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Daffodil International University

Faculty of Science & Information Technology
Department of Computer Science and Engineering
Class Test 1, Spring-2026
Course Code: ENG 102 Course Title: Writing and Comprehension
Batch: 70_O

Exam Duration: 35 Minutes **Marks: 15**

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.]

The History of Coffee

A. The genesis of coffee is steeped in an enchanting blend of myth and mystery, tracing back to the ancient coffee forests on the Ethiopian plateau. Legend attributes the discovery to Kaldi, a lonely goat herder who observed a peculiar vitality in his flock after they consumed bright red berries from a specific shrub. These goats, usually docile, reportedly began to "dance" and gambol with such intensity that they refused to rest at night. Intrigued and perhaps a bit wary, Kaldi brought the berries to a local monk, who initially tossed them into a fire, decrying them as a distraction. However, the aroma of the roasting beans was so heavenly that the scorched seeds were raked from the embers, ground, and dissolved in hot wat er. This first primitive brew allowed the monks to maintain their spiritual vigils for hours on end, transforming a wild highland fruit into a tool for divine endurance.

B. As the 15th century dawned, coffee cultivation and trade took firm root in the Arabian Peninsula, specifically in the Yemeni district of Arabia. By the 16th century, the beverage had permeated the social fabric of Persia, Egypt, Syria, and Turkey, giving rise to the world's first "schools of the wise," or *qahveh khaneh*. These public coffee houses were unprecedented social equalizers where men from all walks of life gathered to listen to music, watch performers, play chess, and engage in the kind of frank political debate that often unnerved local rulers. Recognizing the immense economic value of this "black gold," the Arabs maintained a ferocious monopoly on the trade. To ensure that no other region could cultivate the plant, they enforced a strict ban on the export of fertile coffee beans, requiring all exported seeds to be parboiled or otherwise sterilized to prevent germination.

C. The arrival of coffee in Europe during the 17th century was met with a volatile mixture of fascination and fear. In Venice and London, the dark, bitter brew was initially viewed with suspicion, with some clerics even labeling it the "bitter invention of Satan." The controversy reached a boiling point in Rome, but after Pope Clement VIII tasted the drink and found it delicious, he famously gave it a "Christian baptism," clearing the way for its rapid adoption. Coffee houses soon became the "Internet of the 17th Century," serving as headquarters for scientists, poets, and financiers. In London, these establishments were nicknamed "Penny Universities" because, for the price of a penny, one could engage in high-level intellectual discourse. This insatiable European appetite eventually shattered the Arabian monopoly as Dutch spies successfully smuggled live coffee plants out of Mocha, transplanting them to the East Indies and eventually setting the stage for coffee's journey to the Americas.

D. The introduction of coffee to the Western Hemisphere is a tale of high-stakes espionage and colonial ambition. In 1723, a French naval officer named Gabriel de Clieu managed to obtain a seedling from the King's Royal Botanical Garden in Paris. During his perilous voyage to Martinique, de Clieu reportedly shared his own meager water rations with the plant to keep it alive through storms and a pirate attack. His dedication paid off;

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once planted, the single seedling thrived and multiplied, becoming the progenitor of over 18 million coffee trees on the island within 50 years. This successful transplanting signaled the end of the Middle Eastern monopoly and paved the way for coffee to become a dominant cash crop across the Caribbean and Central America, forever altering the landscapes and labor histories of the New World.

E. While many nations cultivated the bean, it was Brazil that eventually became the undisputed titan of the coffee world. In the early 18th century, a Portuguese diplomat named Francisco de Melo Palheta was sent to French Guiana to resolve a border dispute, but his true mission was to acquire coffee seeds. When the French governor refused, Palheta reportedly charmed the governor's wife, who secretly gifted him a bouquet of flowers hiding fertile coffee seeds. From these illicit beginnings, Brazil's coffee industry exploded, fueled by vast tracts of land and, tragically, a heavy reliance on enslaved labor. By the 19th century, Brazil was producing the majority of the world's coffee, turning the once-exclusive luxury of the elite into an affordable daily commodity for the global working class.

