ময়মনসিংহ বোর্ড

#### 04 Set

ENGLISH SECOND PAPER

[According to the Syllabus of 2023]

Subject Code: 1 0 8

Time-3 hours

Full marks—100

[N.B. The figures in the right margin indicate full marks. Answer all the questions]

#### Part A-Grammar

Marks-60

Marks 0-5×10=5

Complete the text with suitable prepositions:
 The orphanage is high (a) — the Carolina mountains. The writer was there (b) — the autumn. She preferred peaceful environment to pen some troublesome writing. She wanted the mountain air to blow (c) — the malaria from too long a time (d) — the subtropics. She was homesick (e) — the flaming (f) — maples (g) — October and for many other things. She found them all living (h) — a cabin belonging (i) — the orphanage, half a mile (f) — orphanage farm.

Ans: (a) in; (b) in; (c) out; (d) in; (e) for; (f) of; (g) in; (h) in; (i) to; (j) beyond;

 Complete the following sentences with the words/phrases given in 0.5×10=5 the boxes:

What's like	there	have to/has to	let alone	had better
What does look like	was born	as soon as	it	would rather

- (a) These kids are fun-loving. They --- play than study.
- (b) She is an irresponsible person. You can't trust her with your dog. with your child.
- (c) A: —— your new office —— ?
  B: I love it. The environment is very peaceful.
- (d) The show resumed —— the power supply was restored. It was a great relief for the spectators.
- (e) I have to meet my aunt in 15 minutes. I —— go now or I will be late.
- O The weather is very hot and humid. —— is expected that it will rain this evening.

# **Hsc Questions 2008 English 2nd**

**Yi-Tong Ma** 

### **Hsc Questions 2008 English 2nd:**

Cambridge Checkpoints HSC Standard English 2017 Mel Dixon, Kate Murphy, Amy Hughes, 2016-06-28 Enaaaina Curriculum Bill Green, 2017-09-18 Explicitly linking curriculum inquiry to English education via recurring themes of representation democracy and knowledge this book is a call for both researchers and practitioners to engage with curriculum explicitly and deliberatively as both a concept and a question The approach is broadly conceptual and constitutes an exercise in theoretical and philosophical inquiry While deeply informed by North American debates and developments this book offers a distinctive counterpoint and a strategically ex centric perspective being equally informed by the curriculum scene in Australia as well as the UK and elsewhere Divided into two sections this book first addresses matters of general curriculum inquiry while the second turns more specifically to English teaching and to associated questions of language literacy and literature in L1 education Green brings the two together through a critical examination of the Australian national curriculum especially in its implications and challenges for English teaching and with due regard for the project of transnational curriculum inquiry Cambridge Checkpoints HSC Advanced English 2017 Melpomene Dixon, Kate Murphy, Amy **HSC Advanced English** Barry Spurr, 2009 This guide contains an introduction to the new course Hughes, 2016-06-28 plus exam tips comprehensive summary and discussion of each text in the Advanced English course including Area of Study and Advanced English Modules a list of key issues to consider in each chapter related to the relevant syllabus area helpful advice on how to read different types of texts and plot outlines character discussion and interpretations Publisher description

HSC Standard English Barry Spurr, Lloyd Cameron, 2009 This guide contains comprehensive summary and discussion of all 44 prescribed texts in the HSC Standard English course plus a list of key issues to consider in each chapter related to the relevant syllabus area helpful advice on how to read different types of texts plot outlines character discussion and interpretations Knowledge-building Karl Maton, Susan Hood, Suellen Shay, 2015-10-08 Education and knowledge have never been more important to society yet research is segmented by approach methodology or topic Legitimation Code Theory or LCT extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism This book shows how LCT can be used to build knowledge about education and society Comprising original papers by an international and multidisciplinary group of scholars Knowledge building offers the first primer in this fast growing approach Through case studies of major research projects Part I provides practical insights into how LCT can be used to build knowledge by enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed methods research relating theory and practice in praxis conducting interdisciplinary studies with systemic functional linguistics Part II offers a series of studies of pressing issues facing knowledge building in education and beyond encompassing diverse subject areas including physics English cultural studies music and design educational sites schooling vocational education and higher education practices of research

