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Daffodil International University

Faculty of Science & Information Technology
Department of Computer Science and Engineering
Mid-Semester Examination, Spring-2024
Course Code: ENG 102 Course Title: Writing and Comprehension
Level: 1 Term: 2 Batch: 65

Exam Duration: 1.5 Hours **Marks: 25**

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

1.		**Reading**	**15 Marks**	**CO 1**

Reading Passage 1: Read the following passage and answer the following questions

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken. Many studies have shown that children harbor misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organized, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions, and to plan programs in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions that are self-evident from the term 'rainforest'. Some children described them as damp, wet, or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforests as animal habitats.

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Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views that seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities that are destroying rainforests, some personalizing the responsibility by the use of terms such as 'we are'. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two-fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, plants, and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of the causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic, and political factors that drive the activities that are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

A **Do the following statements agree with the information given in Reading Passage 1?**

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

i. The plight of the rainforests has largely been ignored by the media.
ii. Children only accept opinions on rainforests that they encounter in their classrooms.
iii. It has been suggested that children hold mistaken views about the 'pure' science that they study at school.
iv. The fact that children's ideas about science form part of a larger framework of ideas means that it is easier to change them.
v. The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'

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B **Complete the summary using the list of words, a-l, below. Write the correct letter, a-l, in boxes i-v on your answer sheet.**

Adults and children often hear about the (i)--------- of tropical rainforests, with estimates suggesting they are disappearing at an alarming rate, equivalent to one thousand football fields every forty minutes. Despite widespread media coverage, children may develop (ii) ---------- about rainforests, often influenced by popular media, and (iii) -------- A recent study aimed to understand children's (iv) ---------- and attitudes towards rainforests. The study revealed that while many children recognize rainforests as habitats for animals, they may hold misconceptions about the (v) ---------- of rainforest destruction, attributing it to factors such as acid rain or pollution.

List of Words:

a. Encounter	b. misconceptions	c. vivid	d. multifaceted
e. ideas	f. causes	g. consistent	h. understanding
i. extensive	j. encouragement	k. loss	l. refined

Reading Passage 2: Read the following passage and answer the following questions

a. It is alarming to learn of the crises that continue to plague government medical colleges across the country. According to a report by Prothom Alo, some of these colleges lack their own hospitals. The lack of importance given to fundamental courses as opposed to clinical subjects, which hold allure for many students given their professional prospects, is another issue. But one problem that dwarfs all others is the severe shortage of teachers, compromising not just the education of aspiring doctors but also the future of our healthcare system.

b. This is not a new phenomenon, nor are medical colleges the only ones to suffer from it. But its persistence through the years points to a systemic issue that needs urgent interventions. As per the latest estimate, 42 percent of teaching posts in the 37 government medical colleges remain vacant.

c. While there are 5,920 teaching posts for basic and clinical subjects, only 3,461 are currently occupied. In the Cox's Bazar Medical College, for example, there are 42 vacant posts out of 95, with 12 out of the 15 professorial posts unfilled. With no hospital of its own, its students are also forced to travel to the district hospital for practical lessons twice a day, resulting in a significant loss of study time.

d. The wider ramifications of such problems cannot be overstated. The question is, why are the authorities allowing these to persist year after year? Apparently, it has something to do with a power struggle and lack of coordination among the officials of the Health Services Division and the Directorate General of Medical Education, leaving colleges understaffed and students underserved. The teacher issue also featured prominently in a recent conference attended by the health minister.

e. We hope that the authorities will take meaningful actions in this regard, including removing systemic barriers, allocating sufficient resources, and streamlining the process of teacher recruitment, retention and development. As an expert has suggested, they can also consider bringing properly educated upazila health officers to the colleges. Ensuring the integrity and quality of these colleges is of utmost importance.

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	C	**The Reading Passage has six sections, a-f. Choose the correct heading for each section from the list of headings below.** **Write the correct number, i-viii, beside 1-5 on your answer sheet.** i. Calls for Meaningful Actions ii. Impact on Education and Healthcare iii. Challenges Faced by Upazila Health Officers iv. Government Initiatives to Address Medical College Issues v. Innovations in Clinical Education and Training vi. Crisis in Government Medical Colleges vii. Persistent Shortage of Teaching Staff viii. Causes of Systemic Issues 1. Section **a** 2. Section **b** 3. Section **c** 4. Section **d** 5. Section **e**		
2		**Grammar**	**6 x 0.5 = 3 marks**	**CO2**
	A	**Read the underlined sentences and identify if these sentences are Simple, Complex, Compound, or Complex-compound according to their structure:** The sun was setting on the horizon, painting the sky in hues of orange and pink. (i) As the day turned to dusk, shadows lengthened across the landscape. (ii) Despite the fading light, the bustling city streets remained alive with activity. People hurried along the sidewalks, their footsteps echoing against the pavement. Meanwhile, in a quiet corner of the park, a group of friends gathered around a picnic blanket. (iii) They laughed and chatted as they shared stories and snacks in the cool evening breeze. Suddenly, a loud noise startled them, causing them to look around in alarm. It was just a stray dog, barking at a passing car, but it had caught them off guard. After a moment of hesitation, they resumed their conversation, unfazed by the interruption. (iv) Nearby, an elderly couple sat on a bench, holding hands and watching the world go by. They had been together for decades, weathering life's ups and downs side by side. (v) As the stars began to twinkle overhead, the couple reminisced about their youth. They shared fond memories of days gone by, grateful for the life they had built together. In the distance, the sound of music drifted through the air, signaling the start of a concert in the park. (vi) With a smile, the couple stood up, ready to join the festivities and make new memories together.		
3.		**Writing**	**1x 7 = 7 marks**	**CO3**
	A	**Compose a letter on the following topic: Write no less than 150 words. (IELTS Format)** You recently bought a piece of equipment for your kitchen but it did not work. You phoned the shop but no action was taken. **Write a letter to the shop manager.** In your letter - describe the problem with the equipment - explain what happened when you phoned the shop - say what you would like the manager to do		