F. In the 20th and 21st centuries, the culture of coffee evolved through what historians call "waves." The First Wave focused on mass-market accessibility and vacuum-sealed cans, making coffee a staple in every household. The Second Wave, led by pioneers like Starbucks in the 1970s, introduced the concept of the specialty espresso drink and turned the coffee house back into a "third place" for social gathering. We are currently experiencing the Third Wave, where coffee is treated with the same artisanal reverence as fine wine. This modern movement emphasizes "direct trade" with farmers, precise roasting profiles, and brewing methods that highlight the unique *terroir* of the bean. Today, coffee is more than just a caffeine delivery system; it is a $100 billion global industry that sits at the intersection of science, ethics, and art.

G. As coffee transitioned from a luxury to a global necessity, it began to face its greatest biological threats: pests and a changing climate. The two primary species of coffee, *Coffea arabica* and *Coffea canephora* (commonly known as Robusta), have vastly different genetic profiles and environmental needs. Arabica, prized for its complex flavors and sweetness, is notoriously delicate and thrives only in specific high-altitude "cloud forests." However, as global temperatures rise, these traditional growing regions are shrinking, pushing farmers into higher elevations or forcing a shift toward the hardier, more bitter Robusta. Modern agricultural science is now in a race against time to develop hybrid "climate-smart" varieties that can withstand erratic rainfall and the devastating "coffee leaf rust" fungus without sacrificing the cup quality that consumers have come to expect.

H. The final chapter in coffee's history is defined by a shift in conscience known as the "Sustainability Movement." For centuries, the coffee supply chain was marked by extreme price volatility and the exploitation of smallholder farmers in the Global South. In response, the late 20th and early 21st centuries saw the rise of certifications like Fair Trade, Rainforest Alliance, and Bird Friendly coffee. These initiatives aim to decouple coffee production from environmental degradation and poverty by ensuring farmers receive a "living wage" and use shade-growing techniques that preserve local biodiversity. Today's coffee drinkers are increasingly focused on "traceability," wanting to know not just which country their beans came from, but the specific farm and the name of the producer who harvested them. This full-circle evolution reflects a return to coffee's origins: a deep, communal respect for the land and the labor required to produce the world's favorite morning ritual.

Question 1-4

True/False/Not Given ***04x01=04***

Do the following statements agree with the information given in the passage? Write:

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

1. Kaldi immediately recognized the long-term religious significance of the berries his goats consumed.
2. Arabian traders deliberately altered exported coffee beans to prevent cultivation outside their region.
3. European coffee houses were initially welcomed by religious authorities without opposition.
4. Brazil's dominance in the global coffee market was achieved without dependence on coerced labor.

Question 5-7

Summary Completion ***03x01=03***

Complete the summary below using **NO MORE THAN TWO WORDS** from the passage.

Summary:

Coffee's global journey began in Ethiopia, where its stimulating effects were first noticed by a goat herder. The drink later spread to the Arabian Peninsula, where coffee houses functioned as social spaces that

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encouraged music, games, and even **(5)** _____ _____. As coffee reached Europe, its acceptance was accelerated after it received approval from a religious authority. European demand eventually broke the Arabian trade monopoly through the smuggling of **(6)** _____ _____. In the modern era, coffee faces serious environmental challenges, including rising temperatures and a destructive fungus known as **(7)** _____ _____.

Early Childhood Education

A. Dr. Lockwood Smith's recent visit to the US and Britain came with a list of findings. Being New Zealand's National Party Education's spokesman reports the key findings of his visit and reveals the prospects in New Zealand's education policy.

B. 'Education To Be More' is a report pertaining to the New Zealand Government Early Childhood Care and Education Working Group. It was published last August, discussing the enhancement of access and funding for childcare and early childhood education institutions. Though education is a necessity, parents don't send children to pre-schools until they attain three years of age. Are they missing out on the most crucial years of all? Let's see further.

C. A 13-year research study of early childhood development at Harvard University reveals that most children after the age of three have the ability to understand nearly 1000 words - most of the vocabularies they will practise in normal conversation for the rest of their lives. In addition to that, research shows that as every kid born will be curious, however, it can be controlled significantly in their second and third years of life. Researchers say that human behaviour gets into shape during the first two years. Similarly, during the first three years children acquire the fundamental skills which will be used later at home and at school. Once children cross three years, they try to spread their existing knowledge of the world.

