n t ry (a ) —— (fa il) in En glis h . Th a t En glis h is a foreign la n gu a ge is th e m a in rea s on . En glis h is a s if it (b) —— (be) a la n gu a ge (c) —— (m ea n ) for a pa r t icu la r cla s s of people. It (d) —— (r ega rd) a s a s h eer wa s ta ge of t im e. Th ey (e) —— (begin ) to cra m En glis h a s th ou gh th ey con s ider (f) —— (cra m ) is th e on ly wa y t o lea rn En glis h . Bu t (g) —— (h a ve) th ey b een ea rn es t in lea rn in g En glis h , th ey (h ) —— (lea rn ) it ea s ily. Moreover, th ey a re n ot (i) —— (m otiva te) prop erly. In a d dition , th e textbooks (j) —— (n ot write) a ccord in g to th e n eed of lea rn ers . Wh a tever th e ca se m ay be, th e s tu den t s (k) —— (r equ ir e) to go th rou gh th e textbooks well. With ou t (l) —— (h a ve) a clea r idea a b ou t textbooks , th ey will n ot be a ble to do well in th e s u bject. Bu t ou r s tu d en t s m os t ly depen d on th e n otes (m ) —— (prepa re) by th eir tu tors . Moreover, efficien t tea ch ers s h ou ld (n ) —— (r ecru it ) to brin g a b ou t a ra dica l ch a n ge.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you killed th e ra t s ?" s a id th e Ma yor. "Yes , I h a ve," replied th e pip er. "Give m e th e prom is ed m on ey." "How fu n n y you a re!" s a id th e Ma yor. "Ta ke on ly fifty." "I wa s s u p pos ed to get fifty th ou s a n d gu ilders ," s a id th e pip er. "Wh a t h a ve you d on e? Th e work you h a ve don e wa s very s im ple," s a id th e Ma yor.

### English Second Paper : Questions  117

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5** **1 0 =5**

(a ) —— (pre-m odify th e n ou n with a n ou n ) m a n a gem en t h a s becom e th e m os t (b) —— (pre- m odify th e n ou n ) topic in th e m odern world. With th e ra pid growth of popu la t ion , in du s t r ia l wa s te a s well a s (c) —— (pre-m odify th e n ou n with a n a djective) wa s te is on th e r is e. Th is (d) —— (pre-m odify th e n ou n ) a m ou n t of wa s te is a (e) —— (pre-m odify th e n ou n ) con cern for th e people of th e pres en t world. It is becom in g in crea s in gly difficu lt (f) —— (pos t m odify th e a djective with a n in fin it ive ph ra s e) a s u it a ble loca t ion to get r id of a ll th e refu s e. Es pecia lly p eople (g) —— (p os t -m odify with a pa r t iciple) in th e town s a re fa cin g th is problem (h ) —— (p os t -m odify th e verb with a n a d verbia l). Now t im e h a s com e (i) —— (p os t - m odify th e verb with a n in fin it ive) th is proble m a n d ta ke (j) —— (pre-m odify th e n ou n ) a ction to m a n a ge th e ga rba ge for a s a fer a n d h ea lth ier en viron m en t .

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

(a ) —— I wa s wa lk in g a lon g th e roa d th e oth er da y. I h a p pen ed to n otice a s m a ll brown lea th er p u r s e lyin g on th e p a vem en t . I picked it u p (b) —— op en ed it to s ee (c) —— I cou ld fin d ou t th e own er 's n a m e. Th ere wa s n oth in g in s ide. It h a d s om e s m a ll ch a n ge (d) —— a ra th er old ph otogra ph , a pictu re of a wom a n a n d you n g girl a b ou t twen ty yea r s old (e) —— looked lik e th e wom a n 's da u gh ter. I pu t th e ph otogra ph ba ck (f) —— took th e pu r s e to th e police s ta t ion . (g) —— I h a n d ed it to th e s ergea n t -in -ch a rge. Before I left , th e s ergea n t m a d e a n ote of m y n a m e (h ) —— m y a ddres s (i) —— th e own er of th e pu r s e wa n ted to write a n d th a n k m e. Th a t even in g I wen t to h a ve din n er with a n u n cle a n d a u n t of m in e. Th e you n g wom a n 's fa ce wa s fa m ilia r . (j) —— I cou ld n ot rem em ber wh ere I h a d s een it . I wa s qu it e s u re (k) —— we h a d n ot m et before. (l) —— con vers in g, h owever, th e you n g wom a n h a pp en ed to m a rk th a t s h e h a d los t h er p u r s e th a t a ftern oon . I a t on ce rem em bered (m ) —— I h a d s een h er fa ce. Sh e wa s th e you n g wom a n in th e ph otogra ph (n ) —— s h e wa s n ow m u ch old er.

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w 5 1 4 =7

A th in g ca n n ot becom e a s preciou s a s gold by th e wa y of glitterin g. People in gen era l a re ch a rm ed a n d a ttra cted by ou twa rd s h ow of th in gs a n d n ot by th eir own m erits . Gold is a brigh t preciou s m eta l a n d it s va lu e is recogn ized by a ll. Neverth eles s , th ere a re m a n y m eta ls ch ea per th a n gold b u t look like it . Th ey glit ter for s om e t im e a n d fa de in cou r s e of t im e. Th ey fa s cin a te ou r eyes too. b u t th eir bea u ty a n d gla m ou r do n ot la s t lon g. Bu t gold is s u ch a m eta l th a t ca n s ta n d th e wea r a n d tea r of t im e a n d s h in e t ill th e la s t m om en t of exis ten ce. In ou r s ociety, th ere a re s o m a n y people wh o a re ou twa rdly very gen t le a n d n ice. Bu t a fter a p eriod of t im e, th eir rea l iden t ity is revea led . Th ey d o n ot h a ve in trin s ic va lu e a n d m ora lity.

(a ) preciou s (a n ton ym ); (b) glit ter (s yn on ym ); (c) a t t ra ct (s yn on ym ); (d) ou twa rd (a n ton ym ); (e) recogn ize (s yn on ym ); (f) fa s cin a te (a n ton ym ); (g) gla m ou r (a n ton ym ); (h ) s h in e (a n ton ym ); (i) ou twa rdly (a n ton ym ); (j) gen t le (a n ton ym ); (k) iden t ify (s yn on ym ); (l) revea l (s yn on ym ); (m ) in t r in s ic (s yn on ym ); (n ) m ora lit y (a n ton ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

La ila : I ca n t s ee a n yth in g. Wh ere a m I?

Au n t : You re s a fe in you r Au n t s h ou s e. Wh a t s th e m a t ter? La ila : Im a fra id I ca n h ea r a s ou n d.

Au n t : Bu t I ca n t .

La ila : Lis ten a ga in ca n you h ea r it n ow? Au n t : Yes I ca n .

La ila : Is it a gh os t?

Au n t : No, it s on ly a n owl.

La ila : Owl Bu t it m a kes a h orrible s ou n d. Au n t : It 's a bird on ly dea r .

La ila : Cou ld you s leep with m e.

Au n t : Ok a y Now go to s leep La ila You 'r e very t ir ed a fter you r lon g jou rn ey. La ila : You re r igh t .

**Part B : Com pos it io n (4 0 Marks )**

### On be h alf of t he s tude nts of y our c las s , writ e an applic at ion to th e prin c iple of y our c olle ge re que s t ing him to provide Wi -Fi fac i lit y in t he c olle ge library. 10

### Write a paragraph on 'Fe m ale Educ at io n' in about 2 0 0 words . 15

### Write a c aus e an d e ffe c t paragraph o n 'Clim ate Change '. You m us t c om ple t e t he paragraph within 2 0 0 wo rds . 15



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**HSC English Test Papers** 

## Kus ht ia Gove rnm e nt Mohila Colle ge , Kus ht ia

**21**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Ou r s is a r iverin e cou n t ry. Rivers a re everywh ere (a ) —— ou r life, lit era tu re, econ om y a n d cu ltu re. Bu t a re th e r ivers (b) —— good s h a p e? Un fortu n a tely, th ey a re n ot. A few a re a lr ea dy dea d a n d s evera l a re goin g (c) —— th e pa n gs (d) —— dea th . Th e r iver Bu r iga n ga is a n exa m ple (e) —— a dyin g r iver. A report pu blis h ed in th e 'Th e Da ily Su n ' des cribes wh a t h a s h a p pen ed to th e r iver Bu r iga n ga a n d wh y. It s wa ter is pollu ted a n d a perp etu a l s ten ch fills th e a ir (f) —— it . Th e rep ort s a ys th a t th e r iver h a d a gloriou s p a s t . On ce it wa s a t r ibu ta ry (g) —— th e m igh ty Ga n ges a n d flowed (h ) —— th e Ba y of Ben ga l (i) —— th e r iver Dh a les h wa r i. Gra d u a lly, it los t it s lin k (j) —— th e Ga n ges a n d got th e n a m e Bu r iga n ga .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| As s oon a s | wou ld ra th er | wh a t 's it like | th ere | wh a t does .... look like |
| h a ve to | let a lon e | it | h a d b etter | wa s b orn |

(a ) —— is u n fortu n a te th a t m a n y s tu den t s wa s te th eir va lu a ble t im e by u s in g Fa cebook. (b) Th e wea th er is very rou gh toda y. You —— n ot go to college tod a y.

(c) —— a re s om e tea ch ers wh o a lwa ys th in k of th e betterm en t of th e s tu den t s . (d) Sh e —— of Germ a n pa ren t s . Bu t s h e wa s brou gh t by a Swedis h wom a n .

1. —— th e ea r th —? It is n ot com pletely rou n d.
2. —— s lid in g in th e m u d? It s eem s you a re grea t ly deligh ted by d oin g it wh en it ra in s .
3. I —— lea ve th e villa ge th a n qu a r rel with th e villa gers . I wa n t to lea d a pea cefu l life. (h ) He ca n n ot a fford to b u y a bicycle, —— a ca r . He is u n d ergoin g a h a rd s h ip n ow.
4. —— we felt th e t rem blin g of a n ea r th qu a ke, we ca m e ou t of th e b u ild in g. At th a t t im e a pa n ic s prea d a m on g u s .
5. On e ca n 't d o wh a tever on e likes in th e s ociety. On e —— a bide by th e ru les of th e s ociety.

### Co m ple t e t he s e nt e nc e s us ing s uitable ph ras e s / c laus e s . 1 1 0 =1 0

(a ) A good s tu d en t m u s t p os s es s —.

1. Th e s tu den t —— is a good s tu den t .
2. A good s tu d en t m u s t b e h on es t in th ou gh t , a ctive in h a bit a n d obedien t to —. (d) —— h ea lth is a n oth er qu a lit y of a n idea l s tu den t .
3. He —— m a k es gloriou s res u lt in th e exa m in a t ion .
4. —— bein g a ctive a n d prom pt, h e is a ls o s ocia ble.
5. He d oes n ot kn ow —.

(h ) A good s tu d en t kn ows th a t —.

1. So —— of life, h e ga in s k n owledge.
2. An idea l s tu den t cu lt iva tes th e r igh t vir tu es in —.

### 4 . Re ad t he t e xt and fill in th e blanks wit h t he c orre c t fo rm s of ve rbs as pe r s ubje c t and c o nte xt . .5 1 4 =7

Crick et (a ) —— (b e) a p op u la r ga m e. Nowa d a ys , people (b) —— (lon g) to wa tch it to get plea s u re. Cricket (c) —— (ca ll) a gen t lem a n 's ga m e too. A b on d of fr ien ds h ip (d) —— (crea te) a m on g th e pla yin g n a t ion s . Th e Ba n gla des h Na t ion a l Cricket Tea m is pop u la r ly (e) —— (kn ow) a s th e t igers . Ou r cricket tea m (f) —— (be) very orga n ized. It a lr ea dy (g) —— (prove) it s worth in m a n y a n in tern a t ion a l m a tch . Ou r c r icketers (h ) —— (be) ca pa ble of

1. —— (com pete) with th e ren own ed crick et tea m s of th e world. Th e pres t ige of ou r cou n t ry a lr ea dy (j) —— (go) u p in th e in tern a t ion a l a ren a ; th a n ks to ou r crick et tea m . In s pite of it s ren own , s om etim es ou r cricket tea m (k) —— (s h ock) u s by (l) —— (p erform ) poorly. Even a fter th a t , we believe, ou r cricketers (m ) —— (ou t s h in e) a ll oth er com p etitors in fu tu re. However, th ey (n ) —— (n eed) m ore vigorou s pra ctice to rea ch th eir goa ls .

### Ch an ge th e narrative s tyle by us ing dire c t s pe e c h e s . 7

"Ha ve you s a ved s om eth in g for th e fu tu re?" s a id th e r ich m a n . "No" s a id th e cob bler. "I a m h a p py with th e pres en t a n d th in k lit t le a bou t tom orrow." "No, th a t wou ld n ot d o," s a id th e r ich m a n . "I wou ld like to s ee you a b ove wa n t . Ha ve th is m on ey a n d keep it . Th is will keep you a b ove wa n t ."

### English Second Paper : Questions  119

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5** **1 0 =5**

Am erigo, (a ) —— (u s e n ou n in a p pos it ion ), lives a lon e. His pa ren t s n ow live s epa ra te a n d n o on e of th em wa n t s (b) —— (u s e in fin it ive to p os t -m odify th e verb) h is res pon s ib ilit y. (c) —— (u s e p os s es s ive to pre-m odify th e n ou n ) m oth er told h im to go a wa y b eca u s e s h e is m a r r ied to a n oth er m a n . (d) —— (u s e determ in er to pre-m odify th e n ou n ) s t reets a re n ow h is h om e. He wa n ted (e) —— (u s e a djective to pre-m odify th e n ou n ) m on ey from h is fa th er to b u y a (f) —— (u s e n ou n a djective to pre-m odify th e n ou n ) t icket. Bu t h is fa th er didn 't a n s wer. He ea rn s h is livin g by workin g h a rd. (g) —— (u s e a dverbia l to pre-m odify th e verb) h e fin ds work. Som e of (h ) —— (u s e d em on s t ra t ive to pre-m odify th e n ou n ) works a re very r is ky for h im . On ce h e s old ice-crea m (i) —— (u s e prep os it ion a l ph ra s e to p os t -m odify th e verb). Bu t h e got (j) —— (u s e qu a n t ifier to pre-m odify th e n ou n ) m on ey in retu rn fr om th e own er of ice-crea m .

### Us e appropriate s e nte nc e c on ne c t ors / linke rs in th e blank s pac e s of the following passage 5 1 4 =7

Ba n gla des h is a free a n d s overeign cou n t ry. (a ) —— it wa s a pa r t of Pa kis ta n from 1 94 7 to 19 7 1 . In 19 7 1 , it beca m e in depen den t (b) —— s t a r ted it s jou rn ey a s a free n a t ion . (c) —— th e jou rn ey wa s n ot s m ooth a t a ll. On 7 Ma rch 19 7 1 , (d) —— Ba n ga ba n dh u delivered h is s peech , th e com m on m a s s got u n it ed (e) —— s ta r ted th eir prepa ra t ion for a wa r . Th e Pa kis ta n i forces s ta r ted m a s s killin g (f) —— killed a bou t 3 0 la kh s in n ocen t people. Th ey th ou gh t (g) —— th ey cou ld s u p pres s th e Ba n ga lees with in a few da ys . (h ) —— th e bra ve s on s of ou r la n d proved th em wron g. (i) —— th e freedom figh ters did n ot h a ve m odern wea p on s in th eir h a n d s , th ey were th e rea l p a t r iots a n d cou ra geou s . (j) —, a fter few m on th s , th ey beca m e s u cces s fu l in th eir m is s ion . (k) —— th e lon g wa it ed da te ca m e (l) —

— th e Ba n ga lees got th eir victory on 16 Decem b er, 19 7 1 (m ) —— we a r e th e cit izen s of a free la n d (n ) —— m a rch in g forwa rd to th e wa y of la s t in g developm en t very qu ickly.

