

3. Complete the following sentences with suitable clauses/phrases :
 (a) Sabbir Khan is a quack. He behaves as though _____.
 (b) A proverb goes that _____.
 (c) I found a box in the room. The box was too heavy for _____.
 (d) Corruption is an obscene to our national development. It is high time _____.
 (e) It is love that _____.

4. Read the text and fill in the gaps with the correct form of verbs as 0.5×10=5 per subject and context :

Would you mind (a) _____ (receive) my letter. I am extremely sorry for (b) _____ (be) late. Had I had any message about you illness, I (c) _____ (visit) you. Believe me, since my return from Australia, I have got myself (d) _____ (engage) in raising awareness among people (e) _____ (send) their daughters to school. In this country, girls (f) _____ (deprive) of proper education and guidance. Due to lack of education, they (g) _____ (not know) what they (h) _____ (need). For years, they (i) _____ (neglect) in society.

5. Change the narrative style by using indirect speeches :
 "Why are you crying? Do you have any problem?" asked the passer-by. "I am crying because I have none to look after me," said the street child. "Are you hungry?" "Yes, I am," said the boy.

6. Use appropriate sentence connectors in the blank spaces of the 0.5×10=5 following passage :

Drug addiction is a great curse of the present world. (a) _____, a few things were used as drugs. (b) _____, the number of drugs has increased. (c) _____, cocaine, marijuana, opium, heroine, morphine, etc. (d) _____ offer another world to the addicted ones. (e) _____ they do not know that this addiction destroys the inner part of the body of addicted persons. (f) _____, why do many people take drugs? The reasons are many. (g) _____, some people are tempted by their so-called friends to have a taste of a drug. (h) _____, they are trapped forever. (i) _____, some people take drugs to forget the frustration of their life. (j) _____, those who become drug addicts, cannot live a normal life.

Part B—Composition Marks—20

7. Suppose, you are an inhabitant of Cox's Bazar. Write a letter to the Chairman of Electricity Board of your district complaining about frequent power failure in your area.

8. Write a paragraph comparing and contrasting between 'City Life and Rural Life' within 200 words.

2011 Hsc English Paper 2 Sample Answers

CO Houle



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Cambridge Checkpoints HSC Standard English 2017 Mel Dixon, Kate Murphy, Amy Hughes, 2016-06-28 Cambridge Checkpoints HSC Advanced English 2017 Melpomene Dixon, Kate Murphy, Amy Hughes, 2016-06-28 Canadian Clinical Nursing Skills and Techniques E-Book Shelley Cobbett, Anne G. Perry, Patricia A. Potter, Wendy R. Ostendorf, 2019-05-21 NEW Fully revised for a Canadian classroom includes Canadian statistics references and resources protocols documentation standards delegation rules Canadian nursing best practice guidelines metric measurements and more NEW All topics skills and sample documentation conform to Canadian provincial and territorial scopes of practice and Canadian standards in nursing practice NEW Inclusion of Canadian concepts Person Centred Care Evidence Informed Practice Interprofessional Collaboration and Delegation and Care in the Community NEW Greater emphasis on cultural assessment considerations and caring for Indigenous and vulnerable populations NEW Thoroughly revised chapters reflect Canadian practice and guidelines including Emergency Preparedness and Disaster Management Palliative Care Cardiac Care Vascular Access and Infusion Therapy Oral Nutrition and Prevention of Skin Breakdown and Wound Care NEW Enhanced and updated art program includes 70 new figures **Engaging 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 *English 2 Unit General* ,1995 SUMMARY Contains average to excellent student answers to the 1994 Higher School Certificate 2 unit general english examination *English 2/3 Unit* ,1994 **English 2 Unit General** , *English (Standard) Paper 2 - Modules* ,2012 English (Standard) Paper 2 ,2002 **English (Advanced) Paper 2 - Modules** ,2002 *Sample 1993 HSC Answers* ,1994

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