

ঢাকা বোর্ড

02 Set

ENGLISH

FIRST PAPER

[According to the Syllabus of 2024]

Subject Code :

1

0

7

Time—3 hours

Full marks—100

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

Part I—Reading Test

Marks—60

1. Read the following passage and answer the questions A and B :

The success of Kalsindur girls reads like an epic. They started their journey with practically nothing. They didn't have any boots or jerseys to wear. Initially, they played wearing salwar and kamij. They also suffered from malnutrition. What made them win against all adversities then? What was the magic behind? Mohammad Mafiz Uddin was an assistant teacher at Kalsindur Government Free Primary School where Minati Rani Sheel was the head teacher. They observed the girls interests in football and decided to help. It was however not that easy. Girls playing football is still not a common picture in Bangladesh. Guardians were not convinced as they were used to seeing girls helping mothers with household chores. A farmer, an auto-rickshaw driver, a tea-shop owner or a housemaid mother couldn't be that ambitious either. But Minati Rani Sheel and Mohammad Mafiz Uddin persuaded them to allow their daughters to play. Being great motivators, the two teachers supported the girls in their effort to overcome the odds. They inspired them, created opportunities for them and took personal care of them. Soon the girls could prove themselves, shaking off their inhibition. Their success has also persuaded the villagers to come to their support.

When the girls moved to the nearby secondary school and college, they did not have their Minati Maam and Mafiz Uddin Sir with them, but soon another motherly person offered her helping hand—Mala Rani Sarkar, an Assistant Professor of History—who was joined by one of her colleagues, Jual Mia. They agreed to coach the girls. Mr. Jalaluddin, who was then the head teacher of the school, also supported them. Gradually the local community, public representatives and the local administration came forward. Bangladesh Football Federation also gave special attention to them and finally another football magician, Golam Robbani Choton, the coach of the Bangladesh Woman's National Football Team, mentored these girls and helped them become complete professional footballers.

Marks

0.5×10=5

A. Choose the correct answer from the alternatives :

- (a) Mohammad Mafiz Uddin was a _____.
 (i) organizer ☒ (ii) mentor (iii) promoter (iv) moderator
- (b) What does the word 'Malnutrition' mean?
 (i) Lack of deliciousness (ii) Lack of taste ☒ (iii) Lack of balanced health (iv) Lack of food
- (c) "Girls playing football is not a common picture."—What does it mean?
 (i) Football is not a game for girls (ii) Football is not a good game (iii) Football is restricted for girls ☒ (iv) Girls are not regular in playing football

[Please turn over

Hsc 2question Paper Dhaka

**Raqib Chowdhury, Mahbub Sarkar, Foez
Mojumder, M Moninoor Roshid**

Hsc 2question Paper Dhaka:

Engaging in Educational Research Raqib Chowdhury, Mahbub Sarkar, Foez Mojumder, M Moninoor Roshid, 2018-10-01 This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research. It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh including policy and governance equity access and participation curriculum and pedagogy assessment and education programs and projects run by NGOs. Further it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike and represents a unique reference resource for the education research community in Bangladesh Asia and all over the world. With Foreword from Professor Serajul Islam Choudhury. *Bangladesh Education Sector Review* World Bank, 2000 This Education Sector Review covers many major educational topics in Bangladesh. Six actions are needed to realize Bangladesh's vision in 2020: build a stronger wider and deeper foundation of basic education reorient and establish secondary education on a more equitable footing transfer vocational skill training to non government providers rationalize reform and revitalize higher education vastly increase public financing of education and manage the system better. Volume 1 addresses the above six actions as well as socioeconomic development implications for education and education finance. Volume 2 examines in depth primary and pre primary education early childhood care and education for development non formal education secondary and higher secondary education. Volume 3 focuses on technical vocational education and training and higher education. **The Dhaka University Studies**, 1996 **Local Research and Global Perspectives in English Language Teaching** Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, Md. Elias Uddin, 2023-01-01 This book provides an overview of recent trends and developments in the field of English language education. It showcases research endeavors from a heterogeneous group of scholars from different parts of the world and brings together perspectives from both experienced and emerging scholars. This book provides a platform for established as well as emerging practitioners and scholars in the field of English Language Teaching to share their research. It synthesizes local expertise and culture with innovative ideas from other contexts and brings theory and practice together in one volume. *Global Perspectives on Value Education in Primary School* Demircioğlu, Aytekin, 2023-08-18 *Global Perspectives on Value Education in Primary School* is a comprehensive book edited by a renowned philosophy scholar from Kastamonu University Faculty of Humanities and Social Sciences. In this book readers will find a comprehensive account of how value education can be effectively delivered in primary schools worldwide. It presents an extensive collection of case studies and examples of values education from different countries and cultures and examines the criteria for selecting and differentiating values that are suitable for primary school level and the methods and approaches for effectively teaching those values. By comparing different approaches and experiences the book provides valuable insights into the challenges and opportunities for value education in primary schools. This book is highly

recommended for anyone interested in values education including academic scholars researchers teachers university students and parents With its rich and diverse range of perspectives and examples it provides a compelling argument for the importance of values education in our time Its persuasive problem and solution approach makes Global Perspectives on Value Education in Primary School an essential addition to the literature on education and philosophy

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