

# Model Question of HSC Examination 2018 for All Board English (Compulsory) 1st Paper

Sub Code 

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Time : 3 hours

Total Marks : 100

*[ N.B. Figure in the margin indicate full marks ]*

## Part I: Reading Test (60 marks)

### 1. Read the following text and answer the questions A and B.

Unsafe levels of pesticides are present in around half of the vegetables and more than a quarter of fruits sold in the capital's markets, a recent survey has found. A 15-member team of the National Food Safety Laboratory, with support from the Food and Agriculture Organisation (FAO), came up with the findings after collecting and testing food samples from the capital's Gulshan, Karwanbazar and Mohakhali markets. The survey report, a copy of which was acquired by the *Dhaka Tribune*, read that nearly 40% of 82 samples of milk, milk products, fish, fruits and vegetables contained banned pesticides such as DDT, Aldrin, Chlordane and Heptachlor. The amounts of pesticide in these samples were found to be 3 to 20 times greater than the limits set by the European Union. Around 50% vegetables and 35% fruits were found to be contaminated with unsafe level of pesticides.

Analysing more than 30 samples of turmeric powder (branded, packaged and open), the team also found that nearly 30% of the samples contained traces of lead chromate, which can be fatal if swallowed or inhaled. These samples also contained lead at 20 to 50 times above the safety limit of 2.5 parts per million set by the Bangladesh Standard Testing Institute (BSTI). Arsenic and chromium above safety limits were detected in a total of 5 out of 13 rice samples.

Using a sensitive High-Performance Liquid Chromatography (HPLC) method developed by the Food Safety Lab, 66 samples were analysed for the presence of formaldehyde. Adulteration was thereby detected in samples of coriander, mango and fresh shrimps. The tests indicated that poultry feed in the country had also been contaminated, as samples of chicken and fish contained traces of antibiotics. High microbial populations were found in







is done for you).

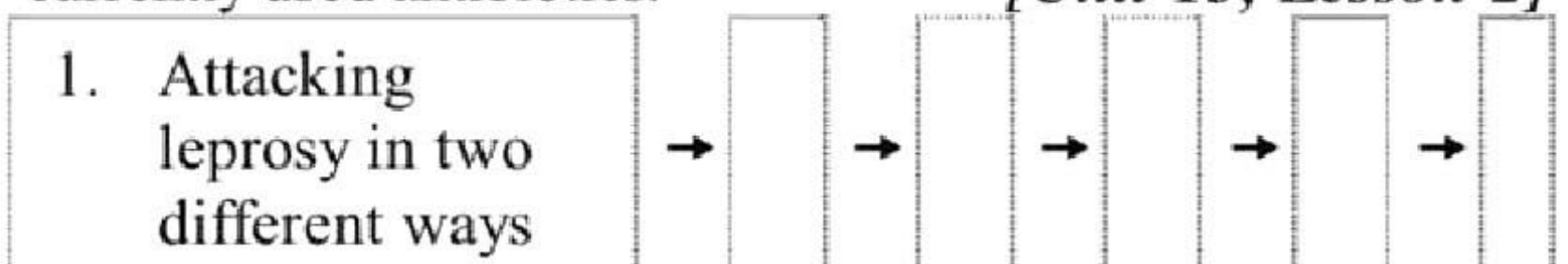
1×10=10

When I started working on the research and science of leprosy more than a decade ago, people thought this chronic infectious disease would eliminate itself and burn out over time. We didn't have time for that. Why? Nearly 250,000 new cases of leprosy are diagnosed every year, and many more go undetected. Approximately 10 percent of new cases occur in children. Even though it's associated with biblical times, leprosy remains a problem in the modern era and was reported in 130 countries worldwide. It's most prevalent in a number of countries throughout Africa, Asia and South America. Symptoms include progressive and permanent damage to the skin, nerves, limbs and eyes but they can take several years to appear, making the disease hard to diagnose at an early stage. Even worse, leprosy comes with a stigma. Unlike most other diseases, leprosy results in isolation, as people with leprosy are often shunned. The good news, however, is that we now have the key scientific solutions and momentum as well as key collaborations to finally have the opportunity to eliminate leprosy. I couldn't have said this 10 years ago....

At IDRI, we are also attacking leprosy in two different ways.

