

International Islamic University Chittagong
Center for University Requirement Courses (CENURC)
Final Examination, Spring Semester, 2018

Course Title: Advanced English,
Marks: 50 (written-40+speaking-5+listening-5)

Course Code: UREL-1106
Time 2:30 hrs

1. Read the following passage and answer the questions that follow: (15)

On January 21, 1793, a square in Paris known as the Place de la Revolution was packed with men, women and children. In the middle of the Square stood the guillotine, which was used by the French to put to death criminals and traitors. Suddenly a cry rose from the people waiting there. The man whom they had come to see executed came into sight in an open cart. The cart stopped at the foot of the ladder which led up to the platform where the guillotine stood. The man got down from the cart. He climbed the ladder and fell on his knees under the sharp blade, which dropped and cut off his head. The head of the lifeless man fell into a basket.

The head that fell was the head of Louis XVI, who had been crowned king of France in 1774. Then the crowd had cried 'Long live the king!' Now they cried 'Long live the nation!' What had caused this change in the French people? There were many reasons, but one of the most important of them was the injustice of French system of taxation. Almost all the taxes were paid by the peasants. The wealthy, the powerful and the nobles escaped taxation almost entirely. The peasants alone paid the property tax and the salt tax. They were taxed on the wine that they made when they pressed their grapes and on the corn that they ground. There were many parts of France where the peasants lived like animals. Arthur Young, an Englishman who travelled through France at that time, told how he met a peasant woman whom he mistook for an old woman of seventy. Her age was twenty-eight! Even the peasants who were more prosperous were afraid to live in a comfortable manner. They knew what happened to people who did so. Their taxes were increased.

The merchants and the professional men, who lived in the towns, were also dissatisfied. They suffered from the great variety of restrictions which were placed on trade and on the conduct of business. Both they and the peasants wanted freedom in the management of their own affairs, which the government prevented them from achieving.

These demands which were made with more and more force as the dissatisfaction grew, finally compelled the government to call a meeting of the States-General. This was the only institution which represented the nation. It consisted of representatives of the three 'estates' or sections of the community, the noble, the clergy and the common people. It had not been consulted by the kings of France for 175 years, which meant that the kings and their advisors had grown more and more out of touch with the feelings and the wishes of the people that they governed.

The States-General met on May 5 1789. Immediately a quarrel broke out between the representatives of the people, who were known as the 'Third Estate' and those of other two estates. The representatives of the 'Third Estate' declared that they were the only group which could speak for the French people. They called themselves the 'National Assembly' and took an oath that they would not disperse until their demands were met. The people of Paris supported them with violent demonstration, which forced the king and his ministers to give in to them.

A. Answer the following questions in one complete sentence. Don't quote any sentence directly from the text. 1×3=3

- i. Who was brought to Place la Revolution for execution?
- ii. What was the main reason of the change in French people which led them to the execution?
- iii. Why were merchants and professional men dissatisfied?

B. Fill in the gaps with words taken from the passage.

0.5×10=5

- i. The university campus was _____ with students and guests yesterday because of orientation program.
- ii. Mir Jafar was a _____ in the history of this subcontinent.
- iii. The criminal was _____ after a formal trial.
- iv. Please bring a _____ so that I can climb the tree.
- v. The _____ of our country play a great role in the economic development.
- vi. Seeing his appearance I _____ him to be a great Islamic scholar.
- vii. The committee _____ of four experts from four government organizations.
- viii. The _____ of poor section finally won the battle.
- ix. The representatives of the third estate did not _____ until their demands were met.
- x. The violent _____ of the French people compelled the king to resign.

C. Make your own sentence with- i. Came into sight, ii. Cut off-, iii. Out of touch-, (Sentences taken from the passage will not be given any credit.)

1×3=3

D. Identify whether the statements are right or wrong:

0.5×8=4

- i. The French people gathered at the square to watch a movie.
- ii. The man who was brought to be executed was a historical and renowned person.
- iii. The peasants in France led a happy and prosperous life.
- iv. The wealthy, powerful and the nobles of France contributed in its economic development.
- v. The French people took revenge from the King.
- vi. Once the French people showed great honor to the king and prayed for his long life.
- vii. The States General was very active during the rule of Louis XVI.
- viii. The people of France could easily approach the King and the ministers for their various problems.

