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Daffodil International University
Faculty of Science & Information Technology
Department of Software Engineering
Final Examination, Summer 2026
Course Code: ENG 101; Course Title: English-1
Sections & Teachers: (A-N), MA, JR, JC & MS.

Time: 2:00 Hrs **Marks: 40**

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.]

Read the passage carefully and answer the following questions.

The Evolution of the Computer

A. Long before electricity, people searched for tools that could take the effort out of counting. The ancient abacus, with its sliding beads, allowed merchants to add and subtract with remarkable speed, and for centuries it remained the finest calculating aid available. In the seventeenth century the French thinker Blaise Pascal built a brass machine of interlocking gears that could carry numbers automatically, and later Gottfried Leibniz improved upon it so that it could multiply as well. Yet the boldest vision belonged to the Englishman Charles Babbage. In the 1830s he designed his Analytical Engine, a steam-driven contraption that could, in theory, be programmed with punched cards to solve almost any mathematical problem. His collaborator Ada Lovelace even wrote instructions for it, earning her lasting fame as the first computer programmer. Sadly, the machine was far too complex for the workshops of the age, and Babbage died with his masterpiece unbuilt. Still, the idea of a programmable machine had been planted, and it would not be forgotten.

B. It took a world war to turn that idea into working metal. During the 1940s, governments poured money into machines that could break enemy codes and calculate the paths of artillery shells. The most famous of these giants was ENIAC, unveiled in the United States in 1946. It filled an entire room, weighed almost thirty tonnes, and relied on around eighteen thousand glowing vacuum tubes to do its work. When it was switched on, the lights of the surrounding neighbourhood were said to dim. These early electronic brains were astonishingly fast for their time, yet they were also fragile and hungry for power. The delicate tubes burned out constantly, and teams of operators spent their days hunting for the single failed component that had brought the whole machine to a halt.

C. The turning point arrived quietly in a laboratory rather than on a battlefield. In 1947, three scientists at Bell Laboratories invented the transistor, a tiny device that could do the job of a vacuum tube while using a fraction of the space and power. Unlike the fragile glass tubes, transistors did not burn out, produced almost no heat, and could be manufactured cheaply in enormous numbers. Almost overnight, engineers were able to shrink machines that had once filled a room down to the size of a filing cabinet. Computers became more reliable, more affordable, and available to universities and businesses that could never have housed one of the older giants. The age of clumsy, room-sized calculators was drawing to a close.

D. The next leap was to place many transistors together on a single sliver of silicon. This invention, the integrated circuit, allowed thousands and eventually millions of components to be packed onto a chip smaller than a fingernail. In 1971 the Intel company took the idea to its logical conclusion with the microprocessor, a complete "computer on a chip" that contained the machine's entire calculating brain. Suddenly the most important part of a computer could be mass-produced and sold for a modest price. Machines grew steadily smaller, cheaper, and more powerful, and a curious pattern emerged: the number of components on a chip seemed to double every couple of years, a trend that manufacturers raced to sustain.

E. For the first time, ordinary people could dream of owning a computer of their own. Through the late 1970s and early 1980s a wave of small, affordable machines reached the market, and companies such as Apple and

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IBM competed fiercely to place one on every desk. These personal computers were no longer the property of governments and corporations alone; they appeared in schools, in offices, and finally in the family home. With them came a new industry of software — word processors, spreadsheets, and games that made the machines genuinely useful to people who knew nothing of engineering. Computing had escaped the laboratory and entered everyday life.

F. Today the descendants of those early machines sit in our pockets and on our wrists. A modern smartphone carries more computing power than the room-sized giants of the 1940s could have imagined, and it connects instantly to a global network of information. Computers now drive our cars, diagnose our illnesses, and increasingly learn and make decisions of their own through artificial intelligence. It is easy to forget how young this technology truly is; a person born when ENIAC was switched on is not yet elderly. If the machines have advanced so dramatically in a single lifetime, one cannot help but wonder what the children of today will hold in their hands when they, in turn, grow old.