D. A general fact is that children from poorer socio-economic backgrounds are likely to perform not well in studies. It's acknowledged not only in New Zealand but also in Britain, America and Australia. To tackle the educational issue, a nationwide program known as 'Headstart' was initiated in 1965 in the United States, with a pool of money. It made a path for children to join in pre-school institutions after turning into three, and facilitated the children from poorer families perform better in school. Besides so much investment, the result was not as expected. It is because of two things. First, the program started too late. Most of the children who enrolled in it were already behind their peers in language and reasonable intelligence. Second, there is no participation from the parents. After school hours, children go back to the same home where parents don't know how to improve their skills.

E. Now it has become evident from the pilot program 'Headstart' launched in Missouri in the US that the first three years of a kid's life are important. This growing need shows that working with the parents rather than ignoring them from the process of child's education is the most effective way of improving children's learning abilities. The four-year pilot study involved around 380 families who have one child, and are from a cross-section of socio-economic background, etc. The other factors include age and family configurations. For this pilot study, they included single-parent and two-parent families. Moreover, it included families where both parents are working and families where one parent is at home.

F. The program is associated with parent-educators who visit the parent's home engaging with tired parents or parents and the child. Know the child's development, necessary advice on things to care for, and what to expect as the child grows, etc. all such information is given. It also added the guidance in keeping the child's intelligence, language proficiency, social and motor-skill development. Regular diagnoses of the child's academics and sensory development (hearing and vision) were kept available to measure possible hurdles that help with development and growth. In case of medical issues, they met the medical practitioners. Parent-educators visited homes and conducted group meetings every month with new parents. They shared experiences and discussed topics of varied subjects. Apart from that, parent resource centres offered study materials for families and facilitators for the child core. It is located in each school building.

G. The children at three years of age, who had been indulged in the pilot program 'Missouri' were analysed alongside a similar section of children chosen from the same range of cross-section, socio economic aspects and family conditions, and also the same age of children as samples. Astonishingly, the results were excellent.

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The children with the same age group were more advanced in language proficiency than their counterparts. They showed greater potential in problem-solving techniques and other intellectual skills, besides social development. Here, the average performance of a child in this program was at the level of top 15 to 20 percent compared to their peers in things like verbal ability, language skills, and auditory comprehension.

H. Above all, the classical method of measures of 'risk' like the parents' age and education, or whether they were a single parent, no interest or having no relationship to the assessments of success and language development. On the other hand, children performed equally well in the program despite their socio-economic backgrounds. In this program, no child was virtually abused. The one component that tended to affect the child's development was stress from the family side that led to poor quality of parent-child relationship and interaction. That interaction was not always bad in poorer families.

I. Most of these findings are interesting. There is alarming evidence in New Zealand that children belonging to poorer socio-economic backgrounds are performing less at school and that our school system tends to maintain that disadvantage unknowingly. The initiative subsequently mentioned the fact that above could break that cycle of disadvantage. The idea of engaging with parents in their homes or at their workplace, could improve the situation quite markedly with respect to the Early Childhood Care and Education Working Group's report. Their main objective is to enrol children and mothers to childcare and institutionalised childhood education at an early stage. Education from the age of three to five is unquestionably important to any child, but not focusing on parent education and the vital importance of the first three years, might lead to evidence that reflects the inequality in education.

Questions 8 - 11

The reading passage has nine paragraphs, A - I.
Choose the correct heading for each paragraph from the list of headings below.
Write the correct Roman numeral (i - vi) as your answer to each question.

List of Headings

i) Education to be more
ii) Breakthrough in the pilot study
iii) Pilot program 'Headstart'
iv) Traditional method of risk assessment
v) Parent-Educators and their role
vi) Early Childhood Care and Education Working Group's report

8. Paragraph B
9. Paragraph E
10. Paragraph F
11. Paragraph G

Questions 12 – 15

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

- There is alarming evidence in 12. _____ that children belonging to poorer socio-economic backgrounds are performing less.
- Though education is a 13. _____, parents don't send children to pre-schools until they attain three years of age.
- Parent resource centres offered study materials for families and facilitators for the 14. _____.
- The one component that tended to affect the child's development was stress from the family side that led to poor quality of parent-child 15. _____ and interaction.