

- j) Each of the lovers need to know how to be a good friend first.
- k) Neither Areba nor Adeba come to the party.
- l) The bus was late this morning, but it's usually in time.
- m) Suddenly everybody stopped to talking.
- n) Shafi was in a difficult situation, so I agreed to helping him.

04. Rewrite the sentences by following instruction beside them:

1X5=05

- a) Careless driving causes many accidents. (Passive)
- b) I'm often not invited to parties. (Active)
- c) I don't like being told what to do. (Active)
- d) The music was very loud and could not be heard from a long way away. (Active)
- e) I told Rakib that I didn't have any money. (Reporting speech)
- f) Punam said, "my new book is interesting". (Reported speech)
- g) They might have sent the letters to the wrong address. (Passive)
- h) Wasn't you pay a visit to the Nalian Forest? (Assertive)
- i) Sharif said, "I woke up feeling ill, so I didn't go to work". (Reported speech)
- j) Many of us have visited the Sundarbans. (Interrogative)
- k) It is a very wonderful forest of our time. (Exclamatory)

Reading (25 Marks)

05. Read the following passage and answer the questions:

A Online education has not lived up to its potential, according to a new report, which said fully online course work contributes to socioeconomic and racial achievement gaps while failing to be more affordable than traditional courses. The report aims to make a research-driven case discouraging policy makers from pulling back on consumer protections in the name of educational innovation. Spiros Protopsaltis, an associate professor and director of the Center for Education Policy and Evaluation at George Mason University, co-wrote the report with Sandy Baum, a fellow at the Urban Institute and professor emerita of economics at Skidmore College. "Online education has failed to reduce costs and improve outcomes for students," they wrote. "Faculty, academic leaders, the public and employers continue to perceive online degrees less favorably than traditional degrees." Protopsaltis and Baum's broadside on online education includes a focus on policy and is timed to influence discussions about changing regulations to encourage innovation in online and competency-based education, most notably the negotiated rule-making session. The report said its review of the evidence demonstrated that:

- Online education is the fastest-growing segment of higher education and its growth is overrepresented in the for-profit sector;
- Faculty and academic leaders, employers and the general public are skeptical about the quality and value of online education, which they view as inferior to face-to-face education;
- Students in online education, particularly underprepared and disadvantaged students, underperform and on average experience poor outcomes;
- Online education has failed to improve affordability, frequently costs more than in-person alternatives and does not produce a positive return on investment;
- Regular and substantive student-instructor interactivity is a key determinant of quality in online education, leading to improved student satisfaction, learning and outcomes.

The stakes are high, its co-authors conclude.

B "There is a real risk that both cost-cutting efforts and well-intentioned moves to expand access to higher education could lead to greater numbers of disadvantaged students being relegated to cheap and ineffective online instruction, with detrimental results in terms of outcomes," they wrote. However, several experts who read the report said it relied mostly on old data and was overly broad in its conclusions. The paper indiscriminately trashes online education, said Fiona Hollands, associate director and senior researcher at the Center for Benefit-Cost Studies of Education at Columbia University's Teachers College. "It's almost all old data, old news and not very even-handed," she said via email, adding that the report "reads as advocacy more than research and conveniently skips out on some of the more recent and positive stories for students in online learning."

Focus on Faculty Interaction

C Protopsaltis and Baum said in the report that hybrid models of online learning avoid most of the pitfalls of fully online ones, at least when they feature strong in-person components and when online material and technology are used mostly as a supplement. “Students without strong academic backgrounds are less likely to persist in fully online courses than in courses that involve personal contact with faculty and other students and when they do persist, they have weaker outcomes,” according to the paper. “There is considerable danger that moving vulnerable students online will widen attainment gaps rather than solving the seemingly intractable problem of unequal educational opportunity.” For example, in its literature review, the report identified as a key theme the importance of meaningful interaction between students and faculty members. It said a lack of sufficient interaction “is likely online education’s Achilles’ heel.” Hollands, however, said the report did not include evidence of a causal link between online education featuring regular and substantive interaction and better student academic and career outcomes. “Right now they rely mostly on a lot of survey data, correlational studies and opinions about the importance of faculty-student interaction,” she said.

For-Profits and a Shifting Market

D In making their case, the report’s authors point to the 2006 move by the Parliament to drop aid restrictions for online program offerings from colleges. The greatest beneficiaries of this “opening the floodgates of federal student aid to fully online schools” were for-profits, the report said, adding that the sector has a “well-established and long record of predatory behavior and compliance troubles.” Yet for-profits’ share of online students is shrinking amid the sector’s deep, multiyear collapse. More than half of students who were enrolled in fully online programs in 2004 attended for-profits, said Sean R. Gallagher, executive director of Northeastern University’s Center for the Future of Higher Education and Talent Strategy. And he estimates that less than 20 percent of students in fully online programs currently are enrolled at for-profits. In an interview, Baum said she’s in favor of strong regulation of online programs from nonprofits, particularly those that exclude adequate faculty-student interaction. “Our concern doesn’t apply only to the for-profit sector,” she said. Several experts said the report based too much of its conclusions on data from six or so years ago. As Gallagher said, this period was in the middle of the for-profit boom, which likely skewed the numbers and outcomes. Likewise, the report cited declining perceptions of the quality of online education among faculty members and college administrators around the same time. That was during the peak hype around massive open online courses (MOOCs), which Gallagher said likely provoked skepticism by faculty members and others about online education, in part because of the self-pacing and automated aspects of MOOCs. “It confused the idea of what an online program was, and the meaningful oversight of it,” said Gallagher.