First, by developing a fast, easy-to-use test that provides an early diagnosis of infection before clinical symptoms, such as nerve damage, begin to appear. This new approach is far superior to the traditional method of diagnosis, which has generally involved clinical and/or microscopic assessment. IDRI is also developing a companion test so that we can identify which people will likely progress to the disease and to determine the appropriate course of treatment. And, second, by developing a vaccine that can be used therapeutically in conjunction with antibiotics to shorten therapy. IDRI's diagnostic tools would be used to identify infected individuals and IDRI's vaccine would then be used on a targeted basis for treatment of the patient as well as to immunise family members and close contacts. This treatment and prevention strategy has been significantly bolstered by support from some pharmaceutical giants that donate the currently used antibiotics.

*[Unit-13; Lesson-2]*





### 3. Summarize the following text.

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A most important truth, which we are apt to forget, is that a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds; he cannot quicken them. Truth not only must inform but inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity. The greater part of our learning in the schools has been waste because, for most of our teachers, their subjects are like dead specimens of once living things, with which they have a learned acquaintance, but no communication of life and love.

The educational institution, therefore, which I have in mind has primarily for its object the constant pursuit of truth, from which the imparting of truth naturally follows. It must not be a dead cage in which living minds are fed with food artificially prepared. It should be an open house, in which students and teachers are at one. They must live their complete life together, dominated by a common aspiration for truth and a need of sharing all the delights of culture. In former days the great master-craftsmen had students in their workshops where they co-operated in shaping things to perfection. That was the place where knowledge could become living - that knowledge which not only has its substance and law, but its atmosphere subtly informed by a creative personality. For intellectual knowledge also has its aspect of creative art, in which the man who explores truth expresses something which is human in him - his enthusiasm, his courage, his sacrifice, his honesty, and his skill. In merely academical teaching we find subjects, but not the man who pursues the subjects; therefore the vital part of education remains incomplete. *[Unit-6; Lesson-1]*



4. **Read the following text and fill in the blanks with suitable words from the box. There are more words than necessary. You may change the form of the words if necessary.** 0.5×10=05

emerge	send	regard	outside	mystery	identify
make	move	radiate	invent	serve	contribute

Satellite is one of the greatest (a) — of modern science. It has (b) — greatly to the (c) — of modern civilization. A satellite is a man-made device which is (d) — to the outer space. It moves around the earth and explores the (e) — of space outside the earth. There are different types of satellites and each of them (f) — a special purpose. A satellite sends us important information (g) — weather conditions. It helps an aeroplane to (h) — its path. An astronomical satellite monitors (i) — of stars in the outer space. And a telecommunication satellite helps us to (j) — an international call.

5. **Fill in the gap using suitable words.** 1×10=10

Dreams have fascinated philosophers for thousands of years, but only (a) — have dreams been subjected to (b) — research and scientific study. Chances are that you've often found yourself (c) — over the content of a dream, or perhaps you've wondered (d) — you dream at all. First, let's start by (e) — a basic question: What is a dream? A dream can include any of the images, (f) — and emotions that are experienced (g) — sleep. Dreams can be (h) — vivid or very vague; filled with joyful emotions or frightening images; focused and (i) — or unclear and (j) —.

6. **The following sentences are jumbled. Rearrange them in proper sequence.** 10