### Re ad t he pas s age and the n write t he an to n y m or s yn o ny m of t he wo rds as dire c t e d be lo w 5 1 4 =7

Fa ceb ook is a very pop u la r s ocia l n etworkin g s it e of a ll t im e. Th e p op u la r ity of Fa ceb ook h a s in crea s ed dra s t ica lly. With in 6 yea r s of it s la u n ch , Fa cebook rea ch ed on e billion u s ers m iles ton e. Nowa da ys , it h a s becom e a very im p orta n t pa r t of life. Actu a lly, it is a s ocia l n etworkin g webs it e th a t wa s origin a lly d es ign ed for college s tu d en ts , b u t is n ow op en to a n yon e with 1 3 yea r s of a ge or older. Fa cebook u s ers ca n crea te a n d cu s tom ize th eir own profiles with ph otos , videos a n d oth er in form a t ion a bou t th em s elves . Fa ceb ook is a n effect ive wa y of fin din g old fr ien ds a n d con n ect in g to n ew on es .

(a ) pop u la r (s yn on ym ); (b) dra s t ica lly (a n ton ym ); (c) la u n ch (s yn on ym ); (d) im p orta n t (a n ton ym ); (e) s ocia l (a n ton ym ); (f) origin a lly (s yn on ym ); (g) s tu d en t s (s yn on ym ); (h ) op en (a n ton ym ); (i) crea te (s yn on ym ); (j) ph otos (s yn on ym ); (k) in form a t ion (s yn on ym );

(l) effective (a n ton ym ); (m ) fin din g (s yn on ym ); (n ) con n ectin g (a n ton ym ).

### The re are fourt e e n e rrors in th e us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Della : J im da r lin g Don 't look a t m e th a t wa y. J im : You ve cu t off you r h a ir

Della : Cu t it off a n d s old it J im : I ca n t believe it

Della : Don 't you like m e ju s t a s well, a n yh ow I'm m e with ou t m y h a ir , a ren 't I? J im : You s a y you r h a ir is gon e

Della : You n eedn 't look for it . It 's s old. I tell you -s old a n d gon e, too J im : Are you s a n e

Della : J im , be good to m e, for it wen t for you . Ma ybe th e h a ir s of m y h ea d were n u m bered, bu t n ob ody cou ld ever cou n t m y love for you .

J im : I kn ow it da r lin g

Della : My h a ir grows s o fa s t , J im

### Part B : Com pos it io n (4 0 Marks )

1. **Suppo s e , you are a s tude n t of c las s XII of Kus htia Gove rn m e nt Moh ila Colle ge . Now, writ e an applic at io n t o th e Princ ipal of yo ur c olle ge for s e t t ing up an En glis h Lan guage Club. 10**

### Write a paragraph on 'Fe m ale Educ at io n' wit hin 2 0 0 words . 15

**1 2. Write a paragraph on 'The Caus e s and Effe c t s of Ro ad Ac c ide n t s ' wit hin 2 0 0 wo rds . 15**



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**HSC English Test Papers** 

## Govt . Nurunnahar Mohila Colle ge , J he naidah

**22**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Sh ilp i wa s on ly 15 yea r s old wh en s h e m a r r ied Ra s h id (a ) —— 20 0 8 . Ma r ryin g (b) —— da u gh ters (c) —— a n ea r ly a ge is a s ta n da rd pra ctice (d) —— m a n y fa m ilies livin g (e) —— ru ra l Ba n gla des h . (f) —— h er weddin g, Sh ilp i join ed a loca l em powerm en t grou p th a t provides a d oles cen t girls (g) —— th e tools n eeded to gra d u a lly ch a n ge cu ltu ra l pra ctices , pa r t icu la r ly th os e perta in in g to ea r ly m a r r ia ge a n d pregn a n cy. Th e grou p 's a ctivities in clu de dis cu s s ion s (h ) —— h ow to m os t effectively ch a n ge beh a viou r rela ted (i) —— reprodu ctive h ea lth a s well a s on e-on -on e cou n s elin g. It a ls o offers peer -to-peer s u p p ort a n d life s kills t ra in in g th a t h elp a d oles cen t s s a y n ot to ea r ly m a r r ia ge. Th e em p owerm en t grou p is on e of m ore th a n 10 , 00 0 grou ps s u p p orted (j) —— s om e loca l Non Govern m en t Orga n iza t ion s (NGOs ) workin g a ll over Ba n gla des h .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a d b etter | let a lon e | a s s oon a s | it | th ere |
| h a ve to | wh a t 's like | wh a t does ....look lik e | wa s b orn | wou ld ra th er |

(a ) Th e p oor ca n n ot s om eh ow m a n a ge on e m ea l a da y —— a s qu a re m ea l. Ma n a gin g a s qu a re m ea l is expen s ive.

1. My m oth er —— s ta rve th a n ea t in a res ta u ra n t . Sh e a ls o a dvis es u s n ot to ta ke a n y food ou t s id e h om e.
2. We —— p u t on ligh t dres s . Th is ca n give u s relief in h ot a tm os ph ere.
3. Th e a u dien ce lis ten ed to h er s on g s pellb ou n d. —— s h e fin is h ed it , th e a u dien ce s ta r ted to cla p.
4. — a re m a n y r ivers in Ba n gla des h . Th e r ivers a bou n d with plen ty of fis h es .
5. — h e —? He is fr ien dly a n d h elpfu l.
6. Tim e is over. You —— s u bm it you r a n s wer s cript.

(h ) I s ta r ted for Sa tkh ir a ea r ly in th e m orn in g. —— took m e fou r h ou r s to rea ch th ere.

1. — a flower ga rden —? It looks very bea u t ifu l.
2. Willia m Bu t ler Yea t s —— in Irela n d ——?

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) It wa s 1 96 9 wh en ——. Th e u pris in g wa s led by th e s tu den t s b a cked by va r iou s politica l pa r t ies .

1. He wa s poor. He ta lk ed a s if ——.
2. Th e old m a n s a t th ere with ou t m ovin g. He wa s too t r ied ——. (d) Ha s a n h a d a n a cciden t yes terda y wh ile ——.
3. Th ou gh s h e wa s brillia n t , ——. Sh e wa s very ir regu la r in th e cla s s .
4. Da n ger often com es wh ere ——.
5. Wa ter is s o vita l a n elem en t ——. So, we s h ou ld n ot pollu te wa ter. (h ) It is h igh t im e for you ——. Sm okin g is detrim en t a l to h ea lth .
6. Ha d I p os s es s ed a lot of property, ——.
7. Lock th e door a n d keep th e key in a s a fe pla ce les t —.

### Re ad th e t e xt an d fill in t he gaps wit h t he c o rre c t fo rm of ve rbs as pe r s ubje c t an d c o nte xt . .5 1 4 =7

Th e s t reets (a ) —— (be) n ow m y h om e. Som etim es I (b) —— (fin d) work. I u s ed to (c) —— (collect) t ra s h a n d s ell it to a ven d or. I s topp ed (d) —— (do) th a t a fter I (e) —— (h a ve) a s eriou s in fection a n d a doctor told m e to s ta y a wa y from th e t ra s h d u m p. On ce I (f) —— (work) for a n ice crea m s h op own er a n d s old ice crea m on th e bea ch . Bu t I got n o m on ey in retu rn . Th e own er of th e s h op ga ve m e s om eth in g to ea t , a n d let m e (g) —— (s leep) in h is h u t a t n igh t . Th e work wa s difficu lt a n d pa in fu l. Th e ice crea m b ox is qu it e h ea vy w h en it is fu ll. I h a d to (h ) —— (wa lk) for h ou r s , (i) —— (offer) m y ice crea m to wh oever wa n ted to bu y. Th ere were da ys wh en I cou ld n ot even (j) —— (s ell) on e ice crea m . In a wa y, I a m lu cky becau se I am alive. My frien ds wh o work (k) —— (sort) ru bbish in du m ps often (l) —— (s u ffer) from s eriou s dis ea s es . On e of th em wa s recen t ly (m ) —— (k ill) a fter h e (n ) —— (fa ll) in to a h ole th a t op en ed u p in th e pile of t ra s h .

### English Second Paper : Questions  121

1. **Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7**

Th e Kin g ca lled h is n ep h ew a n d s a id , "Wh a t is th is I h ea r?" "You r Ma jes ty," th e n eph ew replied, "th e bird's ed u ca t ion h a s been com pleted." Th e Kin g a s k ed, "Does it h op?" "God forbid," s a id th e n eph ew. "Does it s t ill fly?" "No." "Does it s t ill s in g?" "No." "Does it s creech if it is n ot fed?" "No." "Brin g it to m e s o th a t I ca n s ee it ," s a id th e Kin g.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Edu ca t ion gives u s kn owledge a n d a s et of a bilit ies (a ) —— (u s e a n in fin it ive) m ea n in gfu lly in life, s u ch a s (b) —— (u s e a n a r t icle) a bility to decide th in gs (c) —— (u s e a n a dverb) a n d m a k e th e (d) —— (pre-m odify th e n ou n ) ch oices . As we lea rn h ow to rea d, write a n d do th e (e) —— (pre-m odify th e n ou n ) opera t ion s of a r ith m etic, we ga in a d egree of s elf-con fid en ce. We lea rn to th in k for ou r s elves a n d a r t icu la te ou r th ou gh t s ; we pick u p s kills (f) —— (u s e a n in fin it ive) with oth ers a n d m a n a ge ou r a ffa ir s well. Edu ca t ion h elps u s th in k (g) —— (post-m odify th e verb) an d m ake (h ) —— (u se a possessive) own opin ion s . As we kn ow (i) —— (pos t -m odify th e verb) a bou t th e world, we a p p recia te th e (j) —— (pre-m odify th e n ou n ) th in gs it offers u s b u t a ls o becom e critica l of th e devia t ion s from th e va lu es it im pa r t s a n d th e r is e of h a t red or con flict th a t follows .

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

We m u s t be a wa re of th e da n gers of s m okin g. It is h a rm fu l to u s in va r iou s wa ys . It ca u s es va r iou s dis ea s es (a ) —— blood pres s u re, h ea r t a t ta ck, bron ch it is , ca n cer, etc. (b) —— it pollu tes a ir . (c) —— s m okin g ca u s es h a rm to (d) —— th e s m ok ers (e) —— th e n on -s m okers

1. —— rem a in by th em . (g) —— we s h ou ld give u p s m okin g. (h ) —— it is (i) —— grea t a n a d diction to get r id of. (j) —— n oth in g is im pos s ib le for u s . (k) —— we a re determ in ed to give u p s m okin g, we ca n certa in ly do it . (l) —— govern m en t , h a s a lr ea dy fra m ed a la w a ga in s t s m okin g pu blicly. (m ) —— th e la w is n ot im plem en ted properly. (n ) —— la w en forcin g a gen cy s h ou ld be m ore a ctive in th is rega rd.

### Re ad t he pas s age and the n write t he an to n y m or s yn o ny m of t he wo rds as dire c t e d be lo w 5 1 4 =7

In a tra dit ion a l s ociety like ou r s , lit t le b oys a n d girls a re given s ep a ra te s ets of toys . Wh ile toys for boys in clu de ca r s , gu n s or footb a lls , girls h a ve to be s a t is fied with dolls (often Ba rbie dolls ) a n d d oll-h ou s es or m in ia tu re cookin g u ten s ils . Th e u n d erlyin g a s s u m pt ion is th a t boys a re a ctive a n d fu ll of vigou r , b u t girls a re n a ive a n d la ck th e in telligen ce or en ergy to m a tch th eir m a le cou n terp a r t s . Th is fa ls e a s s u m ption h a s been s h a t tered plen ty of t im es in th e recen t deca d es a s girls bega n to s h ow th eir p ower a n d wom en b ega n com petin g with m en in a lm os t a ll a rea s of life. It h a s b een con clu s ively proved wron g m os t recen t ly by th e girls of Ka ls in d u r , a villa ge in a rem ote a re a in Dh oba u ra u pa zila in Mym en s in gh dis t r ict . Th e villa gers a re m os t ly low-in com e b u t h a rdworkin g people. Even a few yea r s a go, th ere wa s n o electricity in th e villa ge. Bu t s om e girls h a ve illu m in a ted th e villa ge both lit era lly a n d m eta ph orica lly with th eir belief in th em s elves a n d th eir s kill in th e ga m e of footba ll. Th e villa ge h a s em erged n ow a s a footb a ller fa ctory a n d a s ym b ol of girl power. An d in recogn it ion of th eir s u cces s , th e villa ge wa s provid ed electricity by th e govern m en t .

(a ) t ra dition a l (a n ton ym ); (b) s ep a ra te (a n ton ym ); (c) in clu d e (a n ton ym ); (d) s a t is fied (s yn on ym ); (e) a s s u m p t ion (s yn on ym ); (f) vigou r (s yn on ym ); (g) n a ive (a n ton ym ); (h ) in telligen ce (s yn on ym ); (i) wron g (a n ton ym ); (j) h a rdworkin g (s yn on ym ); (k) illu m in a ted (s yn on ym ); (l) belief (a n ton ym ); (m ) s u cces s (a n ton ym ); (n ) provid ed (s yn on ym ).

### The re are fourt e e n e rrors in th e us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

Moth er : Do you kn ow h ow to m a ke a cu p of tea m y ch ild Da u gh ter : No m oth er I d on 't

Moth er : No it is ju s t s h a m efu l. Bein g a college s tu den t , you d o n ot kn ow h ow to m a k e a cu p of tea

Da u gh ter : Modern girls lea s t b oth er cookin g m oth er Moth er : Don t th e m odern girls ea t

Da u gh ter : Yes , th ey do

Moth er : Wh ere does th eir food com e from

Da u gh ter : Moth er if you d o h a ve m on ey you n eed n ot kn ow cookin g beca u s e you ca n em ploy s evera l m a ids or you m a y b u y food from a res ta u ra n t .

**Part B : Com pos it io n (4 0 Marks )**

### Write an applic at io n t o t he Princ ipal of your c o lle ge for re s o lvin g th e proble m of de fe c t ive s ound s y s t e m . 10

### Write a paragraph on 'Dhaka Me t ro Rail'. 15

### Write a paragraph on 'J unk Fo od and He alt hy Fo od'. 15



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**HSC English Test Papers** 

## Chandpur Govt . Wom e n's Colle ge , Chandpur

**23**

### Te s t Exam inatio n —20 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s . .5** **1 0 =5**

Th e food we ea t s eem s to h a ve profou n d effects (a ) —— ou r h ea lth . Alth ou gh s cien ce h a s m a d e en orm ou s s teps (b) —— m a kin g food m ore fit to ea t , it h a s (c) —— th e s a m e t im e m a d e m a n y foods u n fit to ea t . Som e res ea rch h a s s h own th a t eigh ty percen t (d) —— a ll h u m a n dis ea s es a re rela ted (e) —— diet. People (f) —— differen t cu lt u re a re m ore pron e

1. —— con ta ct certa in illn es s beca u s e (h ) —— th e ch a ra cteris t ics (i) —— th e food s th ey con s u m e. So, we s h ou ld give (j) —— th e h a bit of ta kin g b a d foods .

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x. .5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wa s b orn | it | wh a t does .... look like | wou ld ra th er | let a lon e |
| a s s oon a s | th ere | wh a t 's like | h a d b etter | h a s to |

(a ) An ik a ca n 't a fford a bu s t icket —— a ir t icket. (b) It m a y ra in toda y, you —— rea ch h om e ea r lier .