2. Read the following passage and answer the questions that follow: (10)

As we look around, we see plenty of youth organizations and entrepreneurs organizing trainings, workshops and discussion sessions on how to develop oneself as a qualified candidate for a certain job or profession. While this sounds promising, and despite the fact that the youths are apparently not sitting idle but working on themselves to grow better, our job market and labor force present before us an opposite, a rather de motivating, employment situation. Masud (pseudonym) completed his graduation in polytechnic engineering two years back and has been looking for a job ever since. He interviewed for quite a few companies till now but couldn't manage to get a decent job as the competition is quite high. The people who interviewed with him include five or six year seniors than him and employers are reluctant to appoint a fresh graduate without any previous work experience. In a situation like this, Masud now home tutors school and college level students to pay for his expenses. There are thousands of unemployed fresh graduates like Masud who have not got a job yet, or employ themselves otherwise.

Against a whopping 7.28 per cent rate of economic growth, the number of unemployed population has increased 0.1 million in 2016-2017 compared to the previous fiscal year. This came out in the latest Labor Force Survey 2016-2017 of Bangladesh Bureau of Statistics. The survey states the employment situation in the country to be job-rich, however, the same survey findings show that the number of workable people increased more than the jobs created, in other words, more people are jobless. The survey divides the unemployed labor force in three sections starting from the age of 15-24, 25-29 and, 30 above. The total number of unemployed people are 2.6 million and the total percentage of unemployed people is 4.18 per cent which remained almost the same as the previous year.

It is not like there has not been any positive turns in the employment sector, women are getting more engaged in paid employment than before. As the survey shows, the female labor force increased at a rate of 4.6 per cent compared to that of 1 per cent growth in male labor force.

Setting this one positivity aside, among the unemployed, the most concerning group of people are the educated youth, who has completed their tertiary level education. The survey shows, if sorted by educational qualification, 1.5 per cent of the unemployed have no primary schooling, 2.7 per cent have some or completed primary schooling, 6.4 per cent have completed secondary or post-secondary level. The most shocking fact is that, among the unemployed, youth having completed their tertiary education, covers a big number of 11.2 per cent. As it is absolutely clear from the numbers, educated youth are three times more likely to not get jobs compared to others.

A. Answer the following questions in one complete sentence without quoting any sentence directly from the text. $1 \times 4 = 4$

- What does Masud do to survive?
- Which government office gives a picture of unemployment situation in Bangladesh?
- What is the positive turn in the employment sector of Bangladesh?
- Which section of the people of Bangladesh suffers from unemployment problem most?

$0.5 \times 6 = 3$

B. Find those words in the passage which mean as follows.

- Frustrating. ii. Ago iii. Unwilling iv. Earlier, v. Showing good sign vi. University level

$1 \times 3 = 3$

C. Make your own sentences with the following words and phrases.

- Couldn't manage to get- , ii. Compared to-, iii. Likely to-

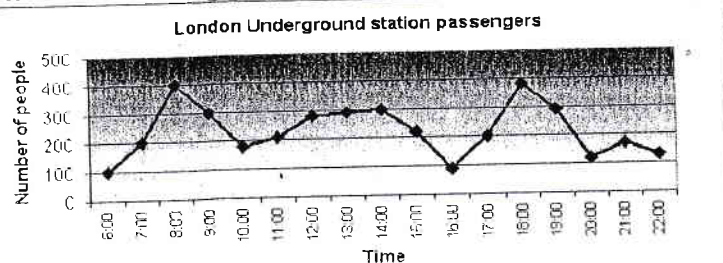
$1 \times 10 = 10$

3. Answer the following questions as directed:

- The teacher thanked me for what I (do). (Use the verb in right form.)
- Had you given me the information earlier , _____ (Complete the sentence as a conditional sentence)
- Bread and butter is/ are my favourite for breakfast. (Choose the verb that agrees with the subject.)
- Make a WH question with modal 'can'.
- Make a sentence with phrase preposition 'on behalf of'.
- Write a sentence with the word 'sanguine' adding appropriate preposition with it.
- If my pet dog hears any strange sounds, it _____ (Complete the sentence)
- Give an example of present perfect continuous beginning with 'How long---?'
- Neither of these two machines (be) suitable for our purpose. (Use verb 'be' in suitable number.)
- The tree was cut _____ a wood cutter _____ an axe. (Use prepositions in the gaps.)

4. Describe the following graph in your own language.

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Or

Give your opinion in your own language regarding the statement:

Our education system is responsible for creating so many unemployed educated young people.