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Daffodil International University

Faculty of Science & Information Technology
Department of Computer Science and Engineering
Final Examination, Fall-2024
Course Code: ENG 102 Course Title: Writing and Comprehension
Level: 1 Term: 2 Batch: 66

Time: 2 Hours **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.]

1.		Reading	1x 20= 20 Marks	CO's
		Reading Passage 1: Read the following passage and answer the following questions		
		Animal Minds: Parrot Alex A In 1977 Irene Pepperberg, a recent graduate of Harvard University, did something very bold. At a time when animals still were considered automatons, she set out to find what was on another creature's mind by talking to it. She brought a one-year-old African gray parrot she named Alex into her lab to teach him to reproduce the sounds of the English language. "I thought if he learned to communicate, I could ask him questions about how he sees the world." B When Pepperberg began her dialogue with Alex, who died last September at the age of 31, many scientists believed animals were incapable of any thought. They were simply machines, robots programmed to react to stimuli but lacking the ability to think or feel. Any pet owner would disagree. We see the love in our dogs' eyes and know that they have thoughts and emotions. But such claims remain highly controversial. Gut instinct is not science, and it is all too easy to project human thoughts and feelings onto another creature. How, then, does a scientist prove that an animal is capable of thinking – that it can acquire information about the world and act on it? "That's why I started my studies with Alex," Pepperberg said. They were seated – she at her desk, he on top of his cage – in her lab, a windowless room about the size of a boxcar, at Brandeis University. Newspapers lined the floor; baskets of bright toys were stacked on the shelves. They were clearly a team – and because of their work, the notion that animals can think is no longer so fanciful. C Certain skills are considered key signs of higher mental abilities: good memory, a grasp of grammar and symbols, self-awareness, understanding others' motives, imitating others, and being creative. Bit by bit, in ingenious experiments, researchers have documented these talents in other species, gradually chipping away at what we thought made human beings distinctive while offering a glimpse of where our own abilities came from. Scrub jays know that other jays are thieves and that stashed food can spoil; sheep can recognize faces; chimpanzees use a variety of tools to probe termite mounds and even use weapons to hunt small mammals; dolphins can imitate human postures; the archerfish, which stuns		CO 1

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insects with a sudden blast of water, can learn how to aim its squirt simply by watching an experienced fish perform the task. AndAlex the parrot turned out to be a surprisingly good talker.

D Thirty years after the Alex studies began; Pepperberg and a changing collection of assistants were still giving him English lessons. The humans, along with two younger parrots, also served as Alex's flock, providing the social input all parrots crave. Like any flock, this one – as small as it was – had its share of drama. Alex dominated his fellow parrots, acted huffy at times around Pepperberg, tolerated the other female humans, and fell to pieces over a male assistant who dropped by for a visit. Pepperberg bought Alex in a Chicago pet store where she let the store's assistant pick him out because she didn't want other scientists saying later that she'd particularly chosen an especially smart bird for her work. Given that Alex's brain was the size of a shelled walnut, most researchers thought Pepperberg's interspecies communication study would be futile.

E "Some people actually called me crazy for trying this," she said. "Scientists thought that chimpanzees were better subjects, although, of course, chimps can't speak." Chimpanzees, bonobos, and gorillas have been taught to use sign language and symbols to communicate with us, often with impressive results. The bonobo Kanzi, for instance, carries his symbol-communication board with him so he can "talk" to his human researchers, and he has invented combinations of symbols to express his thoughts. Nevertheless, this is not the same thing as having an animal look up at you, open his mouth, and speak. Under Pepperberg's patient tutelage, Alex learned how to use his vocal tract to imitate almost one hundred English words, including the sounds for various foods, although he calls an apple a "beanery." "Apples taste a little bit like bananas to him, and they look a little bit like cherries, Alex made up that word for them," Pepperberg said.

F It sounded a bit mad, the idea of a bird having lessons to practice, and willingly doing it. But after listening to and observing Alex, it was difficult to argue with Pepperberg's explanation for his behaviors. She wasn't handing him treats for the repetitious work or rapping him on the claws to make him say the sounds. "He has to hear the words over and over before he can correctly imitate them," Pepperberg said, after pronouncing "seven" for Alex a good dozen times in a row. "I'm not trying to see if Alex can learn a human language," she added. "That's never been the point. My plan always was to use his imitative skills to get a better understanding of avian cognition."