1. —— is m a n y yea r s s in ce we fir s t m et. How t im e does fly!
2. As h is broth er m et a n a cciden t , h e n eeds to go to h os p it a l —— p os s ib le.
3. We —— develop ou r view abou t h artal an d s trike. Let's ch an ge ou r destru ctive cu ltu re.
4. —— h a ve been rem a rka ble ch a n ges in th e beh a viou r of ou r you n g gen era t ion .
5. Ma r ia Ma n d a is a prom is in g footb a ller of ou r cou n t ry. Sh e —— in a rem ote villa ge, Ka ls in d u r .

(h ) —— h a vin g in tegrity in on e's ch a ra cter? It is th e bes t qu a lit y of a m a n .

1. He is very p oor bu t h on es t . He —— s ta rve th a n ch ea t a n yb ody.
2. —— a s qu ir rel.

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Ma n ca n n ot live a lon e b eca u s e —. (b) Ha d I been with you —.

1. I rea d Da ily Sta r in lieu of —.
2. We s h ou ld follow th e wis e m en of th e world les t —. (e) I didn 't go ou t s id e d u e to —.
3. In s pite of h a vin g everyth in g —.
4. We cou ld h a ve a t ten d ed th e p rogra m provided th a t —. (h ) Tim e h a s it s win gs . It wa s five yea r s s in ce we —.
5. Dru g kills u s s ilen t ly. It is h igh t im e —.
6. No s oon er h a d I got th e s a la ry —.

### Re ad th e t e xt an d fill in t he gaps wit h t he c o rre c t fo rm of ve rbs as pe r s ubje c t an d c o nte xt . .5 1 4 =7

Fa ceb ook (a ) —— (b e) p op u la r ly (b) —— (kn ow) a s a s ocia l n etworkin g s it e in th e (c) —— (exis t ) world. It n ot on ly (d) —— (con n ect) people bu t a ls o h elps to (e) —— (s h a re) n ews a n d views with oth er. Su rpris in gly Fa ceb ook recen t ly (f) —— (m a ke) th e on lin e b u s in es s very pop u la r in ou r cou n t ry. Alm os t everyon e wh o (g) —— (u s e) a s m a r t ph on e (h ) —— (en ga ge) in on lin e b u s in es s . Un d ou btedly, Fa ceb ook h a s (i) —— (con t r ib u te) a lot in (j) —— (s prea d) loca l b u s in es s a n d (k) —— (crea te) em ploym en t . Bu t , it is u n fortu n a te th a t s om e ba d people (l) —— (u s e) Fa ceb ook with a view to (m ) —— (fu lfill) th eir ill wis h es . Th os e n a s ty people s h ou ld (n ) —— (a void).

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you cu t you r h a ir off?" a s ked J im . "Cu t it off a n d s old it ," s a id Della . "Don 't you lik e m e ju s t a s well, a n yh ow? I'm m e with ou t m y h a ir , a ren 't I?"

### Re ad th e pas s age and us e m odifie rs as dire c t e d 5 1 0 =5

Nobel Prize is a wa rded for (a ) —— (pre-m odify th e n ou n ) con t r ibu t ion to differen t fields . It is a wa rded in (b) —— (pre-m odify th e n ou n ) fields . It is th e world 's m os t (c) —— (pre- m odify th e n ou n ) prize. If th e recipien t s a re m ore th a n on e, th e prize m on ey is divid ed (d) —— (p os t -m odify th e verb) a m on g th em . Alfred Nob el fou n d ed th e Nobe l Prize. He ea rn ed a lot of m on ey (e) —— (p os t -m odify th e verb with a pres en t p a r t iciple ph ra s e). For th is (f) —— (pre-m odify th e n ou n ) in ven t ion , h e beca m e fa m ou s . His n a m e a n d fa m e s prea d (g) —— (pos t -m odify th e verb). Th ere is a Nob el com m it tee (h ) —— (p os t -m odify th e n ou n with a n in fin it ive) th e r igh t pers on for a wa rd. Th e win n ers of Nob el Prize a re t rea ted with (i) —— (pre-m odify th e n ou n ) res pect. Th e world will a lwa ys rem em ber Alfred Nobel for h is (j) —— (pre-m odify th e n ou n ) con t r ib u t ion .

### English Second Paper : Questions  123

1. **Re ad th e pas s age and t he n writ e t he ant on ym or s yn o ny m of t he words as dire c t e d.**

### .5 1 4 =7

Wa lk in g in th e m orn in g regu la r ly is a n excellen t h a bit. It is m os t a dvis a ble ph ys ica l exercis e for b oth you n g a n d old. In th e m orn in g, n a tu re a pp ea rs a t h er bes t . Everyth in g rem a in s qu iet a n d im p res s ive. En viron m en t with a ll oth er th in gs becom es ca lm a n d s eren e. Morn in g wa lk ers ca n n ot b u t be im pres s ed with it . It keep s th eir m in d fres h a n d jolly. It a ls o s ets th eir tem per for th e res t of th e da y.

(a ) m orn in g (a n ton ym ); (b ) plea s a n t (s yn on ym ); (c) excellen t (a n ton ym ); (d) ph ys ica l (a n ton ym ); (e) a p pea r (a n ton ym ); (f) qu iet (s yn on ym ); (g) s eren e (s yn on ym ); (h ) im pres s ed (a n ton ym ); (i) fres h (s yn on ym ); (j) tem per (s yn on ym ).

### Co m ple t e t he pas s age us ing s uit able c on ne c t ors 5 1 4 =7

We m u s t be a wa re of th e da n gers of s m okin g. It is h a rm fu l to u s in va r iou s wa ys . It ca u s es va r iou s dis ea s es (a ) —— blood pres s u re, h ea r t a t ta ck, bron ch it is , ca n cer, etc. (b) —— it pollu tes a ir . (c) —— s m okin g ca u s es h a rm to (d) —— th e s m ok ers (e) —— th e n on -s m okers wh o rem a in by th em . (f) —— we s h ou ld give u p s m okin g. (g) —— it is (h ) —— grea t a n a d diction to get r id of. (i) —— n oth in g is im p os s ib le for u s . (j) —— we a re determ in ed to give u p, we ca n (k) —— do it . (l) —— determ in a t ion is a m u s t to s top it . (m ) —— fa m ily ca n a ls o pla y a n im porta n t role on it . (n ) —— we a ll s h ou ld be con s ciou s of th e ba d effects of s m okin g.

### Re write th e t e xt wit h c orre c t punc tuation and c apitalizatio n 5 1 4 =7

h e s a id i ca n ch op s om e wood tod a y i s a id b u t I h a ve a b oy com in g from th e orph a n a ge. im th e boy. you Bu t you re s m a ll s ize d on t m a t ter, ch op pin g wood h e s a id .

### Part B : Com pos it io n (4 0 Marks )

1. **Im agine , y ou are a s t ude n t of c las s XII of Cum illa Govt. Colle ge . No w, write an applic at io n t o th e Princ ipal of your c olle ge re que s t in g him to in c re as e c las s ro om fac ilit ie s . 10**

### Write a paragraph wit hin 2 0 0 words on 'Dh aka Me t ro Rail'. 15

1. **Write a paragraph within 2 0 0 words on 'The Causes and Consequences of Price Hike'. 15**

## Fe ni Govt . Co lle ge , Fe ni

**24**

### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II

**Part A : Gram m ar (6 0 Marks )**

### Co m ple t e th e t e xt wit h s uit able pre pos it io ns . Us e a c ros s m ark () if no pre po s it ion is n e e de d in an y gap 5 1 0 =5

Sh ilp i m a r r ied Ra s h id (a ) —— th e a ge of fift een . Ma r ryin g (b) —— d a u gh ters (c) —— a n ea r ly a ge is a s ta n d a rd p ra ctice for m a n y fa m ilies livin g (d) —— ru ra l Ba n gla des h . After h er wed din g, Sh ilp i join ed (e) —— a loca l em p owerm en t grou p th a t h elp ed h er (f) —— th e tools n eed ed to gra du a lly ch a n ge cu ltu ra l pra ctices , p a r t icu la r ly th os e perta in in g (g) —— ea r ly m a r r ia ge a n d pregn a n cy. Th e grou p 's a ctivities in clu de dis cu s s ion s (h ) —— h ow to ch a n ge beh a vior rela ted (i) —— reprod u ctive h ea lth a s well a s on e-on -on e cou n s elin g. (j) —— Sh ilp i, m a n y of th e girls got a s s is t a n ce from th is em p owerm en t grou p.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| let a lon e | u n les s | a s s oon a s | in order to | a s if |
| wh a t if | provided th a t | n o s oon er h a d | s in ce | does n 't m a t ter |

(a ) Acces s ib ilit y to h igh er edu ca t ion in ou r cou n t ry is very difficu lt . Stu den t s m u s t work h a rd —— get th em s elves a dm it ted in to u n ivers it ies .

1. Tim e is very im porta n t in ou r life. You ca n n ot p ros p er in life —— you m a ke th e bes t u s e of t im e.
2. Th e s tu d en t s were ta lk in g in th e cla s s . —— th e tea ch er en tered th e cla s s th a n th ey s top ped ta lk in g.
3. He proceed ed —— h e h a d n ever s een m e. His beh a vior s h ocked m e. (e) Th e m a n is very wea k. He ca n n ot wa lk a m ile —— five m iles .
4. I'm in s h ort of t im e. —— th e t ra in is la te?
5. Tim e is very im p ort a n t in ou r life. You ca n pros per in life —— you m a ke th e bes t u s e of t im e.

(h ) Th e s tu den t s were ta lk in g in th e cla s s . —— th e tea ch er en tered th e cla s s , th ey s top ped ta lk in g.

1. Mon ey ——; we expect on ly you r co-opera t ion .
2. It 's a lon g t im e —— we fir s t m et. How t im e does fly!



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

**HSC English Test Papers** 

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Fen i Govt. College es ta blis h ed in 1 9 22 is n ow on e of th e ——. (b) Th e n u m b er of s tu d en t s in th is college —— da y b y da y.

1. Th e girl wh om you s a w yes terda y ——.
2. Th e Roya l Ben ga l Tiger lives in ——, th e la rges t m a n grove fores t in th e world. (e) Th ere goes a proverb th a t fools ru s h in wh ere ——.
3. Th e ca s e is too difficu lt ——.
4. Sm okin g ca u s es m a n y fa ta l dis ea s es . For exa m ple, ——. (h ) A ra ilwa y s ta t ion m ea n s ——.
5. He wen t to a d octor. Th e doctor a s k ed h im wh a t ——.
6. I h a ve to write you r n a m e in th is form . Plea s e, tell m e wh a t ——.

### Re ad th e t e xt an d fill in t he gaps wit h t he c o rre c t fo rm of ve rbs as pe r s ubje c t an d c o nte xt . .5 1 4 =7

Footba ll is th e m os t popu la r a n d excitin g even t for a ll cla s s es of p eople. Th e World Cu p Footba ll (a ) —— (be) th e grea tes t ea r th s h ow in th e world. It is th e m os t pres t igiou s in tern a t ion a l tou rn a m en t of footba ll. Th e com p etition (b) —— (t a k e) pla ce on ce in every fou r yea r s . FIFA World Cu p 2 0 22 (c) —— (orga n ize) in Qa ta r . 3 2 tea m s of differen t n a t ion s (d) —— (p a r t icipa te) in th e tou rn a m en t . Approxim a tely over $ 2 2 0 billion were s pen t in (e) —— (orga n ize) th is tou rn a m en t . Th ere (f) —— (b e) 6 4 m a tch es (g) —— (p la y) in eigh t ven u es a cros s five cit ies . Th e fin a l m a tch (h ) —— (h old) b etween Fra n ce a n d Argen t in a . Argen t in a (i) —— (crown ) ch a m pion a n d ca pta in Lion el Mes s i (j) —— (elect) th e b es t pla yer of th e tou rn a m en t . Th e 20 2 2 World Cu p wa s rea lly a grea t s ou rce of en terta in m en t a n d will ever (k) —— (r em em ber). Th e n ext FIFA World Cu p (l) —— (t a k e) pla ce in 20 2 6 . Th ree North Am erica n cou n t r ies Ca n a d a , Mexico, a n d th e Un it ed Sta tes a re (m ) —— (go) to a r ra n ge th e tou rn a m en t . 48 tea m s (n ) —— (pa r t icipa te) in th e World Cu p of 20 2 6 .

### Ch an ge t h e fo llowing t e xt int o indire c t s pe e c h. 7

"You r Ma jes ty" th e n eph ew s a id , "th e bird's ed u ca t ion h a s b een com pleted." Th e Kin g a s ked, "Does it h op?" "God forbid," s a id th e n eph ew.

"Does it s t ill fly?" "No." "Does it s t ill s in g?" "No." "Does it s creech if it is n 't fed?" "No." "Brin g it to m e s o th a t I ca n s ee it ," s a id th e Kin g.

### Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5

Th e room (a ) —— (u s e a pa r t iciple ph ra s e to p os t -m odify th e n ou n ) is ca lled a rea din g room . Sin ce I a m a s tu den t , I h a ve a (b) —— (pre-m odify th e n ou n ) rea din g room of m y own . It is a big room (c) —— (u s e a rela t ive cla u s e to pos t -m odify th e n ou n ). Th ere a re two doors a n d two s pa ciou s win dows . Su n ligh t ca n (d) —— (pre-m odify th e verb) en ter (e) —— (u s e p os s es s ive to pre-m odify th e n ou n ) room . Th ere a re a ta ble, a ch a ir a n d a (f) —— (u s e a n ou n -a djective to pre-m odify th e n ou n ) s h elf in m y rea din g room . Th ere is a ls o a ta ble clock (g) —— (u s e a prepos it ion a l ph ra s e to pos t -m odify th e n ou n .) Th e books a re (h ) —— (pre-m odify th e a djective) a r ra n ged. I do n ot a llow a n yon e to en ter m y room d u r in g m y s tu dies . I feel (i) —— (u s e a n a djective) in m y rea din g room . Som etim es , Ra n a (j) —— (u s e a n a p pos it ive), s tu dies in m y room .

### Us e appropriate s e nt e n c e c o nn e c t ors in t he blank s pac e s of the following text 5 1 4 =7

We s h ou ld a lwa ys k eep in m in d (a ) —— a ll kin d s of ph ys ica l exercis e a r e n ot s u it a ble for a ll. (b) —— differen t people h a ve differen t ca p a cit ies . (c) ——, h a rd er exercis e (d) —— wres t lin g a n d gym n a s t ics a re s u it a ble for you n g people (e) —— th ey h a ve en ergy to perform th em . Wea ker a n d old people s h ou ld t a ke th e m ilder exercis e (f) —— wa lk in g, joggin g a n d freeh a n d exercis e. Over exercis e n ever d oes good (g) —— it brea ks d own th e h ea lth . (h ) —— we s h ou ld a lwa ys ta k e th os e exercis es (i) —— wou ld s u it u s . Ph ys ica l exercis e is im p orta n t for th e pres erva t ion of good h ea lth . (j) ——, th e goa l of ph ys ica l exercise is to assist sou n d h ealth . (k) —— with ou t good h ealth , we can n ot en joy life. (l) —— we d o n ot h a ve good h ea lth , we ca n n ot h a ve s ou n d m in d. (m ) —— with ou t s ou n d m in d, we ca n n ot b e h a p py. Ph ys ica l exercis e (n ) —— b u ild s u p ou r ch a ra cter.