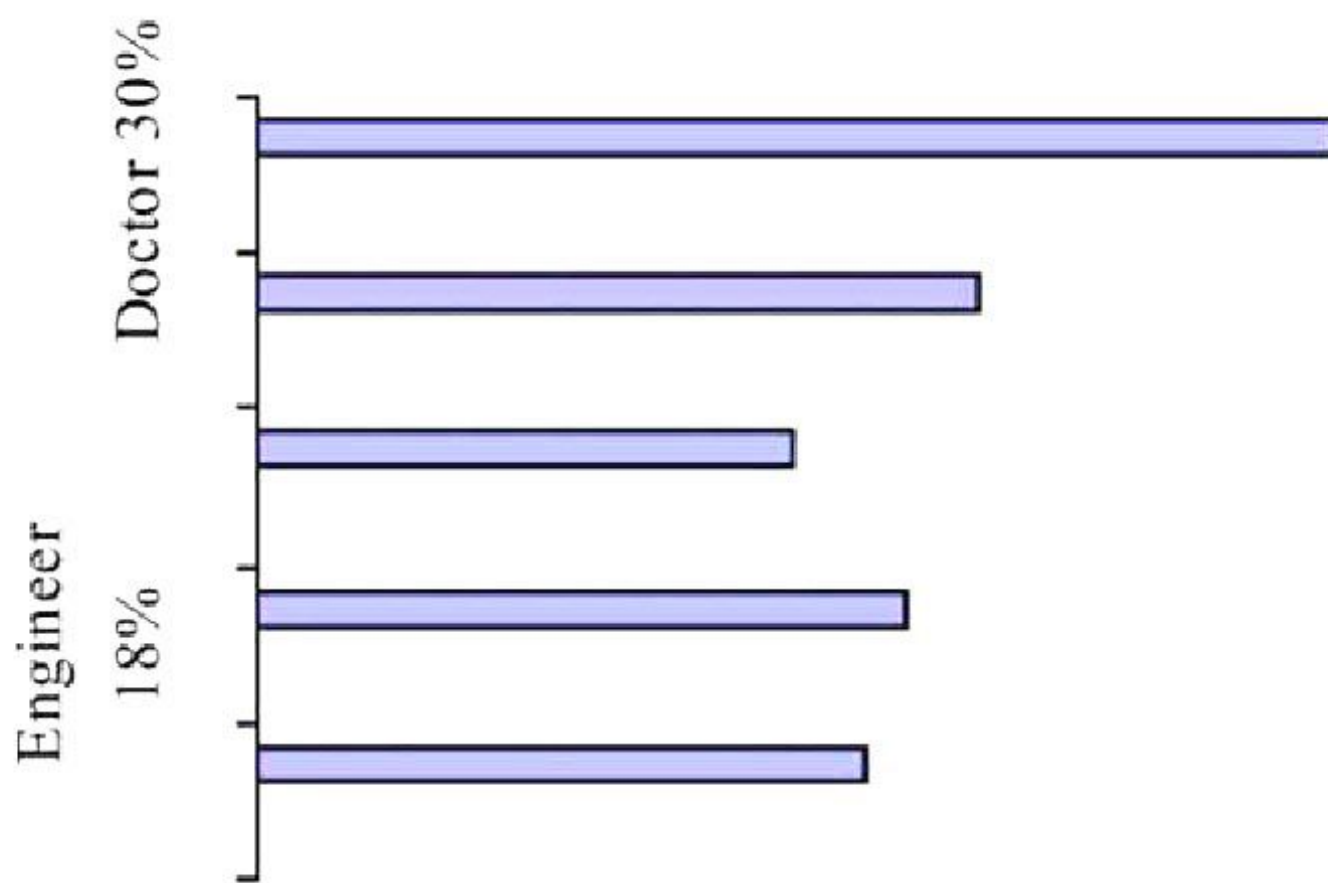
- (i) He was going there to speak at a meeting.
- (ii) The last words of the speech are : "Government of the people, by the people, for the people shall not perish from the earth."
- (iii) He was not writing on a paper, but on the back of an envelope.



- (iv) These words tell us what the best possible way of ruling a country is.
- (v) On the envelope, it was what he was going to say at the meeting.
- (vi) In the train, he was busy writing something.
- (vii) President Abraham Lincoln was going to Gettysburg, Pennsylvania by a train.
- (viii) In fact, the speech on the envelope is now famous as "Gettysburg Address".
- (ix) It was the 10<sup>th</sup> November 1863.
- (x) It is one of the finest and the shortest speeches in the English language.

### **Part II : Writing Test (40 marks)**

- 7. Write a paragraph on 'Diaspora' in about 200 words based on the answers to the following questions. 10**
- (a) What do you understand by 'diaspora'?
  - (b) How many diasporas can you find in the history of human civilization?
  - (c) Mention a few of diasporas in brief.
  - (d) What is the main reason behind diaspora?
  - (e) What are the effects of diaspora in the present context of the world?
- 8. The following is the beginning of a story. Complete it in your own words. 7**
- A camel and a jackal lived together in a jungle. On the other side of the river flowing beside that jungle, there were fields having ripe sugar-canes. One day the jackal came to the camel with a plan to .....
- 9. Suppose you are Robin/Rubina. Now write a letter to your younger brother advising him to give up smoking. 5**
- 10. In a classroom a teacher asked a group of students about their choice of professions. The answers were gathered in the following format. Write a report based on the information provided (At least in 80 words). 10**



**11. Write down the theme of the following poem. (Not more than 50 words) 8**

Whose woods these are I think I know.  
 His house is in the village though;  
 He will not see me stopping here  
 To watch his woods fill up with snow.

My little horse must think it queer  
 To stop without a farmhouse near  
 Between the woods and frozen lake  
 The darkest evening of the year.

He gives his harness bells a shake  
 To ask if there is some mistake.  
 The only other sound's the sweep  
 Of easy wind and downy flake.

The woods are lovely, dark and deep,  
 But I have promises to keep,  
 And miles to go before I sleep,  
 And miles to go before I sleep.