1	*a)*	**Select** the most suitable headings for the given paragraphs from the list of ten headings below. Write the appropriate number **I-X** with paragraph list **1-5** in your script. There are more headings than the number of paragraphs, so you will not use them all. *For example: Paragraph G= IV* **List of headings:** i) Government funding for scientific research ii) The first room-sized electronic machines iii) A tiny component sparks a revolution iv) Computing power reaches ordinary homes v) The early dream of a calculating machine vi) The environmental cost of old technology vii) Programming languages and their history viii) Many parts on a single chip ix) The lasting legacy and future of computing x) The role of gaming in computer sales 1. Paragraph A _____ 2. Paragraph C _____ 3. Paragraph D _____ 4. Paragraph E _____ 5. Paragraph F _____	**[5x1=5]**	**CLO-3** ***Level-C4***
	b)	**Identify** the correct information from the passage to complete the summary below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Before electricity, calculating tools such as the **(i)** _____ allowed merchants to add and subtract quickly. In the 1830s, the Englishman Charles Babbage designed the **(ii)** _____, a machine intended to be programmed using punched cards. During the 1940s, a room-sized machine known as **(iii)** _____ relied on thousands of glowing vacuum tubes. This fragility was overcome in 1947, when scientists at Bell Laboratories invented the **(iv)** _____, a device that used far less space and power. By 1971, the Intel company introduced the **(v)** _____, a complete computer contained on a single chip.	**[5x1=5]**	

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Read the passage below and answer the following questions.

Should students still learn by heart?

Picture a geography lesson in a secondary school. The teacher asks a simple question, the capital of Australia, and thirty hands reach not into memory but towards their phones. Within seconds a dozen voices call out "Canberra". The information has been retrieved, the lesson moves on, and nobody has actually learned anything. As a teacher myself, I recognise this scene all too well, and it troubles me more each year.

For centuries, education rested on memorisation. Pupils recited multiplication tables, learned poems such as Wordsworth's "Daffodils" off by heart, and could name the kings and queens of their country in order. Today many argue that such drilling is pointless. Why clutter the mind with facts, they ask, when a search engine can supply any answer in an instant?

The most influential defence of memory comes from cognitive science. The American psychologist Daniel Willingham argues that thinking well depends on what he calls "background knowledge", the store of facts already held in long-term memory. Without it, he claims, students cannot even read critically, because understanding a text relies on information the reader already possesses. In his view, a mind emptied of facts is not liberated but impoverished.

Critics counter that memorisation crowds out creativity and disadvantages certain learners. Studies repeatedly show that pupils from low-income families perform worst on tests of factual recall, partly because their exposure to books and rich vocabulary at home tends to be narrower. Rote learning, the argument goes, simply rewards those who are already privileged and quietly punishes those who are not.

Yet abandoning memory altogether would be a mistake. A mind well stocked with knowledge is quicker, more confident and more curious, and it is far better at spotting when a screen is feeding it nonsense. Every year I set my class a challenge: to memorise and perform a single poem of their own choosing. They grumble at first. But by the final week, even my most reluctant students stand and recite with a pride that no smartphone could ever give them.

	c)	**Trace** the answer to the following questions. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. i. Name the poem by Wordsworth mentioned in the passage. ii. According to critics, what can supply any answer in an instant? iii. Name the psychologist who defends the value of "background knowledge". iv. Which group of pupils performs worst on tests of factual recall? v. What does the teacher ask the class to memorize every year?	**[5x1=5]**	
2	*a)*	**Write** the correct form of the verbs in the brackets to complete the following conditional sentences as directed. i) If Nadia _____ (not miss) the bus this morning, she _____ (not arrive) late for the exam. (Third Conditional) ii) If it _____ (rain) this afternoon, the coach _____ (cancel) the football practice. (First Conditional) iii) If you _____ (heat) water to a hundred degrees, it always _____ (boil). (Zero Conditional) iv) If Rafi _____ (charge) his laptop last night, it _____ (not shut) down during his presentation. (Third Conditional) v) If I _____ (have) my own spaceship, I _____ (visit) the moon every weekend. (Second Conditional)	**[5x1=5]**	**CLO-1** ***Level-C1***

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	b)	**Identify** if the following sentences are Fragment, Run-on, Modifier, or Complete. If the sentence is complete, write "Complete Sentence"; if the sentence is Fragment, Run-on, or Modifier, then rewrite the sentence to fix the syntax error. i) The wind howled loudly the windows rattled all night. ii) Sitting alone in the empty classroom. iii) My brother repaired the old bicycle yesterday. iv) To complete the classwork before the weekend. v) She loves painting she paints every single weekend.	[5x1=5]	
3	*a)*	Your classmate has written a letter to you asking for recommendations regarding a tour that his/her cousins will be making to your area next week. **Compose** a letter to your friend. In your letter, – recommend an area where they can stay – suggest the spots they can visit – offer to do something with them	[7]	**CLO-4** ***Level-C3***
	b)	**Construct** an essay on any one of the following topics: i. The causes of sleep deprivation among students and its effects on their academic life. ii. Everyone watches TV shows/series nowadays, and it is hard to stop without finishing them. Some people think that binge-watching TV shows should be considered an addiction. Do you agree or disagree? Prove your stance.	[8]	