### English Second Paper : Questions  125

1. **Re ad t he pas s age and the n write t he an to n y m or s yn o ny m of t he wo rds as dire c t e d be lo w 5** **1 4 =7**

In Ba n gla des h , s t u den t s requ ire to rea d En glis h for a b ou t ten yea r s . Bu t th e level of proficien cy th ey rea ch is very low. No won d er th a t a lot of th em fa il in th eir En glis h tes t s . People ta kin g th e Civil Service Exa m in a t ion a re a ls o tes ted on th eir kn owledge of En glis h , bu t th e res u lt s a re equ a lly dis a p poin t in g a lt h ou gh a lm os t a ll th e ca n dida tes h a ve pres u m a bly m a s ter degree in va r iou s dis ciplin es . Even th os e wh o pa s s or qu a lify a re h a rdly a ble to write a free com p os it ion in a ccepta ble En glis h . Obviou s ly th ere is s om eth in g s eriou s ly wron g with th e tea ch in g a n d lea rn in g of En glis h in Ba n gla d es h .

(a ) requ ir e (s yn on ym ); (b) proficien cy (a n ton ym ); (c) won der (s yn on ym ); (d) tes ted (s yn on ym ); (e) ca n dida tes (s yn on ym ); (f) dis a p poin t in g (s yn on ym ); (g) pres u m a bly (a n ton ym ); (h ) qu a lify (a n ton ym ); (i) obviou s ly (a n ton ym ); (j) wron g (s yn on ym ); (k) a b ou t (s yn on ym ); (l) level (s yn on ym ); (m ) fa il (a n ton ym ); (n ) dis ciplin es (s yn on ym ).

### The re are s om e e rro rs in th e us e of pun c tuatio n m arks and c apit alization in t he following t e xt . Re writ e the t e xt c orre c t in g t he e rrors 5 1 4 =7

Sir`

With du e res pect we th e s tu den t s of you r college like to s ta te th a t , we wa n t to s et u p a n en glis h la n gu a ge clu b in ou r college bein g a n in t ern a t ion a l la n gu a ge en glis h is a s u bject of m u ch in teres t to m a n y of u s we wa n t to develop ou r kn owledge in en glis h la n gu a ge a t ten din g th e en glis h la n gu a ge clu b regu la r ly.

We h op e you wou ld perm it u s to s et u p th e clu b . You r 's obedien t ly

Ab d u r Ra h m a n

On beh a lf of th e s tu den t s of th e college

**Part B : Com pos it io n (4 0 Marks )**

### Suppo s e , y ou are Opu Ch o wdhury. Write an applic at io n alon g wit h a CV to t he Ch airm an of Me rit Banglade s h Colle ge , Chatto gram , fo r th e pos t of a le c ture r in Englis h . 10

### Write a de s c riptive paragraph o n 'Patriotis m ' in about 2 0 0 wo rds . 15

### Write a c aus e and e ffe c t paragraph o n 'Eart hquake ' in 2 0 0 words . 15

## BEPZA Public Sc hool & Colle ge , Chat t ogram

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### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Fill in t he blanks wit h s uitable pre pos it io ns 5** **1 0 =5**

Th e en viron m en t pla ys a n im porta n t role (a ) —— ou r life. (b) —— s h ort, wh a t we h a ve (c) —— u s in clu din g people, h ou s es , a ir , wa ter, etc. is ca lled en viron m en t . Th es e a re th e m a in elem en t s (d) —— ou r en viron m en t . (e) —— en s u r in g s ou n d life th e ba la n ce (f) —— th e n a tu ra l elem en t s is very s ign ifica n t . Som etim es (g) —— la ck of kn owledge, we d on 't rea lis e th e im porta n ce (h ) —— it . As a res u lt , we a re p ollu t in g ou r en viron m en t u n kn owin gly. Livin g (i) —— a p ollu ted en viron m en t is u n d ou btedly a m a t ter (j) —— grea t regret.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| it is h igh t im e | in ca s e | les t | a s th ou gh | n o s oon er h a d |
| u n les s | wou ld you m in d | h a ve to | u s ed to | a s lon g a s |

(a ) Th ere is fou l s m ell in th e room . —— open in g th e win dows ?

(b) Tom orrow I will b e very bu s y. So, I'll s a y good bye n ow —— I d on 't s ee you a ga in . (c) We —— ed u ca te a ll a n d work h a rd to develop ou r cou n t ry.

(d) Nob ody likes Ka r im a t a ll. He ta lks —— h e kn ew everyth in g. (e) Th e p oor will con t in u e to s u ffer —— th ey a re illit era te.

1. Nob ody likes you h ere. —— You left th is pla ce.
2. He saw bear com in g towards h im. So, h e clim bed u p a tree —— th e bear m igh t attack h im. (h ) Everyb ody dis liked Ra kib. He —— do m a n y h a rm fu l a ctivities .
3. Tim e is very im porta n t in ou r life. You ca n n ot p ros p er in life —— you m a k e prop er u s e of t im e.
4. Th e s tu d en t s were ta lk in g in th e cla s s —— th e tea ch er en tered th e cla s s th a n th ey s top ped ta lk in g.



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

**HSC English Test Papers** 

1. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1** **1 0 =1 0** (a ) 21 s t Febru ary is a red-letter day in ou r life becau se ——. It is ou r Moth er Lan gu age Day. (b) On ce th ere wa s a fa rm er wh o h a d th ree s on s . Th ey were s o la zy th a t ——.

(c) I h a ve to m eet Ra ih a n . Do you kn ow wh ere ——? (d) It is h igh t im e you ——. It is detrim en ta l to h ea lth .

1. En glis h is a n in tern a t ion a l la n gu a ge. If you wa n t to go a broa d for h igh er s tu dies ——.
2. Th e b ee is on e of th e bu s ies t in s ects . It flies from flower to flower to ——.
3. My fr ien d lived in New Zea la n d. It is m a n y yea r s s in ce ——.

(h ) We m u s t grow th e h a bit of gettin g u p ea r ly in th e m orn in g. Th e s oon er we get u p ——.

1. Th ere goes th e proverb "Un it ed we s ta n d, divid ed we fa ll". Un les s we a re u n it ed ——.
2. Ou r cou n try is beset with m an y problem s. We all sh ou ld com e forward with a view to ——.

### Re ad t he t e xt and fill in t he gaps with t he c orre c t form of ve rbs and s ubje c t -ve rb agre e m e nt as pe r c o nte xt . .5 1 4 =7

Stu den t life is th e bes t t im e for (a ) —— (prepa re) ou r s elf for fu tu re. It is (b) —— (ca ll) th e s eed t im e of life. So du r in g th is p eriod of life, s tu d en t s m u s tn 't (c) —— (wa s te) t im e. Th e m a in p u r s u it of th e s tu den t s (d) —— (be) s tu dy. Th ey s h ou ld prepa re th em s elves for th e life (e) —— (lie) a h ea d. Th ey s h ou ld a ls o (f) —— (pa r t icip a te) in co-cu r r icu la r a ctivities . By

(g) —— (r ea d) n ews pa per, th ey will kn ow wh a t (h ) —— (h a p pen ) in th e world. Wh en th e cou n t ry (i) —— (fa ce) with a n a tu ra l ca la m ity, th ey s h ou ld (j) —— (com e) forwa rd with a view to (k) —— (r em ove) th e s u ffer in gs of th e a ffected p eople. Even in n orm a l t im es th ey

(l) —— (en ga ge) th em s elves in a cts of s ocia l s ervice. Th e s tu den t s ca n n ot d o well in th e exa m in a t ion with ou t (m ) —— (work) h a rd. It is a pity th a t m a n y s tu d en t s a re t ryin g to (n ) —— (s u cceed) in th e s h ortes t a n d ea s ies t wa y.

1. Ch an ge th e narrative s tyle by us ing in dire c t s pe e c h e s . 7

"Wh a t 's a pu pp et s h ow?" Mita s a id to h er fa th er. Fa th er s a id , "Let's go in s ide a n d you ca n s ee you r s elf." In s ide th e ten t Mita s a id , "How s t ra n ge! A doll is d a n cin g a n d ta lk in g." Fa th er s a id "A m a n beh in d th e s creen is m ovin g th e d oll. Do you u n ders ta n d wh o is ta lk in g?"

1. [Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s 5 1 0 =5](#_TOC_250001)

Dru g a d diction a m on g th e you n g gen era t ion h a s becom e a (a ) —— (pre-m odify th e n ou n ) con cern . Dru g is m a in ly u s ed a s m edicin e (b) —— (u s e a n in fin it ive to pos t -m odify th e verb) dis ea s es a n d a n exces s of ta kin g dru g for n o dis ea s e is ca lled dru g a d diction . It h a s gra s ped th e you n g gen era t ion (c) —— (pos t -m odify th e verb). Th ey ta k e dru gs to forget (d) —— (u s e p os s es s ive to pre-m odify th e n ou n ) s a dn es s . (e) —— (pre-m odify th e n ou n ) people ta k e dru gs (f) —— (u s e a dverb to pos t -m odify). Dru g a ddiction ca u s es (g) —— (pre- m odify th e n ou n ) h a rm to h u m a n b ody. (h ) —— (u s e a pa r t iciple) th em a wa re, we ca n rem ove th is cu r s e from ou r s ociety. All con cern ed s h ou ld ta ke in it ia t ives (i) —— (u s e a n in fin it ive to pos t -m odify th e verb) it . Th e crim in a ls s h ou ld b e p u n is h ed with a n (j) —— (u s e a n ou n a djective) h a n d.

1. [Us e appropriate s e nt e n c e c o nn e c t ors in t he blank s pac e s of the following text 5 1 4 =7](#_TOC_250000)

Th e grea tn es s of a book dep en d s (a ) —— on th e a ccepta bility a m on g th e rea ders . (b) —— we rea d a b ook (c) —— on ce, we ca n dis cover m a n y th in gs in it . (d) —— b a s in g on on e rea din g, we ca n n ot ju dge th e s ta n d a rd of a b ook. (e) —— a book is pra is ed (f) ——, we h a ve n o d ou bt a b ou t th e grea tn es s of th e book. (g) —— th e fir s t rea din g, we m a y n ot u n d ers ta n d a b ook. Bu t if it is rea d m ore th a n on ce, we will s ee (h ) —— it wa s rea d (i) —— pra is ed. So, th e grea t b ooks a re th os e (j) —— h a ve pa s s ed th e tes t of t im e. (k) —— th e appeal of a great book doesn 't decrease. (l) —, th e greatn ess of th e book is n ewly felt (m ) —— t im e pa s s es . (n ) —, a grea t book is widely rea d a n d rerea d by people a ll over th e world.

1. The re are fourt e e n e rro rs in t he us e of punc tuatio n in t he follo wing t e xt . Re w rit e th e t e xt c o rre c t ing th e e rrors . Us e c apital le t t e r if ne c e s s ary 5 1 4 =7

He s a id I ca n ch op s om e wood toda y. you b u t you re s m a ll s a id 1 . Size don t m a t ter ch oppin g wood s om e of th e big b oys don t ch op good ive been ch op pin g wood a t th e orph a n a ge a lon g t im e.

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### Re ad th e pas s age and t he n writ e t he ant on ym or s y n o ny m of t he words as dire c t e d.

**.5** **1 4 =7**

Fa ceb ook is a very p opu la r s ocia l n etworkin g s it e with over eigh t h u n dred m illion u s ers . Bu t it h a s b oth p os it ive a n d n ega t ive effects on it s u s ers . We ca n keep tou ch with ou r frien ds a n d rela t ives . It is th e bes t m ea n s to s ta y con n ected with people. Fa ceb ook h elps u s m a ke fr ien ds h ip even with u n kn own people. On th e oth er h a n d, it is very ea s y for cyber bu llies to th r ive. Th ey ca n h a ra s s a n y on e. Bes id es , teen a gers a re s p en din g too m u ch t im e on it .

(a ) pop u la r (a n ton ym ); (b) effects (s yn on ym ); (c) tou ch (s yn on ym ); (d) fr ien ds (a n ton ym ); (e) m ea n s (s yn on ym ); (f) con n ected (a n ton ym ); (g) h elp (s yn on ym ); (h ) m a k e (s yn on ym );

(i) u n kn own (a n ton ym ); (j) ea s y (a n ton ym ); (k) th r ive (s yn on ym ); (l) h a ra s s (s yn on ym ); (m ) teen a ger (a n ton ym ); (n ) s pen d (s yn on ym ).

**Part B : Com pos it io n (4 0 Marks )**

### Suppo s e , y ou are a s t ude n t of 'X' c olle ge . Write an applic at io n to the Princ ipal of your c olle ge fo r introduc ing m ultim e dia fac ilit ie s in c las s ro om s . 10

### Write a paragraph c o m paring and c o nt ras t ing be t we e n 'Village Life an d Cit y Life ' wit hin 2 0 0 wo rds . 15

### Write a paragraph m e n t io nin g 'The Pos it ive and Ne gative Im pac t s of Fac e bo ok'. Us e 2 0 0 words . 15

## Cant onm e nt Englis h Sc hool & Colle ge , Chat t ogram

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### Te s t Exam inatio n 2 0 2 4 ; En glis h: Pape r II

**Part A : Gram m ar (6 0 Marks )**

### Co m ple t e t he t e xt with s uitable pre po s it ion s 5 1 0 =5

Ou r s is a r iverin e cou n t ry. Rivers a re everywh ere (a ) —— ou r life lit era tu re, econ om y a n d cu ltu re. Bu t a re th e r ivers (b) —— good s h a p e? Un fortu n a tely th ey a r e n ot. A few a re a lr ea dy dea d a n d s evera l a re goin g (c) —— th e p a n gs of dea th . Th e r iver Bu r iga n ga is a n exa m ple (d) —— a dyin g r iver. A report pu blis h ed in 'Th e Da ily Su n ' d es cribes wh a t h a s h a p pen ed (e) —— th e r iver Bu r iga n ga a n d wh y. It s wa ter is pollu ted a n d a perpetu a l s ten ch fills th e a ir (f) —— it . Th e rep ort s a ys th a t th e r iver h a d a gloriou s pa s t . On ce it wa s a t r ibu ta ry (g) —— th e Ga n ges a n d flowed (h ) —— th e Ba y of Ben ga l (i) —— th e r iver Dh a les wa r i. Gra d u a lly, it los t it s lin k (j) —— th e Ga n ges a n d got th e n a m e Bu r iga n ga .

### Co m ple t e t he s e nte nc e s with t he s uitable ph ras e s / words give n in t h e box 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| let a lon e | wh a t 's like | h a ve to | h a d b etter | wh a t does look like |
| wou ld ra th er | Th ere | wa s b orn | it | a s s oon a s |

(a ) We —— pa y a vis it to Cox's Ba za r th a n th e Su n d a rba n s . We h a ve a lrea dy vis it ed Su n d a rba n s .

1. Th e s torm wa s ra gin g violen t ly. We got ou t —— it a ba ted.
2. My college is fa r a wa y from ou r h ou s e. I —— wa lk a lon g wa y to go to m y college.
3. J a s im Ud din is a ru ra l poet. He —— in 1 9 03 in a villa ge n a m ed Ta m bu lkh a n a in Fa r id pu r .
4. —— is very h ot tod a y. Loa d -s h eddin g is a ggra va t in g th e s itu a t ion .
5. You —— con s u lt with a doctor. Th e con dition of you r h ea lth m a y deteriora te.
6. Ris h a n d oes n 't wa n t to b u y a n yth in g for h im s elf, —— s en d a gift to h is pen fr ien d. He is too m is erly.

(h ) Ba by 1 : I h a ve n ever s een a deer. Ha ve you ? —— it ——?

Ba by 2 : Rea lly? It 's a goa t -like a n im a l with brown , s potted s kin.

1. —— h e ——? He is fr ien dly a n d h e ca n h elp you .
2. —— is n o s h a rk h ere. It is a pon d.