curriculum pedagogy and assessment both education and informal learning contexts such as museums and masonic lodges Carefully sequenced and interrelated these chapters form a coherent collection that gives a unique insight into one of the most thought provoking and innovative ways of building knowledge about knowledge building in education and society to have emerged this century This book is essential reading for all serious students and scholars of education sociology and Secondary School English Education in Asia Bernard Spolsky, Kiwan Sung, 2015-03-27 Continuing on from the previously published Primary School English Language Education in Asia From Policy to Practice Moon Spolsky 2012 this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul Korea It surveys the current status practices challenges and future directions of Secondary English education in 11 diverse countries in Israel Japan Korea Singapore Bangladesh India Indonesia Malaysia Pakistan Vietnam and China Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia each contributed chapter includes key policies theories and practices related to the development and implementation of country specific curricular and instructional programs in secondary English educational contexts in these countries Secondary School English Education in Asia From Policy to Practice critically analyses both sides of the English language debate from advantages to complications in its chapters including Educating for the 21st Century The Singapore Experience Miles to Go Secondary Level English Language Education in India English Language Education Innovation for the Vietnamese Secondary School The Project 2020 Exploring the Value of ELT as a Secondary School Subject in China A Multi goal Model for English Curriculum Secondary School English Education in Asia will appeal to English Language Teaching ELT researchers teacher educators trainee teachers and teachers primarily those teaching in Asia

Reforming Literature Education in Malaysia 1957 – 2020 Jia Wei Lim,2024-08-12 Lim traces the complexities in construction and implementation of a school subject namely Literature in English in Malaysia through a focused and grounded narrative where tensions regarding identity reader response and conceptualisations about literature play out in a postcolonial context The book demonstrates the need to think about school subjects as abstract concepts negotiated at various levels be it during curriculum construction or in the classroom These conceptualisations of the subject are further influenced by contemporary concerns and sociopolitical changes over time As such the scope of this book ranges from pre independence Malaysia then Malaya from the 1950s till the current phase of the subject s development in the 21st century The volume illustrates the complex interplay of historical cultural and social influences on the conceptualisation of English literature as a school subject in Malaysia Lim traces examines and interprets its development as an elective subject in the context of post secondary Malaysian education and engages with current trends in education such as internationalization and standardized assessment Lim also highlights the importance of teacher and student lived experiences to argue that personal conceptualisations of the school subject are actualized and negotiated in classroom discourse Offering unique insights into

studying Literature in English in a postcolonial context the book will appeal to researchers students and practitioners in the fields of history of education curriculum reform and literature education Australian Books in Print ,1984 Language Teachers' Narratives of Practice Lesley Harbon, Robyn Moloney, 2014-08-26 Language Teachers Narratives of Practice is a collection of seventeen essays that examine personal and professional stories of and by language teachers in diverse Australian contexts The voices of twenty one Australian language teachers in all describe teachers own linguistic and cultural personal and professional narratives and how each narrative has informed the construction of their classroom language teaching practice to suit their teaching contexts We see how teachers make individual responses to emerging pedagogies developed through the lens of their personal experience and understanding of language and culture In our invitations to these teachers to contribute chapters to the book we have encouraged them to make visible the diversity within the Australian language teaching context This is a new resource for use in a professional development context for pre service teachers in service teachers tertiary teacher educators and researchers. This resource will serve as a practical text for teachers to draw on to extend their own professional knowledge and classroom practice in relevant useful and diverse areas The narratives can be examined as case studies of teacher identity and life worlds development of pedagogies intercultural learning and the differentiation and adaptation needed in particular environments within a diverse environment such as Australia

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