



**Daffodil International University**  
**Faculty of Science & Information Technology**  
**Department of Software Engineering**  
**Midterm Examination, Fall 2026**  
**Course Code: ENG-101; Course Title: English-I**  
**Sections & Teachers: A-H (MA, JC).**  
**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.]*

**Case Study: Tourism New Zealand website**

New Zealand is a small country of four million inhabitants, a long-haul flight from all the major tourist-generating markets of the world. Tourism currently makes up 9% of the country's gross domestic product, and is the country's largest export sector. Unlike other export sectors, which make products and then sell them overseas, tourism brings its customers to New Zealand. The product is the country itself – the people, the places and the experiences. In 1999, Tourism New Zealand launched a campaign to communicate a new brand position to the world. The campaign focused on New Zealand's scenic beauty, exhilarating outdoor activities and authentic Maori culture, and it made New Zealand one of the strongest national brands in the world.

A key feature of the campaign was the website [www.newzealand.com](http://www.newzealand.com), which provided potential visitors to New Zealand with a single gateway to everything the destination had to offer. The heart of the website was a database of tourism services operators, both those based in New Zealand and those based abroad which offered tourism service to the country. Any tourism-related business could be listed by filling in a simple form. This meant that even the smallest bed and breakfast address or specialist activity provider could gain a web presence with access to an audience of long-haul visitors. In addition, because participating businesses were able to update the details they gave on a regular basis, the information provided remained accurate. And to maintain and improve standards, Tourism New Zealand organised a scheme whereby organisations appearing on the website underwent an independent evaluation against a set of agreed national standards of quality. As part of this, the effect of each business on the environment was considered. To communicate the New Zealand experience, the site also carried features relating to famous people and places. One of the most popular was an interview with former New Zealand All Blacks rugby captain Tana Umaga. Another feature that attracted a lot of attention was an interactive journey through a number of the locations chosen for blockbuster films which had made use of New Zealand's stunning scenery as a backdrop. As the site developed, additional features were added to help independent travelers devise their own customised itineraries. To make it easier to plan motoring holidays, the site catalogued the most popular driving routes in the country, highlighting different routes according to the season and indicating distances and times.

Later, a Travel Planner feature was added, which allowed visitors to click and 'bookmark' places or attractions they were interested in, and then view the results on a map. The Travel Planner offered suggested routes and public transport options between the chosen locations. There were also links to accommodation in the area. By registering with the website, users could save their Travel Plan and return to it later, or print it out to take on the visit. The website also had a 'Your Words' section where anyone could submit a blog of their New Zealand travels for possible inclusion on the website.

(The Tourism New Zealand website won two Webby awards for online achievement and innovation. More importantly perhaps, the growth of tourism to New Zealand was impressive. Overall tourism expenditure increased by an average of 6.9% per year between 1999 and 2004. From Britain, visits to New Zealand grew at an average annual rate of 13% between 2002 and 2006, compared to a rate of 4% overall for British visits abroad.

It could be argued that New Zealand is not a typical destination. New Zealand is a small country with a visitor economy composed mainly of small businesses. It is generally perceived as a safe English-speaking country with a reliable transport infrastructure. Because of the long-haul flight, most visitors stay for longer (average 20 days) and want to see as much of the country as possible on what is often seen as a once-in-a-lifetime visit. However, the underlying lessons apply anywhere – the effectiveness of a strong brand, a strategy based on unique experiences and a comprehensive and user-friendly website.

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| 1. a) | <p>Select the right information from the passage to complete the flowchart below. Don't write <b>MORE THAN ONE WORD AND/OR A NUMBER</b> for each answer.</p> <p style="text-align: center;"><b>Developing the Tourism New Zealand Website</b><br/>1999: A new tourism campaign was launched.</p> <p style="text-align: center;">↓</p> <p>Tourism businesses were listed online by completing a basic (i) _____, allowing even small providers to reach international visitors.</p> <p style="text-align: center;">↓</p> <p>The quality of tourism services was maintained through independent evaluations based on quality standards, including each venture's impact on the (ii) _____.</p> <p style="text-align: center;">↓</p> <p>An interactive trip showcased places used in (iii) _____, while driving routes were organised according to the season, distance and travel time.</p> <p style="text-align: center;">↓</p> <p>Using a Travel Planner, tourists could bookmark attractions, view their selections on a (iv) _____, and access suggested routes.</p> <p style="text-align: center;">↓</p> <p>As a result of the website and tourism campaign, tourism expenditure rose by an average of (v) _____ annually between 1999 and 2004.</p> <p style="text-align: center;">↓</p> <p>However, People generally consider New Zealand as a safe country with a dependable (vi) _____ system.</p> | [6x0.5=3] | CLO-3<br>Level-C4 |
| b)    | <p>Identify whether the following statements are True/False/Not Given based on your reading of the passage.</p> <ul style="list-style-type: none"> <li>i. The government of New Zealand initiated a promotional campaign specially focusing on authentic Maori culture that will attract tourists.</li> <li>ii. Famous All Blacks Basketball team captain Tana Umaga was interviewed as a way of communicating the New Zealand experience.</li> <li>iii. The number of visits from Britain to New Zealand decreased at a faster annual rate than British visits abroad in general between 2002 and 2006.</li> <li>iv. Many tourists feel it is unlikely that they will return to New Zealand after their visit, so they stay for a longer period of time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | [4x1=4]   |                   |

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| 2. | <p>a) Write the correct form of verbs in the brackets to complete the following composition.</p> <p>Last year, a group of university students <del>ix</del> _____ (investigate) the causes of water pollution in a nearby river. Every week, the research team <del>vi</del> _____ (collect) water samples from different locations. As a part of the ongoing process, now students <del>iii</del> _____ (analyse) the latest samples in the university laboratory. Yesterday, while the researchers <del>(iv)</del> _____ (examine) the results, one student suddenly <del>v</del> _____ (detect) an unusually high concentration of chemicals. The supervisor usually <del>vi</del> _____ (supervise) the laboratory work personally, but this week she <del>vi</del> _____ (attend) an international conference. While the students <del>vii</del> _____ (discuss) their findings yesterday afternoon, another team member <del>ix</del> _____ (identify) a possible source of contamination at a glance. However, Various government and non-government organizations <del>x</del> _____ (set) up stalls displaying saplings of different varieties. They also arrange Cultural functions every night to inspire people to plant trees.</p> | [0.5x10=5] | CLO- 1<br>Level- C1 |
|    | <p>b) Identify an appropriate article (a/an/the/put cross for no article) to fill in the gaps:</p> <p>Nadia is i) <u>an</u> undergraduate student at ii) <u>X</u> renowned university. She has <del>iii</del> <u>an</u> excellent command of English but sometimes makes mistakes while writing iv) <u>the</u> academic essays. Last week, she attended v) <u>a</u> seminar on climate change organised by <del>vi</del> <u>a</u> environmental organisation. During <del>vii</del> <u>X</u> seminar, she listened to <del>viii</del> <u>an</u> interesting lecture delivered by ix) <u>the</u> expert from abroad. After the lecture, she asked x) <u>a</u> question about the impact of climate change on developing countries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [0.5x10=5] |                     |
| 3. | <p>Construct a paragraph based on any one of the following options.</p> <ol style="list-style-type: none"> <li>1. A Foggy Winter Morning</li> <li>2. The day everything went wrong.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | [1x8=8]    | CLO- 4<br>Level- C3 |

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