### Co m ple t e t he follo win g s e nte nc e s us in g s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Hon es ty is th e bes t p olicy. If you m a in ta in h on es ty, ——. (b) Pa t r iotis m is a n oble virtu e. It is h igh t im e ——.

(c) En glis h is a n in tern a t ion a l la n gu a ge. I wis h ——. (d) If I h a d m u ch m on ey, ——.

1. Th ere goes a proverb th a t ——. So, you h a ve to m a ke fr ien d s h ip with a gen t lem a n .
2. Ha rdly h a s h e s een h is fr ien d ——.
3. It is a lon g t im e s in ce we ——.

(h ) All of u s h a ve to work h a rd with a view to ——.

1. I wa s too you n g to ——.
2. A s tu den t h a s to b e p u n ctu a l. He h a s to s tu dy regu la r ly les t h e ——.



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### Read the text and fill in the gaps with the correct form of verbs as per subject and context. .5 1 4 =7

It is h igh t im e we (a ) —— (u s e) ou r bra in a b ou t th e cu r s e of d owry. Th e is s u es of d owry (b) —— (h a s b e) con s idered in view of cou n t ry's s ocio-econ om ic, cu ltu ra l, p olit ica l circu m s ta n ces . Un it ed efforts (c) —— (r equ ir e) to pu t a n en d to violen ce a ga in s t wom en . A s pecific fra m ework m u s t be (d) —— (dra w) u p to (e) —— (im plem en t ). An ywa y, we ca n h op e th a t dowry (f) —— (com e) to a n en d in th e t im e to com e. We da re (g) —— (h op e) s o beca u s e ou r girls a re (h ) —— (ed u ca te) da y by da y. Pa ren t s ' m en ta lit y (i) —— (ch a n ge) gra du a lly. If people (j) —— (be) m ore con s ciou s , d owry (k) —— (r em ove) ea s ily. Moreover, (l) —— (con s ort) efforts (m ) —— (t a ke) to (n ) —— (u proot) it .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Wh ere do you com e from ?" I a s ked h im . "From Sa n Ca r los ," h e s a id a n d s m iled. "I wa s ta kin g ca re of a n im a ls , "Oh ," I s a id , n ot qu it e u n ders ta n din g, "Yes ," h e s a id . "I s ta yed, you s ee, ta kin g ca re of a n im a ls . I wa s th e la s t on e to lea ve th e town of Sa n Ca r los ."

### Re ad th e fo llowing t e xt an d us e m odifie rs in t he blanks as dire c t e d 5 1 0 =5

Mos t of th e s on gs (a ) —— (p os t -m odify th e n ou n with a n a djective cla u s e) com e from (b) —

— (pre-m odify th e n ou n ) folk m u s ic. We perform th em (c) —— (p os t -m odify th e verb) to m odern ize th em . Som etim es ou r a u dien ce ca lls th em fu s ion . Sin ce we h a ve b a n d m em bers (d) —— (p os t -m odify th e n ou n ) a n d ca pa bilit ies , we t ry (e) —— (pos t -m od ify th e verb with a n in fin it ive ph ra s e) a n d dyn a m ic. Som etim es , we t ry pu re, t ra dition a l lyrics (f) —— (pos t - m odify with pr epos it ion a l ph ra s e). Som etim es , we in corp ora te (g) —— (pre-m odify th e n ou n ) m elody to pla y th em with m odern in s t ru m en t s . (h ) —— (pre-m od ify th e n ou n with a determ in er) s u bjects of ou r s on gs va ry (i) —— (pos t -m odify th e verb) n a tu re to n a tu re a n d h u m a n bein gs . We ta lk a bou t h u m a n s t ru ggle (j) —— (p os t -m odify th e verb).

### Use appropriate sentence connectors in the blank spaces of the following passage 5 1 4 =7

Tim e, by it s very n a tu re, is fleetin g (a ) ——, t im e on ce gon e is gon e forever. (b) —— th e s in cere p eople rea lize th e va lu e of t im e. (c) —— n ot everyon e is a wa re of th e va lu e of t im e. (d) —— it is s een th a t m a n y of u s wa s te t im e. (e) —— we rea lize th e s ign ifica n ce of los t t im e wh en it is too la te. (f) —— we s u ffer in life. (g) —— a ll of u s s h ou ld m a k e th e bes t u s e of t im e. (h ) —— proper t im e m a n a gem en t is th e key to s u cces s in s tu den t life. (i) —— we fin d th a t a n idea l s tu d en t is th e on e wh o m a kes th e bes t u s e of t im e. (j) ——, a la zy s tu d en t fa ils to m a ke th e gra d e a s h e kills t im e. (k) —— th e tea ch ers a d vis e th eir s tu d en t s n ot to wa s te t im e. (l) —— th ey wa rn th e s tu d en t s a ga in s t th eir a ddiction to s ocia l n etworkin g s it es a n d ga m in g. (m ) —— s tu den t s s h ou ld follow th e a dvice of th eir tea ch ers . (n ) ——, th ey will s u ffer in th e lon g ru n .

### Read the passage and then write the synonym or antonym of the words as directed below 5 1 4 =7

Books a re th e u n iqu e m ediu m th rou gh wh ich we con ta ct m igh ty m in ds of a ges . Books tell u s a b ou t th eir feelin g wh a t th ey s a id a n d wh a t th ey did. Books a re on e of th e grea tes t fr ien ds to u s . Th ey in t rod u ce u s th e b es t h u m a n ity. Th ey a re relia b le records of th e h is tory. A book is a va lu a ble livin g voice. We ca n kn ow a bou t th e th ou gh t s a n d r itu a ls of pa s t m en th rou gh book s . We s h ou ld rea d good b ooks a n d a void worth les s on es . A good book is a fr ien d of lon elin es s a n d a n u r s e in a ilm en t . We ca n fin d rea l h a p pin es s by rea din g good b ooks .

(a ) u n iqu e (a n ton ym ); (b) m igh ty (a n ton ym ); (c) h u m a n ity (s yn on ym ); (d) relia ble (a n ton ym ); (e) va lu a ble (a n ton ym ); (f) r itu a l (s yn on ym ); (g) worth les s (s yn on ym ); (h ) lon elin es s (s yn on ym ); (i) a ilm en t (s yn on ym ); (j) h a p pin es s (a n ton ym ); (k) feelin g (s yn on ym ); (l) n u r s e (a n ton ym ); (m ) fr ien d (s yn on ym ); (n ) a void (a n ton ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors : .5 1 4 =7 Lion : How da re you wa ke m e u p

Mou s e : Im s orry Sir I did n ot m ea n to wa ke you I wa s ju s t pla yin g. Lion : Now I a m goin g to kill you .

Mou s e : Oh plea s e s ir . Ha ve m ercy on m e on e da y, I ca n b e you r h elp. Lion : Wh a t ru bbis h How ca n a lit t le m ou s e h elp a big lion .

### Part B : Com pos it io n (4 0 Marks )

1. **Suppo s e y ou are Akib and s tudying at ABC govt. c olle ge , Dhaka. No w write an applic at io n t o y our Princ ipal to e s tablis h a de batin g c lub in t he c olle ge . 10**

### Write a lis t ing paragraph on 'Proble m s in our Agric ulture Se c to r' wit hin 2 0 0 words . 15

1. **Write a paragraph de s c ribing 'Ce le bratio n of Pahe la Bais hakh'. Us e 2 0 0 words . 15** 
   * **English Second Paper : Questions**  **129**

## Rangam at i Gove rnm e nt Colle ge , Rangam at i

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### Te s t Exam inatio n 202 4 ; En glis h: Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Th e orph a n a ge is h igh (a ) —— th e Ca rolin a m ou n ta in s . Th e writer wa s th ere (b) —— th e a u tu m n . Sh e preferred pea cefu l en viron m en t to pen s om e t rou ble s om e writin g. Sh e wa n ted th e m ou n ta in a ir to blow (c) —— th e m a la r ia from too lon g a t im e (d) —— th e s u btropics . Sh e wa s h om es ick (e) —— th e fla m in g (f) —— m a ples (g) —— October a n d for m a n y oth er th in gs . Sh e fou n d th em a ll livin g (h ) —— a ca bin b elon gin g (i) —— th e orph a n a ge, h a lf a m ile (j) —— orph a n a ge fa rm .

### Co m ple t e t he s e nte nc e s with t he s uitable ph ras e s / words give n in t h e box 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a ve to | wh a t 's ... like | h a d b etter | wa s b orn | let a lon e |
| th ere | wh a t does .... look like | wou ld ra th er | a s s oon a s | it |

(a ) You r perform a n ce is n ot s a t is fa ctory. You will —— be ca refu l in fu tu re. (b) Mr. X is a n h on es t m a n . He —— die th a n s tea l.

1. I a m a p oor s tu den t . I ca n n ot bu y m y n eces s a ry books , —— a s m a r t ph on e s et.
2. You h a ve fa iled in th e tes t exa m in a t ion . You —— s ta r t rea din g a t ten t ively from toda y. (e) Ma dh u s u da n Du t ta is a n epic p oet. He —— a t Sa ga rda r i in J a s h ore.
3. I h a d a b a d lu ck. —— I rea ch ed th e s ta t ion , th e t ra in left .
4. —— th e Ba y of Ben ga l ——? My fr ien d is goin g th ere for a vis it tom orrow. (h ) —— it —— t ra vellin g by a n a ir ? I h a ve n o id ea a b ou t it .
5. Recen t ly I h a ve vis it ed th e Su n d a rba n s . —— a re t igers in it .
6. —— is m a n y yea r s s in ce I s a w h im la s t . Toda y I ca n n ot recogn ize h im .

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) Th e m a r tyrs la id down th eir lives in 19 7 1 . Th ey did it s o th a t ——. (b) It 's too la te. ——, we wou ld n ot h a ve m is s ed th e t ra in .

1. Th e p oem is too difficu lt for ——.
2. Da n ger com es wh ere ——. So, we h a ve to be ca refu l in ou r life. (e) Sh e s p ok e a s if ——. Sh e wa s a ctu a lly a qu a ck.
3. Th e th ief wa s a fra id of p olice. He ra n a wa y les t —— a r res ted.
4. Des pite ——, h e h elps h is rela t ives .

(h ) He took Logic —— His tory. His tory s eem s to be difficu lt to h im .

1. If I h a d been h u n gry, ——. Bu t I a m n ot h u n gry a t a ll.
2. Corru ption is a cu r s e. It is h igh t im e th e govern m en t ——.

### Read the text and fill in the gaps with the correct form of verbs as per subject and context 5 1 4 =7

Crick et (a ) —— (be) a p op u la r ga m e. Nowa da ys , people (b) —— (lon g) to wa tch it to get plea s u re. Cricket (c) —— (ca ll) a gen t lem en 's ga m e too. A bon d of fr ien ds h ip (d) —— (crea te) a m on g th e pla yin g n a t ion s . Th e Ba n gla d es h n a t ion a l crick et tea m is p op u la r ly (e)

—— (kn ow) a s th e Tigers . Ou r cricket tea m (f) —— (be) very orga n ized. It a lr ea dy (g) —— (prove) it s worth in m a n y in tern a t ion a l m a tch es . Ou r cricketers (h ) —— (be) ca pa ble of (i)

—— (com pete) with th e ren own ed cricket tea m s of th e world. Th e pres t ige of ou r cou n t ry a lr ea dy (j) —— (go) u p in th e in tern a t ion a l a ren a ; th a n ks to ou r cr icket tea m . In s pite of it s ren own , s om etim es ou r cricket tea m (k) —— (s h ock) u s by (l) —— (perform ) poorly. Even a fter th a t , we believe, ou r crick eters (m ) —— (ou t s h in e) a ll oth er com p etitors in fu tu re. However, th ey (n ) —— (n eed) m ore vigorou s pra ctice t o rea ch th eir goa ls .

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"I ca n ch op s om e wood tod a y," s a id J erry "Bu t I h a ve a boy com in g from th e orph a n a ge." "I a m th e b oy." "You ? Bu t you a re s m a ll." "Size d on 't m a t ter, ch op pin g wood," s a id J erry. "Som e of th e big b oys d on 't ch op good. I've been ch oppin g wood for a lon g t im e," s a id J erry to th e writer.



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**HSC English Test Papers** 

1. **Re ad th e fo llowing t e xt an d us e m odifie rs in t he blanks as dire c t e d. .5** **1 0 =5** Th e pu rpos e of ed u ca t ion is to brin g a b ou t (a ) —— (u s e a n a djective to pre-m odify th e n ou n ) ch a n ges in (b) —— (u s e a pos s es s ive to pre-m odify th e n ou n ) b eh a viou r . It a ls o brin gs ch a n ges in ou r lives a n d s ociety (c) —— (u s e a rela t ive cla u s e to pos t -m odify th e n ou n ). If it fa ils to do s o, it ca n 't be ca lled ed u ca t ion . Edu ca t ion is n ot on ly receivin g certifica tes a n d gettin g gra des . It is (d) —— (u s e a n in ten s ifier to pre-m odify th e a djective) m ore th a n th a t , we ca n a p ply ou r (e) —— (u s e a pa s t pa r t iciple to pre-m odify th e n ou n ) kn owledge in ou r en ga gem en t with th e wor ld th a t lies (f) —— (u s e a n a dverb to p os t - m odify th e verb). We ca n do th a t in (g) —— (u s e a n a djective to pre-m odify th e n ou n ) wa ys . On e wa y is civic en ga gem en t wh ich is (h ) —— (u s e a n a dverb to pre-m odify th e verb) a p precia ted a ll over th e world. Civic en ga gem en t m ea n s workin g to m a k e differen ce in civic life (i) —— (u s e a prep os it ion a l ph ra s e to p os t -m odify th e n ou n ). A pers on (j) —— (u s e a pa s t pa r t iciple to pos t m odify th e n ou n ) civica lly is con cern ed a bou t civic is s u es lik e in ju s t ice, dis crim in a t ion a n d oth er form of s ocia l ills .
2. **Com plete the passage using suitable connectors. .5** **1 4 =7** A cyclon e is a deva s ta t in g s torm in Ba n gla d es h th a t m oves a t a h igh s peed. (a ) —— it ca u s es im m en s e h a rm to people a n d prop erty. (b) —— th e in h a bita n t s of coa s ta l r egion s a re th e m a in victim s of cyclon e. (c) —— th e cyclon e of Ba n gla des h origin a tes from th e Ba y of Ben ga l. (d) —— it is a ccom p a n ied by th u n d ers a n d h ea vy s h owers . (e) —— u n bea ra ble h ea t is felt for a few da ys . (f) —— on e da y th e s k y becom es terribly d a rk a n d s t ron g win ds begin to blow. (g) —— a t errible s itu a t ion is crea ted th a t la s t s for h ou r s . (h ) —— it ca u s es a grea t h a voc ca u s in g dea th to people a n d oth er a n im a ls . (i) —— dwellin g h ou s es a re blown a wa y. (j) —— th e cyclon e is followed by s ca rcity of food a n d ou tbrea k of va r iou s dis ea s es . (k) —— th e grea t los s ca u s ed by cyclon e ca n b e redu ced. (l) —— prior wa rn in g ca n be given to people u s in g m odern tech n ology of wea th er foreca s t . (m ) —— people a n d dom es t ic a n im a ls of th e cyclon e-p ron e a rea s ca n be s h ift ed to cyclon e s h elters . (n ) —— a qu ick relief work a n d m edica l fa cilit ies s h ou ld be en s u red.
3. **Write t he s y n on ym s or ant o ny m s of t he un de rline d words . .5** **1 4 =7** He is opt im is t ic of h is s u cces s . He works h a rd a n d a bides by h is tea ch er 's gu idelin es . He u n d ers ta n d s th a t it is im p orta n t to be diligen t . He d oes n ot rely on a n y on e a n d believes th a t h on es ty a n d h a rd work ca n h elp on e rea ch th e pea k of s u cces s . He h a rbou rs th e fa ith th a t a la boriou s m a n is s u re to s h in e.