E In general, [perceptions about online credentials](#) have improved, Gallagher said, including among employers. “Employers are increasingly accepting of online education and online credentials,” he said. The report also cited a [forthcoming, revised study](#) from Caroline Hoxby, a Stanford University economist, on the problematic return on investment from fully online programs. That research found that “fully online learning does appear to increase the rate of growth of income, but not enough to make up for the cost of the education or even, in most cases, the cost to the individual student,” according to report. However, an earlier version of the study [was controversial](#), with many critics pointing to perceived major flaws in its data and design. Ray Schroeder, associate vice chancellor for online learning at the University of Illinois at Springfield, said the report by Protopsaltis and Baum painted online education with too broad a brush. For example, its comparisons between online programs and on-campus ones failed to acknowledge the low graduation rates and default rates of many traditional programs that enroll similarly high percentages of low-income, older students. Likewise, Schroeder said the report ignored the value of subdegree credentials such as online certificates and industry certifications. And he said it did not account for the growing potential of technology like adaptive learning to boost student results online. “The tools we have in higher education are being refined by AI, machine learning and the ways we can engage students,” said Schroeder. For their part, Protopsaltis and Baum said they were optimistic about the utility of some of those tools. “Technology has the potential for creating meaningful opportunities for low-income students,” Baum said. But she said the risks are too high to aggressively deregulate before more evidence is in about the effectiveness of that technology. The report’s co-authors and its critics agreed that further research is needed on the rapidly evolving field of online education, particularly as more high-quality colleges and universities ramp up their online offerings. The Georgia Institute of Technology gets a nod in the report for its online master’s degree in computer science, which Baum and Protopsaltis said appears to be expanding access in an affordable and valuable way. Yet Gallagher said little research has been done about the [rapid growth](#) of [similar online master’s programs](#) in recent years. “There’s huge momentum for online education,” he said.

Answer the following questions a – i:

a) What does the report say?

- b) What is the aim of the report?
- c) What are the drawbacks of online education?
- d) What are the advantages of online learning?
- e) What are the flaws of the report?
- f) What kinds of students are less likely to persist online education?
- g) Why do students enroll in online education?
- h) What is MOOC?
- i) What is the potential of technology?
- j) What challenges do teachers and students face?
- k) Write a one sentence long summary for each of the paragraphs from A to E of the passage.
- l) Give a suitable title of the passage.
- m) How can you make online learning more effective as a learner?

Do the following statements agree with the claims of the writer in the above reading passage?

In your answer sheet, write

- | | |
|------------------|---------------------------------------------------------------|
| <i>YES</i> | If the statement agrees with the claims of the writer. |
| <i>NO</i> | If the statement contradicts the claims of the writer. |
| <i>NOT GIVEN</i> | If it is impossible to say what the writer thinks about this. |

- n) Online education is successfully run.
- o) The earlier study was perceived with flaws in data and design.
- p) Online education reduces the problem of weaker students.
- q) Online education successfully reduces unequal educational opportunity.
- r) Technology has the potential to make education available for all.

Each of the statement below sums up one of the paragraphs from A to F. Write one of the correct letters from A to E that matches with the statements below. There are more statements than paragraphs.

List of headings:

- s) Online education promotes inequality in education.
- t) Affordable cost and meaningful interaction can significantly add value to online education.
- u) Interaction between students and teachers are instrumental in online education.
- v) Online education is attended for-profits.
- w) Blended learning provides some benefits of online and on campus learning.
- x) Online learning may create a new form of disadvantage.

06. Read the following passage and answer the questions:

- A** Of the 134 countries that attended the 9TH International Anti-Corruption conference organized by Transparency International in Durban last October, over a hundred were developing countries. More and more of these countries are expressing their resolve to combat corruption, echoing international initiatives, such as the OECD Convention.
- B** Despite the real efforts made, there has been little concrete progress to date. In most developing countries today, corruption is widespread and part of everyday life. Society has learned to live with it, even considering it, fatalistically, as an integral part of their culture. Not only are public or official decisions—for instance, on the award of government contracts or the amount of tax due—bought and sold, but very often access to a public service or the exercise of a right, such as obtaining civil documents, also has to be paid for.
- C** In practice, it is the environment in which public servants and private sectors operate that causes corruption. Public administration in developing countries is often bureaucratic and inefficient. In addition, a large number of complex, restrictive regulations coupled with inadequate controls are characteristic of developing countries that corruption helps to get around.
- D** However, to understand corruption, institutional analysis is not enough. A political and economic analysis is important too. Institutional analysis of corruption indicates where the remedies lie. Greater transparency, accountability and merit-based human resource management in public administration are principles which, if implemented, make it possible to curb corruption. Simplification of state intervention in economic activity also helps. A study of the customs administration in Senegal found, using econometric tests, that a reduction in import taxes, simplification of their structure, implementation of reforms, reducing the

discriminatory powers of custom officials and computerization of procedures helped to reduce the level of fraud by 85% between 1990 and 1995.