G In other words, because Alex was able to produce a close approximation of the sounds of some English words, Pepperberg could ask him questions about a bird's basic understanding of the world. She couldn't ask him what he was thinking about, but she could ask him about his knowledge of numbers, shapes, and colors. To demonstrate, Pepperberg carried Alex on her arm to a tall wooden perch in the middle of the room. She then retrieved a green key and a small green cup from a basket on a shelf. She held up the two items to Alex's eye. "What's same?" she asked. Without hesitation, Alex's beak opened: "Co-lor." "What's different?" Pepperberg asked. "Shape," Alex said. His voice had the digitized sound of a cartoon character. Since parrots lack lips (another reason it was difficult for Alex to pronounce some sounds, such as ba), the words seemed to come from the air around him, as if a ventriloquist were speaking. But the words – and what can only be called the thoughts – were entirely his.

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H For the next 20 minutes, Alex ran through his tests, distinguishing colors, shapes, sizes, and materials (wool versus wood versus metal). He did some simple arithmetic, such as counting the yellow toy blocks among a pile of mixed hues. And, then, as if to offer final proof of the mind inside his bird's brain, Alex spoke up. "Talk clearly!" he commanded when one of the younger birds Pepperberg was also teaching talked with wrong pronunciation. "Talk clearly!" "Don't be a smart aleck," Pepperberg said, shaking her head at him. "He knows all this, and he gets bored, so he interrupts the others, or he gives the wrong answer just to be obstinate. At this stage, he's like a teenager; he's moody, and I'm never sure what he'll do."

A (Questions 1-6)

Do the following statements agree with the information given in Reading Passage 1?

For the questions 1 - 6 on your answer sheet, 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. Firstly, Alex has grasped quite a lot of vocabulary.
2. At the beginning of study, *Alex* felt frightened in the presence of humans.
3. Previously, many scientists realized that animals possess the *ability of* thinking.
4. It has taken a long time before people get to know *cognition existing in* animals.
5. As Alex could approximately imitate the sounds of *English words, he* was capable of roughly answering Irene's questions regarding the world.
6. By breaking in other parrots as well as producing the incorrect answers, he tried to be focused.

B (Questions 7-10)

Complete the following summary of the paragraphs of Reading Passage-1, using NO MORE THAN THREE WORDS from Reading Passage-1 for each answer.

After the training of Irene, Parrot Alex can use his vocal tract to pronounce more than (7) --------, while other scientists believe that animals have no this advanced ability of thinking, they would rather teach (8) ---------- Pepperberg clarified that she wanted to conduct a study concerning (9) ---------- but not to teach him to talk. The store's assistant picked out a bird at random for her for the sake of avoiding other scientists saying that the bird is (10) ---------- afterward.

Reading Passage 2: Read the following passage and answer the following questions

The Psychology in Happiness

A In the late 1990s, psychologist Martin Seligman of the University of Pennsylvania urged colleagues to observe optimal moods with the same intensity with which they had for so long studied pathologies: we would never learn about the full range of human functions unless we knew as much about mental wellness as we do about mental illness. A new generation of psychologists built up a respectable body of research on positive character traits and happiness-boosting practices. At the same time, developments in neuroscience provided new clues to what makes us happy and what that looks like in the brain. Self-appointed experts took advantage of the trend with guarantees to eliminate worry, stress, dejection

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and even boredom. This happiness movement has provoked a great deal of opposition among psychologists who observe that the preoccupation with happiness has come at the cost of sadness, an important feeling that people have tried to banish from their emotional repertoire. Allan Horwitz of Rutgers laments that young people who are naturally weepy after breakups are often urged to medicate themselves instead of working through their sadness. Wake Forest University's Eric Wilson fumes that the obsession with happiness amounts to a "craven disregard" for the melancholic perspective that has given rise to the greatest works of art. "The happy man" he writes, "is a hollow man."

B After all people are remarkably adaptable. Following a variable period of adjustment, we bounce back to our previous level of happiness, no matter what happens to us. (There are some scientifically proven exceptions, notably suffering the unexpected loss of a job or the loss of a spouse. Both events tend to permanently knock people back a step.) Our adaptability works in two directions. Because we are so adaptable, points out Professor Sonja Lyubomirsky of the University of California, we quickly get used to many of the accomplishments we strive for in life, such as landing the big job or getting married. Soon after we reach a milestone, we start to feel that something is missing. We begin coveting another worldly possession or eyeing a social advancement. But such an approach keeps us tethered to a treadmill where happiness is always just out of reach, one toy or one step away. It's possible to get off the treadmill entirely by focusing on activities that are dynamic surprising, and attention- absorbing, and thus less likely to bore us than, say, acquiring shiny new toys.