(a ) optim is t ic (a n ton ym ); (b) s u cces s (a n t on ym ); (c) h a rd (s yn on ym ); (d) gu idelin es (s yn on ym ); (e) u n ders ta n d (s yn on ym ); (f) im porta n t (a n ton ym ); (g) diligen t (s yn on ym ); (h ) rely (s yn on ym ); (i) h on es ty (a n ton ym ); (j) h elp (a n ton ym ); (k) p ea k (s yn on ym ); (l) h a rbou r (s yn on ym ); (m ) la boriou s (a n ton ym ); (n ) s h in e (s yn on ym ).

### Use punctuation m arks in the following text. Rewrite the text correcting the errors. .5 1 4 =7

Rod ela : Hello Ra h ela wh a t a re you d oin g Ra h ela : Im rea din g a n ews p a p er

Rod ela : Do you rea d th em regu la r ly

Ra h ela : Yes everyda y before brea kfa s t Don 't you Rod ela : No I don 't . Wh a t s th e u s e of it

Ra h ela : News pa per is a n in dis p en s ib le pa r t of ou r life It h elps u s in m a n y wa ys .

**Part B : Com pos it io n (4 0 Marks )**

### Im agine y ou are Arif, a s tude n t of 'N' Co lle ge . Flo od has c aus e d a gre at dam age all around y our loc alit y. No w, write an applic at ion to th e Princ ipal of your c olle ge to ope n a re lie f c am p in y our c olle ge pre m is e s s o t hat y ou c an s e n d re lie f go ods t o t he floo d affe c t e d pe ople in y our lo c ality . 10

### Write a paragraph on "In t e rn at ion al Mo th e r Language Day'. Us e 2 0 0 words . 15

### Write a paragraph of about 2 0 0 wo rds o n 'The c aus e s and e ffe c t s of failure in En glis h' s h owing t he c aus e s wo rking be hin d it . 15

### English Second Paper : Questions  131

## Cox's Bazar Govt . Colle ge , Cox's Bazar

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### Te s t Exam inatio n 2 0 2 4 ; En glis h: Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Th e 21 st Febru a ry is a red let ter d a y (a ) —— th e h is tory of Ba n gla des h . (b) —— th is d a y in 19 5 2 , (c) —— h a lf a dozen you n g s ou ls s a crificed th eir lives (d) —— m a k in g Ba n gla on e of th e s ta te la n gu a ges (e) —— Pa kis ta n . Bu t th e blood s pilt wa s n ot (f) —— va in . In 195 6 th e fir s t Con s t itu t ion (g) —— Pa kis ta n recogn ized th is dem a n d. Th is da y wa s obs erved a s th e Sh a h eed Dib os h in Ba n gla des h (h ) —— 1 9 99 . Bu t n ow (i) —— m a n y oth er in tern a t ion a l da ys , 2 1 Febru a ry is ob s erved worldwide a s th e In tern a t ion a l Moth er La n gu a ge Da y.

### Co m ple t e t he s e nte nc e s with s uit able phras e s / wo rds give n in th e bo x 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| h a ve to | th ere | wh a t does ... look lik e | h a d b etter | let a lon e |
| wou ld ra th er | a s if | wh a t 's it like | a s s oon a s | wa s b orn |

(a ) —— I h ear from Tom , I will give you a teleph on e call. I can 't tell you an yth in g righ t n ow.

1. I h a ve ch em is t ry exa m tom orrow. I will —— s tu dy wh ole n igh t . Few ch a pters a re s t ill un tou ch ed.
2. Ton m oy is n ot at all seriou s to h is s tu dy. He —— gossip wh ole day th an atten d h is class. (d) J oh n is expectin g you to ph on e h im . You —— ca ll h im n ow.
3. Ha ve you n oticed Mu rph y an d J een a recen t ly? Som eth in g is wron g. Th ey're actin g —— th ey didn 't kn ow ea ch oth er.
4. Ra h im d oes n 't wa n t to bu y a n yth in g even for h im s elf, —— s en d a gift to h is pen - fr ien d. He is too m is er.
5. Ba by 1 : I h a ve n ever s een a deer. Ha ve you ? —— it ——?

Ba by 2 : Rea lly? It 's a goa t like a n im a l with brown , s potted s kin .

(h ) On ce, —— lived a s a in t in a deep fores t . He h a d s u pern a tu ra l p ower. On e da y h e wa s a t ta cked by a t iger. He tu rn ed th e t iger in to a m ou s e.

1. Moth er Teres a wa s a grea t s ocia l worker. Sh e —— in 1 91 0 . Sh e wa s th e fou n d er of Mis s ion a r ies of Ch a r it ies .
2. —— repres en t in g you r cou n t ry in th e UN? You s eem to b e very prou d.
3. **Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s : .5** **1 0 =5** (a ) —— s in ce th ere wa s fa m in e. Fa rm ers cou ld n 't ir r iga te th eir fields d u e to s h orta ge of electricity.
4. Ha rdly h a d th e a s s em bly begu n . Th e s tu d en t s ru s h ed to th eir cla s s room s .
5. Go to th e b a n k fa s t les t ——. Oth erwis e, we s h a ll n ot be a ble to b u y a TV toda y. (d) A m a n wh o lea ds a n h on es t life ——.
6. ——, a lth ou gh it wa s ra in in g h ea vily.
7. —— th a n th e th ief ra n a wa y. An a r res t wa r ra n t h a d been is s u ed a ga in s t h im .
8. —— is ca lled a pa t r iot wh o is th e grea t s on of th e cou n t ry.

(h ) Th e fea s t wa s s o fa b u lou s ——. It is rea lly ever rem em b era ble.

1. A tea ch er is a pers on wh o im p a r t s kn owledge to h is p u pils . He dis covers ——.
2. Lea rn in g En glis h Gra m m a r s eem s to b e very grim to m os t of th e people. Bu t it is ——.

### Re ad th e t e xt an d fill in t he gaps wit h th e c orre c t form of ve rbs 5 1 4 =7

Th e prices of es s en t ia l com m odities (a ) —— (go) u p by lea ps a n d b ou n ds . All previou s record s of h igh prices (b) —— (brea k). Rice, fis h , m ea t , keros en e oil, edible oils , a n d vegeta bles (c) (s ell) —— a t u n u s u a l h igh prices wh ich h it th e low in com e grou ps m os t . Th ou gh th e prices of r ice a n d vegeta bles (d) —— (go) down recen t ly d u e to s ea s on s ' n ew r ice a n d vegeta bles , on e kilo of s oya bea n oil, s old a t ta ka 1 20 on e yea r b a ck, is n ow (e) —

— (s ell) a t 20 5 ta ka . Sim ila r ly, th e price of keros en e oil n ow (f) —— (brin g) s u ffer in gs to th e villa gers . Th e h oa rders a re res p on s ib le for th is . Strict m ea s u res (g) —— (t a ke) by th e Govern m en t to cu rb th e h oa rders ' ill-m otive wh ich (h ) —— (crea te) a r t ificia l cris is of es s en t ia l com m odities . Govern m en t a lr ea dy (i) —— (m a ke) op en s a le a r ra n gem en t of r ice to ch eck th e price h ik e of r ice a n d it is n ot s t ill u n der con t rol. Sim ila r ly, th e prices of s u ga r , wa s h in g s oa p, on ion , ga r lic a n d oth er s pices a re beyon d th e ca pa city of com m on people. Th e a u th orities con cern ed (j) —— (look) in to th e m a t ter a n d ta ke s t r ict m ea s u res s o th a t th e prices of es s en t ia l com m odities (k) —— (r em a in ) with in th e rea ch of com m on m en . For th is , good govern a n ce (l) —— (en s u re) in ca s e of pu blic expen ditu res . Bes ides , volu m e of es s en t ia l com m odities s old th rou gh th e Op en Ma rk et Sys tem (OMC) (m ) —— (in crea s e). Th e Govern m en t (n ) —— (s et) h igh er ta rgets for food gra in s procu rem en t .



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

**HSC English Test Papers** 

### Ch an ge th e narrative s tyle by us ing dire c t s pe e c h e s : 07

"Wh a t a re you writin g?" Th e a n gel looked u p a n d replied in a s weet ton e "Th e n a m es of th os e wh o love th eir Lord" "An d is m in e on e?" a s ked Ab u . "No, you r n a m e is n ot in clu ded h ere." replied th e a n gel. Th en Ab u s a id "plea s e write down m y n a m e a s on e wh o loves h is fellowm en ."

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s : 0 . 5** **1 0 =5** Tea is th e m os t (a ) —— (pre-m odify th e n ou n ) drin k in th e world. It is (b) —— (u s e a n in ten s ifier to pre-m odify th e a djective) refres h in g. Tea pla n t s grow (c) —— (pos t -m odify th e verb) on th e s lop e of th e h ills . In th e tea ga rd en tea pla n t s a re (d) —— (pre-m odify th e verb) pla n ted in rows , (e) —— (u s e a n ou n a djective to pre-m odify th e n ou n ) lea ves a re plu cked fou r t im es a yea r , (f) —— (u s e pa r t iciple to pre-m odify th e verb) th ey a re rolled by a m a ch in e a n d dried in a ca u ldron over a fu rn a ce. After (g) —— (u s e a dem on s t ra t ive to pre- m odify th e n ou n ) proces s , tea is rea dy for con s u m ption . As a drin k, tea is prep a red in a (h )

—— (pre-m odify th e n ou n ) wa y. It is n ow (i) —— (pre-m odify th e verb) u s ed for th e en terta in m en t of gu es t s in ou r cou n t ry. Bu t it is h a rm fu l to ou r h ea lt h (j) —— (u s e a n in fin it ive to pos t -m odify th e verb) too m u ch of tea .

1. **Use appropriate sentence connectors in the blank spaces of the following passage : .5** **1 4 =7** Th e h u m a n b ody is a won d erfu l crea t ion . (a ) ——, it is s h a ped pra ctica lly. (b) ——, it ca n do m a n y typ es of work wh ich oth er a n im a ls ca n n ot. (c) ——, it is n ot s t ron g lik e th e b ody of a t iger. (d) —— ph ys ica l s t ren gth it h a s a big a n d s h a rp bra in . (e) —— by u s in g th is bra in th e h u m a n ph ys iqu e h a s been a ble to overcom e m a n y of it s lim it a t ion s . (f) ——, by s it t in g in a n a irpla n e it flies fa s ter th a n a kite, by r id in g a m otorcycle it tra vels fa s ter th a n a leopa rd a n d by fir in g a m a ch in egu n it figh t s m u ch better th a n a t iger. (g) —— th is , th e h u m a n body s u ffers from m a n y dis ea s es , b eca u s e it h a s a wea kn es s for h a bits (h ) —— drin kin g a n d overea t in g. (i) —— it is h ea lth y, th e body ca n give grea t plea s u re bu t wh en it is s ick, it ca n ca u s e grea t p a in . A wis e m a n wou ld a lwa ys keep h is b ody fit . (j) —— a h ea lth y m in d ca n work on ly in a h ea lth y b ody. (k) —— we d o n ot h a ve h ea lth y b ody, we ca n n ot en joy ou r life. (l) ——, we s h ou ld k eep ou r b ody fit . (m ) ——, we will s u ffer from m a n y dis ea s es . (n ) ——, we will be deprived of th e fu ll en joym en t of life.

### Read the passage and then write the antonym or synonym of the words as directed below : 1 1 4 =7

Blood d on a t ion is a h u m a n ita ria n a ct. In pres en t da ys people d on a te th e blood of th eir body to s a ve h u m a n lives . Th ere a re s om e p ers on s wh o n eed to ch a n ge th e tota l blood of th eir bodies a t regu la r in terva ls . Blood is a ls o n eces s a ry to be t ra n s fu s ed in th e body of th e pa t ien t s wh o u n d ergo s eriou s op era t ion s . Even th e p a t ien t s wh o m eet a ccid en t s n eed blood. Sa n dh a n i, Ba dh on , Ba n gla d es h Red Cres cen t Blood Ba n k, Qu a n tu m La b, etc. h a ve com e forwa rd with th e n oble m otto of collect in g blood a n d givin g th em to th e s eriou s pa t ien t s . Som e volu n ta ry orga n is a t ion s a re a ls o m otiva t in g p eople to don a te blood.

(a ) d on a t ion (s yn on ym ); (b) h u m a n it a r ia n (s yn on ym ); (c) pres en t (a n ton ym ); (d) s a ve (a n ton ym ); (e) s om e (a n ton ym ); (f) regu la r (a n ton ym ); (g) n eces s a r y (a n ton ym ); (h ) s eriou s (s yn on ym ); (i) m otto (s yn on ym ); (j) n oble (a n ton ym ); (k) volu n ta ry (a n ton ym ); (l) don a te (s yn on ym ); (m ) tota l (s yn on ym ); (n ) collect (s yn on ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors 5 1 4 =7

th e tea ch er s a id to th e gu a rdia n you r s on h a s fa iled in two s u bjects plea s e let m e kn ow in wh ich s u bjects m y s on h a s fa iled s a id th e gu a rdia n In En glis h a n d Ma th em a t ics you h a ve to ta ke ca re of h is s tu dies s a id th e tea ch er h ow ca n I d o it d o you h a ve a n y gu idelin e s ir s a id th e gu a rdia n .

### Part B : Writing (4 0 Marks )

1. **Suppo s e y ou are Ratan/ Rat na and a s tude nt of Brojolal Govt . Co lle ge , Khulna. You have plann e d to m ake a s tudy tour t o Chat to gram . Now, writ e an a pplic at io n t o the prin c ipal of y our c o lle ge for pe rm is s io n as we ll as an am ount from th e pic nic fund to m ake an arrange m e nt for a s tudy t our. 10**

### Write a paragraph on t he his to ric s pe e c h of t he 7 th Marc h within 2 0 0 words . 15

1. **The are a, whe re y ou liv e , has s o m e fac t ors that c aus e e nviro nm e nt pollutio n. No w, writ e a paragraph m e n t io nin g t he c aus e s an d e ffe c t of e nviro n m e nt pollution within 2 0 0 words . 15** 
   * **English Second Paper : Questions**  **133**

## Sunam ganj Gove rnm e nt Colle ge , Sunam ganj

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### Te s t Exam inatio n —2 0 2 4 ; En glis h : Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

A tea ch er is a n a rch it ect of a n a t ion . He pla ys a n im p orta n t role in b u ild in g (a ) —— a n ed u ca ted n a t ion . He dis pels th e da rkn es s of ign ora n ce (b) —— th e lot of a n a t ion . He is a n a ctor, s o to s p ea k. He h a s to s u it h is a ct a ccordin g (c) —— th e n eed of h is a u dien ce. He is a ble to h old th e a t ten t ion a n d in teres t (d) —— h is s tu den t s . He is a clea r s pea k er (e) —— good, s t ron g plea s in g voice wh ich is (f) —— h is con t rol. He d oes n ot s it m otion les s before h is cla s s . He m a kes les s on s in teres t in g (g) —— th e s tu den t s . A good tea ch er dis covers th e t rea s u re h id den (h ) —— ea ch s tu den t . He a ls o wa n t s th e s tu d en t s h a p py a n d (i) —— th is , h e keeps th em bu s y. A good tea ch er n ever h a n k ers (j) —— m on ey.