- E** But identifying the discretion that reforms should take is only part of the task. The main difficulty lies in implementing them. This requires a strategy that really is operational. Two kinds of obstacles are usually encountered. The first is economic. While underdevelopment does not inevitably generate corruption, underdeveloped countries do not have the same means as more advanced ones to escape it. It is difficult to replicate the strategy adopted in Hong Kong, for instance, which involved the creations of an investigative agency with a large and plentiful fund. The fight against corruption must therefore be based on the development process itself.
- F** Civil society and the media can help by denouncing corruption and putting pressure on the government. But the real impediments to the fight against corruption are as much the interests of the politico-administrative apparatus as the fatalism and ignorance of the victims, maintained by a culture of fear nurtured by those who benefits from corruption. But before one can act, it is necessary to be informed. That is why research into the incidence of corruption and its effects is so important. Only on that basis can action by civil society and aid agencies be guided.
- G** The private sector can also make an important contribution to the fight against corruption, by policing its own codes of conduct and sticking to high standards of governance. International and regional organizations can also help, as can bilateral aid agencies, via programs to strengthen institutional capacity, and of course, by ensuring the transparency of the projects they support.
- H** One thing is sure: the problem of corruption in the developing countries cannot be solved simply by applying anti-corruption structures that work in OECD countries. The experience the latter countries have acquired in terms of legislation, public procurement codes and control procedures, for example, is valuable, but it is just a technical element in a much more complex process of change. A reduction in corruption depends on economic development. It is thus for each country concerned to draw up its own strategy, by which it can then lead to a virtuous circle of development and good governance,

Answer the following questions a – i:

- Who nurtured the culture of fear?
- What are the two types of obstacles to implement anti-corruption strategy?
- What does institutional analysis indicate?
- What are the characteristics of the developing countries where corruption get around?
- What principles can possibly curb corruption?
- Write an one sentence long summery for each of the paragraphs from A – H of the passage.
- Give a suitable title of the passage.
- How can you tackle corruption of your own community?

07. Answer question number j-n, which are based on the following passage:

5X2=10

Higher education is failing to meet the needs of both students and employers, and only a fundamental transformation can put it on the right track. These are findings of a major survey of leaders in industry and academia, which cast doubt on higher education's ability to fulfil a core role of preparing graduates for the world of work. And the result will add to the voices calling for a complete rethink of the purpose and value of a university degree. IBM's Institute of Business Value, in conjunction with the Economist Intelligence Unit, surveyed almost 1,000 industry and academia leaders for their views on the issues confronting higher education. The result paints a picture of a broken system that is in desperate need of repair. According to the survey, fewer than half of respondents-49% felt higher education was meeting the needs of students, while a small portion still, 41%, said it met industry's needs. Only 43% said it gave students the skills they needed to join the workforce. This is not an isolated study. A survey reported in these pages last year found that fewer than two in five managers thought university graduates are well-prepared for a job in their field of study. There seems to be a growing consensus that a university degree does not provide graduates with the grounding they need to move seamlessly into the workforce. And yet this is one measure of effectiveness, just ahead of instilling creativity and problem-solving skills in students. Interestingly, it was educators themselves who were most convinced of the importance of getting students into job.

Answer the following questions j – n:

- What is the purpose and value of university degree?
- Why is university education failing to meet the need?
- What do the surveys denote?
- What is the relationship between industry and academia?
- Give a suitable title of the passage.

Writing (25 Marks)

08. Write whether the following theses are Announcement (A), Too Broad (TB), Too Narrow (TN) or Develop more than one Idea (DMI). Rewrite to turn them into good theses. 1X5=05
- a). Online education and inequality in education are the topic of this essay.
 - b). The news suddenly spreads over the entire community.
 - c). Technology changes entire business.
 - d). Students attending classes are doing better in exams, and usually have a better insight.
 - e). Now a days marketing techniques are also used in teaching.
09. Write a brief report on Introducing Online Sales of your company through an intraoffice memo. 1X5=05
10. Write a letter of enquiry as a retailer to a foreign manufacturer suggesting a quantity discount and a suitable method of payment. 1X5=05
11. Write an argumentative essay with any one of the following theses. Give a suitable title. 1X10=10
- a). Our education system is discriminatory.
 - b). There is an unhealthy competition in the society.
 - c). Technology makes us unhappy at the end.