C Moreover, happiness is not a reward for escaping pain. Russ Harris, the author of The Happiness Trap, calls popular conceptions of happiness dangerous because they set people up for a "struggle against reality". They don't acknowledge that real life is full of disappointments, loss, and inconveniences. "If you're going to live a rich and meaningful life," Harris says, "you're going to feel a full range of emotions." Action toward goals other than happiness makes people happy. It is not crossing the finish line that is most rewarding, it is anticipating achieving the goal. University of Wisconsin neuroscientist Richard Davidson has found that working hard toward a goal, and making progress to the point of expecting a goal to be realized, not only activates positive feelings but also suppresses negative emotions such as fear and depression.

D We are constantly making decisions, ranging from what clothes to put on, to whom we should marry, not to mention all those flavors of ice cream. We base many of our decisions on whether we think a particular preference will increase our well-being. Intuitively, we seem convinced that the more choices we have, the better off we will ultimately be. But our world of unlimited opportunity imprisons us more than it makes us happy. In what Swarthmore psychologist Barry Schwartz calls "the paradox of choice," facing many possibilities leaves us stressed out – and less satisfied with whatever we do decide. Having too many choices keeps us wondering about all the opportunities missed.

E Besides, not everyone can put on a happy face. Barbara Held, a professor of psychology at Bowdoin College, rails against "the tyranny of the positive attitude". "Looking on the bright side isn't possible for some people and is even counterproductive" she insists. "When you put pressure on people to cope in a way that doesn't fit them, it not only doesn't work, it makes them feel like a failure

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on top of already feeling bad." The one-size-fits-all approach to managing emotional life is misguided, agrees Professor Julie Norem, author of The Positive Power of Negative Thinking. In her research, she has shown that the defensive pessimism that anxious people feel can be harnessed to help them get things done, which in turn makes them happier. A naturally pessimistic architect, for example, can set low expectations for an upcoming presentation and review all of the bad outcomes that she's imagining, so that she can prepare carefully and increase her chances of success.

F By contrast, an individual who is not living according to their values, will not be happy, no matter how much they achieve. Some people, however, are not sure what their values are. In that case Harris has a great question: "Imagine I could wave a magic wand to ensure that you would have the approval and admiration of everyone on the planet, forever. What, in that case, would you choose to do with your life?" Once this has been answered honestly, you can start taking steps toward your ideal vision of yourself. The actual answer is unimportant, as long as you're living consciously. The state of happiness is not really a state at all. It's an ongoing personal experiment.

C (Questions 11-16)
Reading Passage 2 has six paragraphs, A–F. Which paragraph mentions the following? Write the correct letter, A–F, for 11–16 on your answer sheet. *NB You may use any letter more than once.*

11. The need for individuals to understand what really matters to them
12. Tension resulting from a wide variety of alternatives
13. The hope of success as a means of overcoming unhappy feelings
14. People who call themselves specialists
15. Human beings' capacity for coping with change
16. doing things that are interesting in themselves

D (Questions 17-18)
Choose TWO letters, A-E. Write the correct letters for 17 and 18 on your answer sheet.

Which TWO of the following people argue against aiming for constant happiness

a) Martin Seligman
b) Eric Wilson
c) Sonja Lyubomirsky
d) Russ Harris
e) Barry Schwartz

E (Questions 19-20)
Choose TWO letters, A-E. Write the correct letters for 19 and 20.

Which TWO of the following beliefs are identified as mistaken in the text

a) Inherited wealth brings less happiness than earned wealth.
b) Social status affects our perception of how happy we are.
c) An optimistic outlook ensures success.
d) Unhappiness can and should be avoided.
e) Extremes of emotion are normal in the young.

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2		**Grammar**	**7x 1 = 7 Marks**	**CO2**
	A	**Correct the following sentences.** i. Nelson Mandela was deprived from his freedom. ii. Shakib was used to play for Bangladesh. iii. I enjoy to play football. iv. The Euripides' tragedies are the famous. v. We heard him to speak in English. vi. Janet wrote carefully her essay. vii. You were at the cinema yesterday?		
3.		**Writing**	**1x 13 = 13 Marks**	**CO3**
	A	**Write an essay about the following topic.** Some people think that the government is responsible for the rise in obesity in children. **Do you agree or disagree?** Give reasons for your answer and include relevant examples from your knowledge or experience. **Write at least 250 words.**		