### Co m ple t e t he s e nte nc e s with t he s uitable ph ras e s / words give n in t h e box 5 1 0 =5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| h a d b etter | let a lon e | wh a t 's ... it like | wou ld ra th er | as soon as | wa s b orn |
| h a ve to | wh at does ... look like | it | a s if | th ere |  |

(a ) Toda y is a ra in y d a y. You —— n ot go to college tod a y.

(b) We —— ed u ca te a ll a n d work h a rd to develop ou r cou n t ry. (c) On ce —— lived a kin g n a m ed Solom on .

(d) Ha s a n ca n n ot write a s en ten ce, —— write a n ovel. (e) —— is n o good pla yin g m obile ga m es .

1. I h a ve n ever s een th e n a t ion a l m em oria l a t Sa va r . —— it ——?
2. I —— fa il th a n copy in th e exa m .

(h ) Ba n ga ba n dh u Sh eikh Mu jib u r Ra h m a n —— in 1 92 0 .

1. Milton wa s a poet of vers a t ile gen iu s . He —— in 1 60 8 in En gla n d.
2. We h a ve dis cu s s ed for qu it e a lon g t im e. We ca n 't ta ke m u ch t im e a n y m ore. We —— com e to a con clu s ion .

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s 5 1 0 =5

(a ) Sa ifa n is fon d of rea din g. Wh en ever h e goes to th e book fa ir , ——. He h a s a good collection of b ook s n ow.

1. Sm okin g is detrim en ta l to h ea lth . It is h igh t im e you ——.
2. Th e stu den ts saw th e teach er. No soon er h ad th e teach er en tered th e classroom th an ——. (d) He is a n id ea l tea ch er. I wis h I ——.
3. My m oth er was a ph ilan th ropist. Sh e loved to live am on g th e poor villagers so th at ——.
4. We a re la te. Th e cla s s will s ta r t s oon . Wa lk fa s t les t ——.
5. We a re a free n a t ion . 19 71 is th e yea r wh en ——.

(h ) En glis h is a n in tern a t ion a l la n gu a ge. —— you ca n n ot get a good job.

1. I wa s rea lly in grea t da n ger. He ca m e h ere with a view to ——.
2. I ca n 't reca ll h is n a m e. It is lon g s in ce ——.

### Read the text and fill in the gaps with the correct form of verbs as per subject and context 514=7

Roa d m is h a p (a ) —— (h a pp en ) in ou r cou n t ry a lm os t every da y. Recen t ly it (b) —— (r is e) to a n a la rm in g ra te (c) —— (t a k e) a h ea vy toll of h u m a n lives . Th e m em bers of a fa m ily rem a in a n xiou s if s om eon e (d) —— (t ra vel) in a b u s . In m os t ca s es , reckles s drivin g (e) —— (ca u s e) roa d a cciden t s . Th e drivers a re in th e h a bit of (f) —— (viola te) t ra ffic ru les . Roa d a cciden t s ca n be (g) —— (les s en ) if th e drivers drive th eir veh icles ca refu lly. People s h ou ld be con s ciou s of th is res pect. Wh ile (h ) —— (cros s ) th e roa d, th ey s h ou ld be ca refu l. Som e people t ra vel (i) —— (clim b) on th e roof of th e bu s es a n d t ra in s . Tra ffic ru les m u s t be m a in ta in ed s t r ict ly with a view to (j) —— (con t rol) roa d a ccid en t s . It is very s h ockin g th a t roa d a ccid en t s (k) —— (cla im ) lives very often . Th e la w en forcem en t a gen cies (l) —— (t a ke) vigorou s drive a n d th e defa u lt ers (m ) —— (t a k e) u n der s evere pu n is h m en t for (n ) —— (en s u re) s a fe jou rn ey.

### Ch an ge th e narrative s tyle by us ing dire c t s pe e c h e s . 7

"Frien d, wh ere did you go la s t week?" s a id Lipi. "I wen t to Dh a k a to s ee m y u n cle," s a id Min a . "He h a s been s u ffer in g from h igh blood p res s u re." "Is h e s ou n d n ow?" "Yes ," s a id Min a . "Tell you r u n cle to follow th e pres cription h is d octor h a s given ." s a id Lipi. Min a s a id , "Su re, I'll tell h im ."



**134**



**HSC English Test Papers** 

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in th e blank s pac e s . .5** **1 0 =5** A s tu den t , (a ) —— (u s e a p pos it ive), s h ou ld a t ten d h is cla s s (b) —— (prep os it ion a l ph ra s e). He s h ou ld n ot wa s te h is t im e (c) —— (p os t -m odify th e verb). He ca n n ot s u cceed in life (d) —— (pres en t p a r t iciple ph ra s e). If h e wa s t es t im e, h e will h a ve to expia te (e) —— (prep os it ion a l ph ra s e). As h e is th e (f) —— (u s e a n ou n -a djective) lea der, h e m u s t prepa re h im s elf (g) —— (p os t -m odify th e verb). If h e fa ils , th e wh ole n a t ion will fa il. Moreover, h e m u s t prepa re h im s elf a s a (h ) —— (pre-m odify th e n ou n ) cit izen . He s h ou ld rem em ber th a t h e will h a ve (i) —— (in fin it ive ph ra s e). So, h e m u s t develop (j) —— (p os s es s ive pron ou n ) ca reer properly n ot on ly for h im s elf bu t a ls o for th e wh ole n a t ion .
2. **Use appropriate sentence connectors in the blank spaces of the following passage. .5** **1 4 =7** Mobile ph on e h a s becom e a n es s en t ia l ga dget for everyb ody (a ) —— it h a s becom e very pop u la r . (b) —— it h a s crea ted a n u m ber of problem s . It h a s (c) —— a d va n ta ges (d) —— dis a dva n ta ges . (e) ——, it h elps to con n ect people. (f) ——, it h elps to exch a n ge in form a t ion (g) ——, it ca n be u s ed for va r iou s p u rp os es . (h ) —— it h a s a few dis a d va n ta ges (i) —— ca n ca u s e a lot of t rou bles . (j) ——, m a n y s tu d en t s a re gettin g a ddicted to it . (k) ——, th ey s pen d m ore t im e u s in g it . (l) ——, m os t of th em ca n n ot d o well in th e exa m in a t ion s . (m ) —

—, m a n y of th em a re gettin g in volved in crim in a l a ctivities th rou gh it . (n ) ——, it s a dva n ta ges a re m ore th a n it s dis a d va n ta ges .

### Re ad t he pas s age and the n write t he ant o ny m or s yn o ny m of th e wo rds as dire c t e d be lo w. .5 1 4 =7

An in tellectu a l is on e wh o is a n en ligh ten ed p ers on . Litera te people give ligh t to oth ers . In every s ociety, we fin d in tellectu a ls s u ch a s ph ilos oph ers , s cien t is t s , s ch ola r s , writers a n d critics . As th ey a re rep u ted pers on s , th ey feel res p on s ib ilit y towa rds s ociety. In a s ociety, a ll ca n n ot be in tellectu a ls . If a t im e com es wh en a ll a re in tellectu a ls , it wou ld be a bles s ed t im e in deed. Bu t a t pres en t , a ll n ot in tellectu a ls a n d th os e wh o a re in tellectu a ls , h a ve th e grea t res pon s ib ilit y of gu id in g oth ers on th e r igh t pa th . If toda y we h a ve order a n d s ecu r ity in life, a n d if ou r life is better th a n th a t of ou r prim it ive a n ces tors , it is beca u s e th e in tellectu a ls , from t im e to t im e, h a ve been gu id in g h u m a n ity on th e p a th of felicity a n d a m ity.

(a ) in tellectu a l (s yn on ym ); (b) en ligh ten ed (s yn on ym ); (c) lit era te (a n ton ym ); (d) ligh t (a n ton ym ); (e) rep u ted (a n ton ym ); (f) res pon s ib ilit y (a n ton ym ); (g) bles s ed (s yn on ym ); (h ) gu id in g (s yn on ym ); (i) s ecu r ity (s yn on ym ); (j) prim it ive (a n ton ym ); (k) a n ces tors (s yn on ym ); (l) h u m a n ity (s yn on ym ); (m ) felicity (s yn on ym ); (n ) a m ity (s yn on ym ).

### The re are fourte e n e rrors in the us e of pun c tuatio n m arks in th e follo wing t e xt . Re write th e t e xt c o rre c t ing t he e rrors . .5 1 4 =7 Arif : Hello How a re you Za kir

Za kir : Fin e. Wh a t a bou t you Arif : Well I wa s a bit s ick.

Za kir : Rea lly Wh a t h a p pen ed?

Arif : Stom a ch u p s et. I h a d ou t s ide food. It t rou bled m y s tom a ch .

Za kir : Th a t s wh y I a lwa ys t ry to a void ou t s id e food th ey a re u n h ygien ic. Arif : Im n ot goin g to h a ve it a n y m ore.

Za kir : An ywa y you t a k e ca re, b ye. Arif : Bye.

|  |  |  |
| --- | --- | --- |
| **Part** | **B : Com pos it io n (4 0 Marks )** |  |
| **10** | **Write an applic at io n to t he prin c ipal of y our c olle ge for providing**  **fac ilit ie s in t he c las s ro om s .** | **m ultim e dia**  **10** |
| **11** | **Write a paragraph on 'Dhaka Me t ro Rail' wit hin 2 0 0 words .** | **15** |
| **12** | **Write a paragraph of c om paris o n and c o nt ras t o n 'Cit y Life and Country**  **2 0 0 words .** | **Life ' within**  **15** |

* + **English Second Paper : Questions**  **135**

## Moulvibazar Govt . Wom e n's Colle ge , Moulvibazar

**30**

### Te s t Exam inatio n 2 0 2 4 ; En glis h: Pape r II Part A : Gram m ar (6 0 Marks )

1. **Co m ple t e t he t e xt with s uitable pre po s it ion s 5** **1 0 =5**

Wh en th e s u n wa s s ett in g (a ) —— th e t reetop s , th e ja ilor ca m e (b) —— th e room of Socra tes to bid h im prepa re (c) —— dea th . In th os e d a ys , people were s en ten ced to dea th by givin g a cu p (d) —— pois on in Ath en s . Socra tes kn ew th is a n d h e n odd ed (e) —— th e ja ilor . Bu r s t in g (f) —— t ea r s th e ja ilor wen t ou t of th e room a n d retu rn ed (g) —— a cu p of h em lock. Socra tes lift ed th e cu p to h is lip s . His pu pils t r ied to keep ba ck th eir tea r s b u t s oon th e room wa s filled (h ) —— th e s ou n d of weepin g. With th e cu p of pois on (i) —— h a n d, Socra tes s a id , "Wh a t is th e s t ra n ge s ou n d ? I h a ve h ea rd th a t a m a n s h ou ld die (j) —

— pea ce. So b e s ilen t a n d h a ve pa t ien ce.

### Co m ple t e t he s e nte nc e s with t he s uitable ph ras e s / words give n in t h e box 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wh a t does ... look like | h a ve to/ h a s to | a s s oon a s | th ere | wa s b orn |
| wh a t 's like | wou ld ra th er | let a lon e | h a d b etter | it |

(a ) He ca n n ot rea d n ews p a p er, —— edit a n ews p a p er.

(b) —— lived a wis e m a n bu t h e wa s n ot well kn own to a ll. (c) Su h el is a lia r . He —— give u p th is ba d h a bit.

1. We —— wa lk fa s t . Oth erwis e we will m is s th e cla s s .
2. He —— s tu dy En glis h th a n His tory. He h a s in teres t in lit era tu re.
3. —— fr ien ds h ip ——? Nowa da ys , it is n oth in g bu t a n a m e.
4. Let m e kn ow th e n ews —— h e a r r ives h ere.

(h ) Ka zi Na zru l Is la m is ou r n a t ion a l p oet. He —— in 18 99 in a villa ge n a m ed Ch u ru lia .

1. Tea ch er: s tu d en t s , —— th e n a t ion a l flower of Ba n gla des h ——?
2. —— ta kes two to m a ke a qu a r rel.

### Co m ple t e t he follo win g s e nte nc e s . 1 1 0 =1 0

(a ) Hon es ty is th e bes t p olicy. If you m a in ta in h on es ty, ——. (b) Pa t r iotis m is a n oble vir tu e. It is h igh t im e ——.

(c) En glis h is a n in tern a t ion a l la n gu a ge. I wis h ——. (d) If I h a d m u ch m on ey, ——.

1. Th ere goes a proverb th a t ——. So, you h a ve to m a ke fr ien d s h ip with a gen t lem a n .
2. Ha rdly h a d h e s een h is fr ien d ——.
3. It is a lon g t im e s in ce we ——.

(h ) All of u s h a ve to work h a rd with a view to ——.

1. I wa s too you n g to ——.
2. A s tu den t h a s to b e p u n ctu a l. He h a s to s tu dy regu la r ly les t h e ——.

### Read the text and fill in the gaps with the correct form of verbs as per subject and context 5 1 4 =7

En glis h (a ) —— (be) th e m os t widely u s ed in t ern a t ion a l la n gu a ge. It (b) —— (lea rn ) to com m u n ica te with th e foreign ers for va r iou s p u rp os es s u ch a s (c) —— (m a in ta in ) co- op era t ion , co-exis t en ce a n d exch a n gin g bu s in es s in form a t ion . Th ere (d) —— (b e) a ls o certa in jobs wh ich (e) —— (r equ ir e) a good fu n ct ion a l kn owledge of En glis h . Th e job s of a pilot, a p os tm a n , a teleph on e opera tor, a tou r gu id e, a m ech a n ic, a reception is t of a n in tern a t ion a l h otel, a n execu t ive of a m u lt in a t ion a l firm etc. (f) —— (b e) a few of th em . Bes ides , a s tu den t (g) —— (wis h ) to go for h igh er s tu dies m u s t (h ) —— (lea rn ) En glis h beca u s e th e books on a dva n ced edu ca t ion a re m os t ly (i) —— (write) in En glis h . So, th e im p orta n ce a n d d em a n d of lea rn in g En glis h in ou r cou n t ry ca n , in n o wa y, be (j) —— (ign ore). Ra th er, we s h ou ld (k) —— (pu t ) h igh im p orta n ce on (l) —— (lea rn ) En glis h (m ) —— (m a k e) room for ou r s elves in th e com petitive world. Oth erwis e, we (n ) —— (fa il) to cope with th e pres en t world.

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

"Ha ve you killed th e ra t s ?" s a id th e Ma yor. "Yes , I h a ve," replied th e pip er. "Give m e th e prom is ed m on ey." "How fu n n y you a re!" s a id th e Ma yor. "Ta ke on ly fifty".



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

**HSC English Test Papers** 

1. **Re ad th e fo llowing t e xt an d us e m odifie rs as dire c t e d in blank s pac e s . .5** **1 0 =5** A lib ra ry is a (a ) —— (pre-m odify th e n ou n ) of kn owledge. Th e s tu d en t s (b) —— (u s e a pa r t iciple) to a ll cla s s es vis it it in th eir lib ra ry periods . Ou r college lib ra ry is h ou s ed in t wo room s . (c) —— (pre-m od ify th e n ou n ) a lm ir a h s a re pla ced in on e room . Th e oth er room is th e (d) —— (u s e a pa r t iciple to m odify th e n ou n ) room wh ere m a ga zin es , jou rn a ls a n d n ews p a p ers a re pla ced. Th ere a re a b ou t five th ou s a n d b ook s in lib ra ry wh ich a re a r ra n ged (e) —— (p os t -m odify th e verb). An y type of b ook ca n be t ra ced in n o t im e. Th e b ook s ca ter to th e n eeds a n d in teres t s (f) —— (u s e a prep os it ion a l ph ra s e). Th ere a re two s epa ra te s ection s in th e lib ra ry. On e of th em con ta in s referen ce books lik e (g) —— (u s e n ou n s ) etc. Th e oth er s ection con ta in s b ooks (h ) —— (u s e p repos it ion a l ph ra s e). Every s tu den t h a s a lib ra ry (i) —— (u s e a n ou n ) Th e rea din g room is a lwa ys crowded (j) —— (p os t -m odify th e verb) in th e a ftern oon .
2. **Use appropriate sentence connectors in the blank spaces of the following text. .5** **1 4 =7** Th e grea tn es s of a b ook dep en d s (a ) —— on th e a ccepta bility a m on g th e rea ders . (b) —— we rea d a book (c) —— on ce, we ca n dis cover m a n y th in gs in it . (d) —— b a s in g on on e rea din g, we ca n n ot ju dge th e s ta n da rd of a b ook. (e) —— a b ook is pra is ed (f) ——, we h a ve n o d ou bt a b ou t th e grea tn es s of th e b ook. (g) —— th e fir s t rea din g, we m a n y n ot u n d ers ta n d a b ook. Bu t if it is rea d m ore th a n on ce, we will s ee (h ) —— it wa s rea d (i) —— pra is ed. So, th e grea t b ooks a re th os e (j) —— h a ve pa s s ed th e tes t of t im e. (k) —— th e a p pea l of a grea t b ook does n 't decrea s e. (l) ——, th e grea tn es s of th e book is n ewly felt (m ) —— t im e pa s s es . (n ) ——, a grea t b ook is wid ely rea d a n d rerea d by p eople a ll over th e world.

### Re ad t he follo win g t e xt and t he n write th e ant o ny m or s yn o ny m of the words as dire c t e d be lo w. .5 1 4 =7

Th os e wh o a re in d u s triou s ca n pros p er in life. It m ea n s th a t in du s t ry is th e key to s u cces s . Th e idle a re a lwa ys u n s u cces s fu l. It is s h eer foolis h n es s to th in k th a t s u cces s com es a u tom a t ica lly a s it is given by th e Alm igh ty. Pa s s in g t im e in idlen es s brin gs a bou t a dvers ity in life. Bu t th e in d u s t r iou s ca n rem ove th e h in dra n ces by din t of con t in u ou s h a rd work a n d p ers evera n ce. A fa rm er is a rea l h a rd work er.

(a ) in du s t r iou s (a n ton ym ); (b) pros per (s yn on ym ); (c) id le (a n ton ym ); (d) u n s u cces s fu l (a n ton ym ); (e) foolis h n es s (a n ton ym ); (f) a u tom a t ica lly (s yn on ym ); (g) a dvers ity (a n ton ym ); (h ) h in dra n ce (s yn on ym ); (i) pers evera n ce (s yn on ym ); (j) id len es s (s yn on ym ); (k) s u cces s (a n ton ym ); (l) rem ove (s yn on ym ); (m ) con t in u ou s (a n ton ym ); (n ) rea l (s yn on ym ).

### The re are 1 4 e rro rs in the us e of punc tuatio n m arks in t he follo win g t e xt . Re -writ e the t e xt c orre c t in g t he e rrors . .5 1 4 =7

A you n g d eer s a id to h is m oth er I'm la rger a n d s wifter th a n a dog a n d I h a ve h orn s to defen d m ys elf with Yet wh en a dog a pp ea r s I ru n a wa y with th e oth ers I h a ve decided n ot to ru n from dogs in fu tu re J u s t th en th ey h ea rd th e ba rk of a d og Th e you n g deer wa s filled with fea r a n d forgettin g h is res olve took to h is h eels a lon g with h is m oth er a n d th e res t of th e h erd.

**Part B : Writing (4 0 Marks )**

### Write an applic at io n t o the Mayo r of your to wn c o m plaining about in s uffic ie nt wat e r s upply in y our lo c ality . 10

### Write a paragraph on 'Patriotis m '. 15

### Write a c o m parative paragraph on 'City life an d Rural life '. 15

### English Second Paper : Questions  137

## Baris hal Govt . Mode l Sc hool & Colle ge , Baris hal

**31**

### Te s t Exam inatio n 2 0 2 4 ; En glis h: Pape r II Part A : Gram m ar (6 0 Marks )

1. **Fill in t he blanks wit h appropriat e p re pos it io ns 5** **1 0 =5**

Man y people lon g (a) —— su ccess, bu t th ey often forget th at h ard work ru n s parallel (b) —— it . Th os e wh o a re keen (c) —— a ch ievin g th eir goa ls a re p op u la r (d) —— oth ers , a s th ey a re driven a n d in s pirin g. However, s u cces s s om etim es req u ir es s a crifice, a n d it ca n be difficu lt to p a r t (e) —— th in gs we h old dea r . We m u s t be ca refu l n o to let ou r a t ta ch m en t s blin d u s

(f) —— wh a t t ru ly m a t ters , les t we fa ll (g) —— ob livion . Des pite th is , it is h u m a n n a tu re to h a n ker (h ) —— th in gs we d es ir e, a n d s om etim es we fill ou r lives (i) —— th e brim with th em . As we n a viga te th rou gh life, we s h ou ld s t r ive to pres ide (j) —— ou r des ir es a n d s eek ba la n ce, s o th a t we m a y fin d h a p pin es s a n d fu lfillm en t .

### Co m ple t e t he s e nte nc e s with t he s uitable ph ras e s / words give n in t h e box 5 1 0 =5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a s if | h a d b etter | h a rdly h a d | wh a t does ... look lik e | wh a t 's it like |
| wh a t if | wa s b orn | wou ld ra th er | h igh t im e | let a lon e |

(a ) Ha ve you s een a n os t r ich ? —— it ——?

1. Pla to —— in a n cien t Greece. He wa s a grea t ph ilos oph er.
2. It is —— we s topp ed corru ption from s ociety. It is d es t royin g a ll ou r developm en t a ctivities .
3. —— h e fa ils in th e HSC Exa m in a t ion ?
4. Sa h ir —— die th a n beg. He is a very s elf-dign ified pers on .
5. He b eh a ves —— h e were m y bos s .
6. You —— go to Ca n a da for lea din g a better life.

(h ) He b ou gh t a Ch a t togra m -b ou n d t ra in t icket. —— h e rea ch ed th e s ta t ion before th e t ra in left .

1. I h a ve n ever been to Sylh et. —— vis it in g Sylh et in th e com in g win ter va ca t ion ?
2. Th e old m a n is very t ir ed. He ca n 't wa lk a m ile, —— five m iles .

### Co m ple t e t he s e nte nc e s us ing s uitable c laus e s / phras e s . 1 1 0 =1 0

(a ) I a m ta kin g prepa ra t ion for a dm is s ion s . My m oth er wou ld ra th er I ——.

(b) Th ey ca m e to you with a view to ——, b u t you s colded th em with ou t a n y rea s on . (c) Plea s e wa it h ere u n t il ——. I h a ve a s eriou s m a t ter to dis cu s s with you .

1. I h a d a pla n to go to cin em a with m y fr ien ds . If I h a d written m y a s s ign m en t th is a ftern oon I ——.
2. Trees a re es s en t ia l for ou r exis ten ce. So, we s h ou ld pla n t ——.
3. Th e is la n d of Sa in t Ma r t in is th e on ly cora l is la n d in Ba n gla d es h ——.
4. Wa s fia h a d a lr ea dy clim bed two of th e s even top m ou n ta in s of th e world by th en , a n d for ——.

(h ) Brojen Da s wa s a legen d a ry s wim m er wh o ——.

1. Nis h a t Ma zu m d er, ——, h a s extra ordin a r ily s u pp ortive p a ren t s . Th ey a ccepted h er drea m a s rea l.
2. Edu ca t ion n ot on ly en r ich es u s with kn owledge ——.

### Re ad th e t e xt and fill in t he gaps wit h t he c o rre c t fo rm of ve rbs as pe r s ubje c t an d c o nte xt .

**.5** **1 4 =7**

At pres en t , Ba n gla d es h (a ) —— (con s id er) a n em ergin g progres s ive cou n t ry. It is n o lon ger (b) —— (r ega rd) a s a poor cou n t ry. Ou r per ca pita in com e (c) —— (in crea s e) da y by da y. All th e econ om ic va r ia bles (d) —— (fu n ction ) very well. If we wa n t (e) —— (con t in u e) th e econ om ic flow, ou r in t ern a l m a n a gem en t (f) —— (develop). Politica l s ta bility in th is con n ection (g) —— (n eed). With a view to (h ) —— (en s u re) ou r on wa rd m a rch , foreign in ves tm en t is very cru cia l. It is t im e we (i) —— (u n ders ta n d) th e fa ct. However, Ba n gla des h

(j) —— (b e) a ble to red u ce th e p overty to a grea t exten t in la s t 10 yea r s . Progres s (k) —— (m a k e) in im provin g th e cou n t ry's life expecta n cy. (l) —— (con vert) Vis ion 2 04 1 in to a rea lit y, th e govern m en t is workin g relen t les s ly. Bes id es , th e govern m en t (m ) —— (in crea s e) a cces s to digita l com m u n ica t ion th rou gh b roa d ba n d s ervices . So, for bu ild in g a pros perou s Ba n gla des h , wh oleh ea r ted efforts a r e th e dem a n d of pres en t t im e les t (n ) —— (la g) beh in d.



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**HSC English Test Papers** 

### Ch an ge th e narrative s tyle by us ing in dire c t s pe e c he s . 7

Th e b oy s a id , "I've to go to s u p per n ow. I ca n com e a ga in tom orrow." I s a id , "I'll p a y you n ow for wh a t you 've d on e." Th in kin g I s h ou ld proba bly h a ve to in s is t on a n old er b oy. "Ten cen t s a n h ou r?" "An yth in g is a ll r igh t ". An a s ton is h in g a m ou n t of s olid wood h a d been cu t . "Bu t you 've d on e m u ch a s a m a n ," I s a id , "Th is is a s plen did pile".

### Re ad th e fo llowing t e xt an d us e m odifie rs in t he blanks as dire c t e d 5 1 0 =5

On e d a y a b ou t n oon , I wa s wa lk in g (a ) —— (pos t -m odify th e verb) on th e s ea s h ore. I m a d e a (b) —— (u s e to pre-m odify th e a djective) s t ra n ge dis covery. I wa s a la rm ed (c) —— (u s e in fin it ive to p os t -m odify th e a djective) th e prin t of a m a n 's ba refoot on th e s a n d. As it wa s a (d) —— (pre-m odify th e n ou n ) a n d clea n bea ch , it wa s very clea r . I s tood th ere (e) —— (pre-m odify th e verb) a n d obs erved it n ea t ly. I cou ldn 't u n d ers ta n d a n yth in g. I wa s (f) —— (pre-m odify th e a djective with a n in ten s ifier ) fr igh ten ed. I clim bed a h ill (g) —— (pos t - m odify th e verb with a n in fin it ive) fu r th er. (h ) —— (pre-m odify th e verb with a p a r t iciple ph ra s e) th e h ill, I s ta r ted for h om e. On m y wa y h om e, I s topp ed every two or th ree s teps (i)

—— (p os t m odify th e verb with a n in fin it ive) b eh in d m e. Th a t n igh t I cou ldn 't s leep (j) —— (pos t -m odify th e verb).

### Use appropriate sentence connectors in the blank spaces of the follow ing passage 5 1 4 =7

"Ea r ly to bed a n d ea r ly to r is e, m a k es a m a n h ea lth y, wea lth y a n d wis e" is a wis e s a yin g. (a ) —— a n ea r ly r is er ca n en joy s evera l ben efits . (b) ——, a n ea r ly r is er h a s th e op p ortu n ity to offer h is pra yers in d u e t im e. (c) ——, h e ca n wa lk in th e m orn in g. (d) —— it is very ben eficia l for b oth ou r ph ys ica l a n d m en ta l h ea lth . (e) ——, a n ea r ly r is er ca n en joy n ot on ly th e fres h a ir of th e m orn in g b u t a ls o th e b ea u ty of n a tu re. (f) ——, a n ea r ly r is er ca n a ls o get en ou gh t im e to s tu dy. (g) ——, h e gets en ou gh t im e to a ccom p lis h a ll h is ta s ks properly. (h ) ——, a la te r is er ca n n ot m a ke th e bes t u s e of h is t im e. (i) —— if h e ca n ch a n ge th is ba d h a bit, h e ca n be a s u cces s fu l p ers on . (j) ——, h e will d o well in life. (k) —

— followin g a rou t in e will br in g pos it ive effects on da ily work. Th os e (l) —— a re la te r is er ca n n ot en joy life. (m ) ——, we h a ve to follow a rou t in e. (n ) ——, everyon e s h ou ld d evelop th e h a bit of gettin g u p ea r ly in th e m orn in g.

### Re ad t he pas s age and the n write t he s y no n y m or ant on ym of the wo rds as dire c t e d be lo w 5 1 4 =7

Com m u n ica t ive com peten ce refers to th e a bility to u s e a la n gu a ge a p propria tely in differen t circu m s ta n ces . Th ere a re two wa ys of d evelopin g com m u n ica t ive com peten ce in a la n gu a ge. Th e fir s t is a cqu is it ion wh ich is s im ila r to th e wa y people develop a bility in th eir m oth er ton gu e. It is a n a tu ra l, s u bcon s ciou s proces s in wh ich u s ers a re n ot u s u a lly a wa re of a cqu ir in g a la n gu a ge. Th ey a re a wa re on ly of th e fa ct th a t th ey a re u s in g th e la n gu a ge to com m u n ica te. In n on -tech n ica l term s a cqu is it ion is 'p ickin g u p ' a la n gu a ge s p on ta n eou s ly. It m a y a ls o b e ca lled 'im plicit' lea rn in g. On th e oth er h a n d, lea rn in g is th e oth er wa y to h a ve com m u n ica t ive com m u n ica te. It m a y b e ca lled explicit lea rn in g. Explicit lea rn in g ta kes pla ce in s t ru ctu red s ettin gs .

(a ) com peten ce (s yn on ym ); (b) a bility (a n ton ym ); (c) a p propria tely (a n ton ym ); (d) s im ila r (a n ton ym ); (e) n a tu ra l (s yn on ym ); (f) s u bcon s ciou s (a n ton ym ); g) a wa re (s yn on ym ); (h ) com m u n ica te (s yn on ym ); (i) a cqu is it ion (a n ton ym ); (j) s p on ta n eou s ly (s yn on ym ); (k) lea rn in g (a n ton ym ); (l) wa y (s yn on ym ); (m ) explicit (s yn on ym ); (n ) s ettin gs (s yn on ym ).

### The re are fourte e n e rrors of punc tuation m arks in th e follo wing t e xt . Re writ e t he t e xt c o rre c t ing th e e rrors 5 1 4 =7

I a m n ot h u n gry, m y gu es t s igh ed. "Bu t if you in s is t , I d on 't m in d h a vin g s om e a s p a ra gu s . I ordered th em .

Aren 't you goin g to h a ve a n y? No. I n ever ea t a s p a ra gu s .

I kn ow th ere a re people wh o d on 't like th em . Th e fa ct is you ru in you r pa la te by a ll th e m ea t you ea t .

"Coffee" I s a id .

"Yes , ju s t a n ice crea m a n d coffee," s h e s a id .

### Part B : Com pos it io n (4 0 Marks )

### Suppo s e , y ou are Raju/ Me e na s tudying at AMC Co lle ge , J as h ore . No w, o n be half of the s tude n t s of y our c olle ge , write an applic at io n t o t he Princ ipal of your c o lle ge for inc re as ing library fac i lit ie s . 10

### Write a paragraph on 'The Padm a Bridge '. Us e at le as t 2 0 0 words . 15

### Write a paragraph on 'City Life and Rural Life '. Us e at le as t 2 0 0 words . 15